



**University of Khorfakkan**

## **QUALITY ASSURANCE MANUAL**

## Contents

<b>1. University of Khorfakkan at a Glance .....</b>	<b>4</b>
<b>1.1 Overview.....</b>	<b>4</b>
<b>1.2 Vision .....</b>	<b>5</b>
<b>1.3 Mission.....</b>	<b>5</b>
<b>1.4 Strategic Goals.....</b>	<b>5</b>
<b>1.5 Organizational Chart .....</b>	<b>9</b>
<b>2. Quality Assurance Unit.....</b>	<b>11</b>
<b>2.1 Organizational Chart .....</b>	<b>11</b>
<b>2.2 Strategic and Operational Planning.....</b>	<b>13</b>
<b>2.3 Self-studies .....</b>	<b>14</b>
<b>2.4 Annual Reports.....</b>	<b>16</b>
<b>2.5 Review of the vision, mission and strategic plans .....</b>	<b>16</b>
<b>3. Institutional Performance Evaluation.....</b>	<b>18</b>
<b>3.1 Quality Assurance System (PDCA) .....</b>	<b>18</b>
<b>3.1.1 Strategic &amp; Operational Plan (Plan).....</b>	<b>21</b>
<b>3.1.2 Implementation of the Strategic and Operational Plan (Do) .....</b>	<b>36</b>
<b>3.1.3 Evaluation (Check).....</b>	<b>36</b>
<b>3.1.4 Improvement Plans (Act) .....</b>	<b>41</b>
<b>3.2 Benchmarking.....</b>	<b>41</b>
<b>Appendices .....</b>	<b>44</b>
<b>Appendix 1: Rubrics.....</b>	<b>44</b>
<b>Appendix 2: Surveys Descriptions .....</b>	<b>66</b>
<b>Appendix 3: Program Specifications .....</b>	<b>69</b>

## **List of Figures**

<b>Figure 1: Strategic Planning Cycle .....</b>	<b>5</b>
<b>Figure 2: Organizational Chart .....</b>	<b>10</b>
<b>Figure 3: IEAA Organizational Chart .....</b>	<b>12</b>
<b>Figure 4: Strategic Planning Cycle .....</b>	<b>13</b>
<b>Figure 5: Quality Assurance Model.....</b>	<b>19</b>
<b>Figure 6: Program Effectiveness Cycle and Using Assessment Results for Program Improvement ..</b>	<b>37</b>

## **List of Tables**

<b>Table 1: UKF Key Performance Indicators (KPIs) .....</b>	<b>21</b>
<b>Table 2: Evaluation of programs, courses, processes, and support services .....</b>	<b>36</b>

# 1. University of Khorfakkan at a Glance

## 1.1 Overview

The University of Khorfakkan (UKF) is a not-for-profit institution for higher education established in 2022 by His Highness Sheikh Dr. Sultan Bin Mohammed Al Qassimi, Member of the Supreme Council, Ruler of Sharjah, and President of the University. The University is an autonomous, academic, corporate body enjoying financial and administrative autonomy owned by the government of Sharjah. The University enjoys a State-of-the-Art infrastructure for teaching, research, innovation, and community service.

The UAE Ministry of Education fully licenses the University. His Highness instructed to transform the Khorfakkan branch into a separate university under the "University of Khorfakkan". In addition to the currently offered programs, the University of Khorfakkan plans to offer new programs in the marine sciences and ocean engineering fields, under its new college of "Marine Sciences and Aquatic Biology". It is planned that this will represent a national hub for issues related to marine sciences and aquatic biology, such as coastal zone management, marine engineering, fisheries, aquaculture, etc.

The University aspires to be a beacon of knowledge through its various programs and highly qualified and experienced Faculty. The University also aims to expand its programs to meet the growing demands of society.

The University of Khorfakkan has all the advanced facilities to serve the needs of students and the local community. The university campus consists of beautiful and well-designed buildings. It also includes a library, state-of-the-art lecture halls, laboratories, and a student lounge. Moreover, the campus comprises many service and recreational facilities such as a sports complex, a conference hall equipped with the latest technology, a food court, a theatre, studio, and wooded yards and parking areas. Other projects are under construction, such as sports stadiums, student dormitories, and housing for Faculty members.

## 1.2 Vision

Our vision is to become a leading institute for arts, sciences, marine, maritime research, innovation, and education programs amongst universities, research institutes, and industry.

## 1.3 Mission

The University of Khorfakkan is committed to providing a world-class educational experience that prepares lifelong learners and leaders with integrated knowledge and skills. Our mission is to enhance, facilitate and deliver internationally recognized, cross-disciplinary and high-impact research and education in arts, sciences, marine sciences, and ocean engineering.

## 1.4 Strategic Goals

The Strategic Planning Cycle at the University of Khorfakkan includes six steps: (1) review of vision & Mission, (2) propose strategic Goals, (3) conduct internal analysis, (4) conduct external analysis, (5) perform SWOT analysis, and (6) strategy formulation. The UAE Vision 2031 and the Sharjah Vision are just two of the numerous elements included in the SWOT analysis.



*Figure 1: Strategic Planning Cycle*

The first step strategy development by the presentation of the strategic mandate of the university (vision, mission, and values) into five strategic themes and fifteen strategic goals.

These goals, which are in reasonable compliance with regulatory requirements, guarantee a thorough and well-coordinated team effort to improve the University's performance during the following five years.

The second step covers strategy cascading by detailing the strategic goals into thirty strategic objectives.

The strategic Themes help translate the broad mission, vision, and corporate values into more concrete, actionable objectives and initiatives. This alignment ensures that the University's strategic efforts remain consistent with its overall purpose and long-term aspirations.



*This theme represents a commitment of the university to achieving the highest standards of quality and performance in the realm of academics.*

**Strategic Goal 1:** Promote Teaching and Learning best practices.

**Strategic Goal 2:** Faculty and Staff Development.

**Strategic Goal 3:** Accreditation and Curriculum Enhancement.



*Students are considered as a strategic partner for the University of Khorfakkan. A positive and enriching student experience is essential for attracting, retaining, and developing students.*

**Strategic Goal 1:** Enhance Student Academic Support and Learning Resources.

**Strategic Goal 2:** Enhance Student Career and Professional Development.

**Strategic Goal 3:** Strengthen Student Health and Well-Being.

## Community Engagement

*The university shows its commitment to actively participating in and contributing to the well-being of the local and broader communities it serves.*

**Strategic Goal 1:** Strengthen Community Partnerships and Promote the University's visibility.

**Strategic Goal 2:** Support the Economic Development.

**Strategic Goal 3:** Environmental and Sustainability Initiatives

## Research and Innovation

*The "Research and Innovation" theme is not just about academic pursuits but also serves the broader purpose of driving progress, economic growth, and societal well-being. It reaffirms the university's commitment to excellence, relevance, and impact in a rapidly changing world.*

**Strategic Goal 1:** Foster a Culture of Research and Innovation.

**Strategic Goal 2:** Promote High-Quality Publications and Patents.

**Strategic Goal 3:** Strengthen Research Infrastructure.

## Growth and Efficiency

*The "Growth and Efficiency" theme focuses on optimizing resources and expanding the institution's capacity while maintaining or improving the quality of its offerings.*

**Strategic Goal 1:** Revenue Generation.

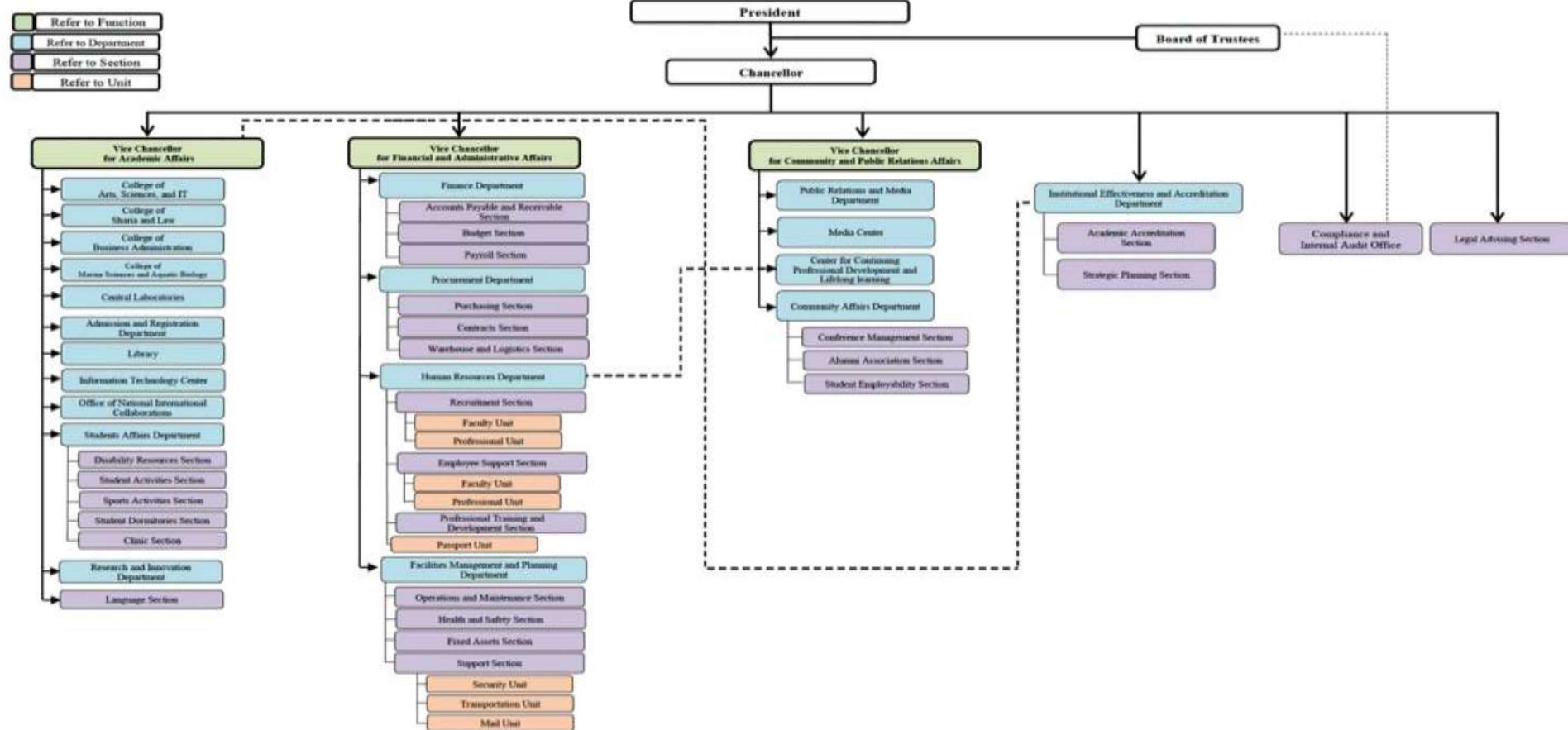
**Strategic Goal 2:** Optimize Resource allocation.

**Strategic Goal 3:** Talent Acquisition and Retention



## 1.5 Organizational Chart

The organizational chart of the university pf Khorfakkan is designed to help the institution achieve its vision, mission, and strategic objectives.



*Figure 2: Organizational Chart*

## 2. Quality Assurance Unit

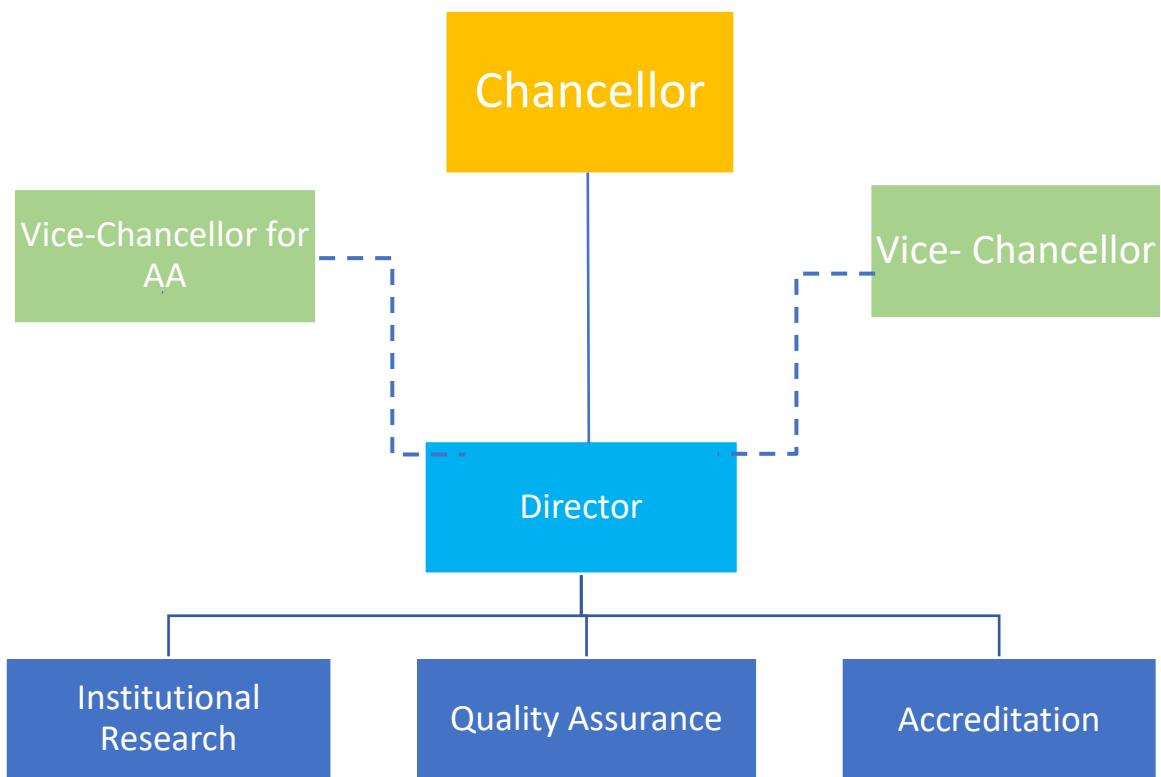
The unit of Institutional Effectiveness and Accreditation (DIEA) is pivotal in assessing institutional effectiveness by gathering relevant data from all University units and performing extensive analysis and periodic reporting to facilitate data-driven strategic decisions.

Duties and responsibilities of the IEAA Unit include the following:

1. Maintain national and International Accreditation of university academic programs.
2. Maintain institutional licensure.
3. Ensure the quality of academic and nonacademic operations.
4. Assess the effectiveness of units and departments in achieving the pre-established objectives and KPIs.
5. Support in the University's strategic planning.
6. Support the university units in setting improvement plans.
7. Report the university achievements to the Chancellor.
8. Monitor the implementation of action plans.
9. Ensure that all existing and planned curricula meet the required standards and have well-defined outcomes.
10. Prepare progress reports at all levels and evaluate the implementation of the strategic plan and directions.

### 2.1 Organizational Chart

The Institutional Effectiveness and Academic Accreditation unit is situated at the top of the university organizational chart and directly reports to the Chancellor of the University. Its strategic role requires strong coordination with other vice-chancellors.



*Figure 3: IEAA Organizational Chart*

The IEAA unit includes 3 divisions: Institutional Research, Quality Assurance and Accreditation. All these divisions are reporting to the director of IEAA. The main mandates of each division are summarized below:

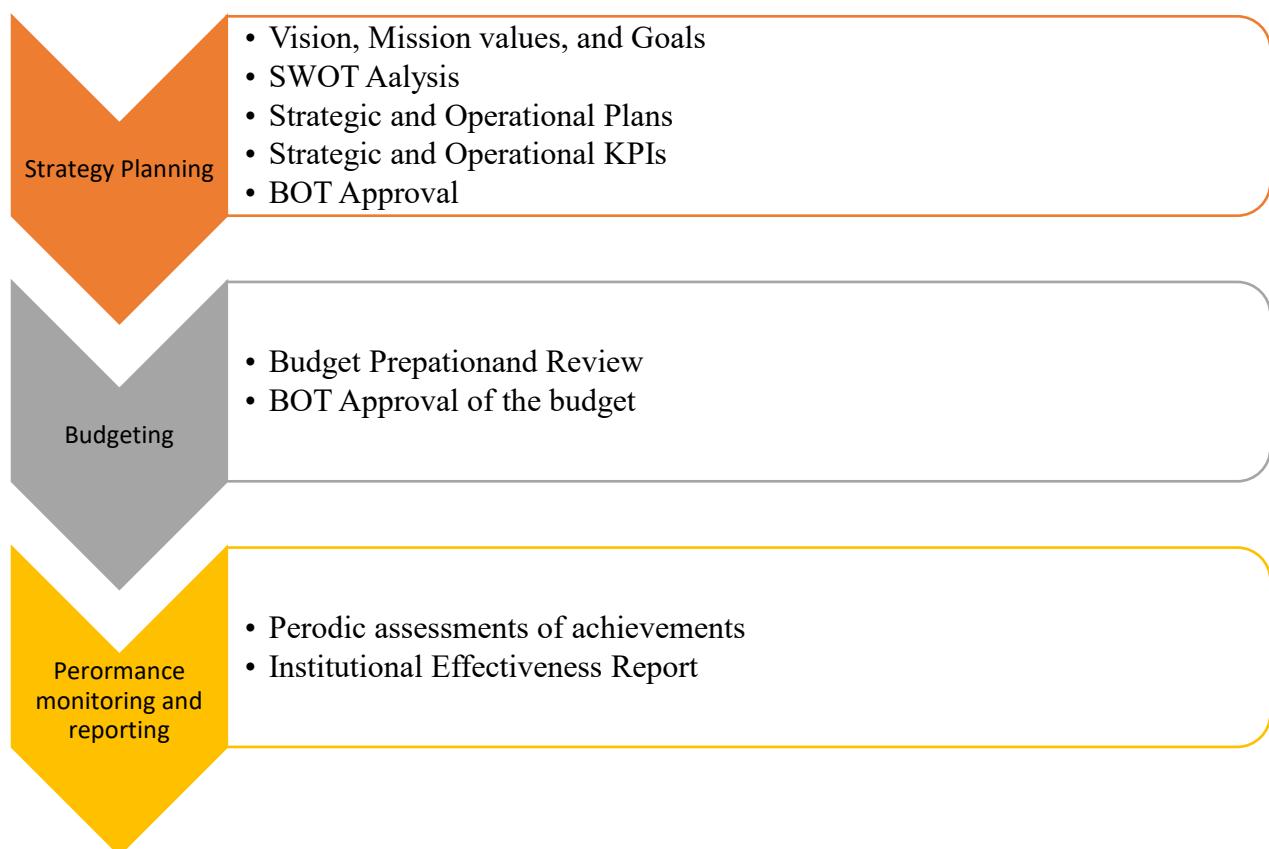
- **Institutional Research (IR):** it plays a crucial role in collecting, analyzing, and interpreting data to support decision-making and the continuous improvement of the University. The IR division contributes to the assessment of institutional effectiveness by developing and implementing assessment plans, surveys, and other tools to measure the achievement of educational outcomes.
- **Quality Assurance:** this division is crucial in ensuring compliance to the internal and external quality assurance standards. It conducts regular inspections and audits and helps set an improvement action plan.
- **Accreditation:** this division plays an active role in ensuring the accreditation of new programs, the reaccreditation of existing programs, and the renewal of the university

licensure. It works collaboratively with other departments to ensure that programs meet the accreditation requirements and standards.

## 2.2 Strategic and Operational Planning

The UKF Strategic Planning Process entails developing operational and strategic plans and reviewing the organization's vision, mission, and core values. Strategic goal setting for the upcoming years is the first step in this process. These goals are cascaded into strategic objectives, initiatives, activities, operational indicators, and milestones. The IEAA unit's role is to support the development of strategic and operational plans.

An internal budget review is the first step in the budgeting process before the budget is presented to the BOT for approval. Operational plans are updated annually to reflect temporary alterations to the University's internal and external settings. The strategic plans are then carried out and monitored (Figure 4).



*Figure 4: Strategic Planning Cycle*

By taking the following steps, the IEAA Direction actively supports both operational and strategic planning:

- a) Provide reports with supporting data on the main operational procedures and strategic focuses.
- b) Perform a yearly environmental screening using market research and employer surveys. These screening procedures aid in periodically reevaluating the underlying presumptions that the Strategic Plan is constructed.
- c) Verify a perfect alignment between the Strategic Plan and the Department Performance Plans (DPPs) created at the start of the Academic Year.
- d) Give every Department access to data that enables them to evaluate, adjust, and/or enhance their KPIs.
- e) Ensure that the College and Academic Department levels receive the Academic Affairs KPIs and initiatives via audits.
- f) Ensure via audit that the Department Performance Reports, created after the academic year, are accurately documented, and include the necessary supporting documentation.
- g) Verify that the University's Institutional Assessment agenda is followed in the preparation, discussion, and execution of the Annual Academic Program Reviews. This suggests that any possible non-conformity be discussed and an update on the planned improvements.

### **2.3 Self-studies**

The Institutional Effectiveness and Academic Accreditation (IEAA) unit in the University plays a critical role in ensuring that the institution, individual programs, and operational units conduct self-studies effectively. The key roles and responsibilities of the unit in this context include:

#### **A. Guidance and Training**

The IEAA unit Provides guidance and training to university departments and programs on the self-study process to assist units in understanding the purpose, methodology, and best practices for conducting self-studies.

**B. Establishing Standards and Criteria:**

The IEAA unit defines and communicates the standards and criteria that need to be addressed in self-studies such as accreditation and reaccreditation standards and stipulations. This will ensure that units know the expectations and benchmarks for quality assessment.

**C. Timeline and Schedule Management:**

The IEAA unit Oversees the development of self-study plans proposed by individual units, ensuring that they align with institutional goals and accreditation requirements. For this purpose, it establishes timelines and schedules for self-study activities and monitors the progress to ensure that self-studies are conducted within the specified timeframe.

**D. Quality Control and Assurance:**

It's the responsibility of the unit to review the self-study reports submitted by individual units to ensure they meet established standards and provide feedback and recommendations for improvement.

**E. Data Collection and Analysis Support:**

It's also the responsibility of the unit to assist units in collecting and analyzing relevant data for self-studies while ensuring its accuracy and completeness.

**F. Collaboration and Coordination:**

The unit facilitates collaboration and coordination among different units within the University to promote a holistic and integrated self-assessment approach and foster a culture of continuous improvement through shared insights and best practices.

**G. Continuous Improvement:**

The unit works towards the continuous improvement of the self-study process itself by incorporating lessons learned and staying abreast of evolving accreditation standards and best practices.

By actively engaging in these roles, the IEAA unit contributes to the overall quality and effectiveness of the University's self-assessment processes, promoting a culture of continuous improvement and accountability.

## 2.4 Annual Reports

The Institutional Effectiveness and Academic Accreditation conducts several assessments that help identify areas for improvement and facilitate decision-making. The IEAA reports directly to the Chancellor. The following reports are prepared on an annual basis:

- a. **Institutional Effectiveness Report:** a comprehensive document produced to assess and demonstrate the University's overall performance and effectiveness in achieving its mission and goals. The report typically covers various aspects of the University, including academic programs, student services, faculty development, research, and administrative functions. The report aims to provide a transparent and data-driven overview of how well the University is meeting its objectives and identify areas for improvement.
- b. **Cohort Analysis Report:** this report examines and compares groups of students who share common characteristics or experiences within a specific time frame. This type of analysis is valuable for the University to understand trends, identify patterns, and make data-driven decisions to improve student outcomes.
- c. **Factbook:** a comprehensive and centralized source of institutional data and information that provides a snapshot of key statistics, facts, and figures about a university. The information in a Factbook covers a wide range of topics, offering insights into various aspects of the institution.
- d. **Other documents** requested by the Chancellor or the BOT.

## 2.5 Review of the vision, mission and strategic plans

The timetable for the periodic review and update of the mission, vision, and strategic plans for the University can vary depending on institutional needs, goals, and external factors (accreditation bodies for instance). The general guidelines for the periodic review and update of mission, vision, and strategic plans are as follows:

**Long-Term Strategic Plan (Every 5 Years):**

The University conducts a comprehensive review of the long-term strategic plan every 5 years. This review may involve the University's mission and vision to ensure they remain relevant and aligned with the institution's values.

**Mid-Term Strategic Plan (Every 2-3 Years):**

The University evaluates and updates the mid-term strategic plan every 2 to 3 years. This review allows for adjustments to strategic goals and objectives based on internal and external environment changes.

**Annual Strategic Plan Review:**

The University conducts an annual review of the strategic plan to assess progress toward goals and objectives. This annual review allows the update of any immediate or short-term initiatives based on emerging priorities or changes in circumstances.

**Budget Alignment (Annually):**

The University aligns its budget with the strategic plan annually to ensure that financial resources are allocated to support the achievement of strategic goals.

**Board of Trustees Reviews (Periodically):**

On an annual basis, the University of Khorfakkan presents updates on the strategic plan to the Board of Trustees to seek their input and approval for major updates or changes.

The University of Khorfakkan remains flexible and responsive to changes in the educational landscape to adapt the strategic planning timetable as needed. This iterative and adaptive approach ensures that the University remains dynamic, responsive, and aligned with its mission and vision in an ever-evolving environment.

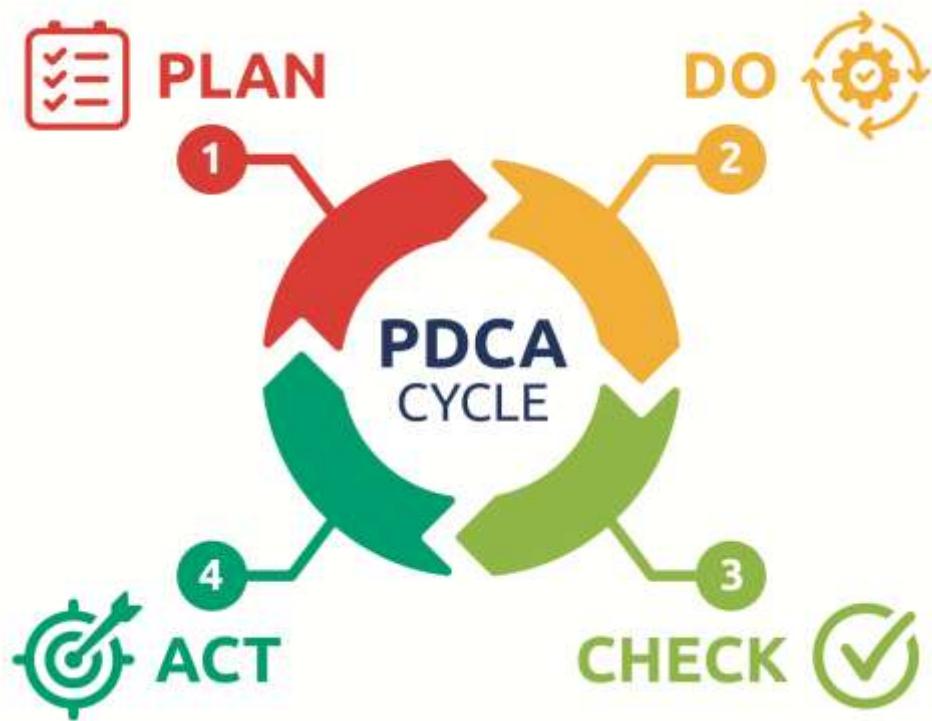
### 3. Institutional Performance Evaluation

#### 3.1 Quality Assurance System (PDCA)

The University's quality assurance system outlines the procedures used for measurement, assessment, evaluation, accountability, and accreditation.

All the University's services and programs are subject to quality assurance procedures. It relies on an ongoing cycle of planning and assessing teaching, research, services, administration, and educational support. The Quality Assurance System is a framework for how strategic planning, program assessment and review, learning outcomes assessment, and accreditation are integrated throughout the University.

UKF strives extensively to ensure its quality assurance procedures meet the strictest standards. The four-phase, widely used continuous improvement cycle models, also referred to as PDCA, are the foundation of the quality assurance system (see Figure 5).



*Figure 5: Quality Assurance Model.*

The cyclical process of implementing the PDCA paradigm comprises the following:

- i. **Plan:** Setting clear objectives is a crucial first step. For every unit inside the University, these have to align with the present strategic plan. The yearly operational plan for the unit outlines the steps to be taken, who will be accountable for them, how they will be carried out, and how progress will be evaluated (KPIs) to achieve the unit's goals during the next year.
- ii. **Do:** Implement approved plans and keep an eye on outcomes to agreed-upon performance metrics;
- iii. **Check:** Review and assess performance based on provided results and data, followed by re-planning. Regular progress evaluation is essential for effective quality management. This entails identifying any deviation from the plan or timetable and figuring out what's causing any delays or inactivity; and

iv. **Act:** Based on the analysis in the "Check" phase, we decide on actions for improvement. If the results are satisfactory, we standardize or implement the process on a larger scale. If the results are not as expected, we identify necessary adjustments and modifications to the plan and repeat the PDCA cycle.

The University utilizes four fundamental types of evaluation to assess its performance regularly in several quality assurance areas:

- Routine internal audits to monitor the status of each KPI listed in the College's strategic plan. The balanced scorecard is used for this endeavor.
- External audits and inspections handled by UAE regulators such as MOE.
- Institutional accreditation and re-licensure reviews conducted by the UAE Commission for Academic Accreditation (CAA).
- More specific programmatic accreditations by the international accreditation agencies (self-assessment with regard to international accreditation bodies).

### 3.1.1 Strategic & Operational Plan (Plan)

The strategic plan is cascaded down into annual operational plans and KPIs as shown in the following table.

*Table 1: UKF Key Performance Indicators (KPIs)*

Strategic Theme	Strategic Goals	Strategic Objective	Initiative	KPIs	Owner	
Academic Excellence	SG 1: Promote Teaching & Learning best practices	Promote the Academic Infrastructure	Provide appropriate classrooms equipment	Number of fully equipped classrooms	Procurement	
			Establish a Central Labs Advisory Committee to guide decision-making and resource allocation.	Establishment of the Central Lab.	Procurement	
			Provide appropriate laboratories	Number of fully equipped labs	Procurement	
			Upgrade Lab Facilities with equipment, infrastructure, and safety measures.	% of expenditures on Lab facilities upgrade.	Procurement	
			Invest in robust online learning platforms that facilitate interactive and self-paced learning experiences for students.	Implementation of online learning platform	Procurement	
	Apply innovative teaching and learning strategies		Employ teaching methods that are supported by appropriate technology and tools	Student satisfaction with learning experience	Academic Affairs	
			Employ participative learning strategies	Student satisfaction with participative learning	Academic Affairs	
			Offer training and professional development opportunities for Faculty	Faculty satisfaction with professional development	Human resources	

			to stay updated on innovative teaching methods and technologies.	on innovative teaching methods and methodologies	
			Develop and offer blended learning courses	Number of courses with blended learning	Academic Affairs
			Implement hands-on learning	Student satisfaction with practical teaching	Academic Affairs
			Develop systems that allow students to customize their learning paths based on their strengths, weaknesses, and interests.	Student satisfaction with individualized teaching	IT
			Create micro-credentials to support learning	Rates of graduate obtaining micro-credentials	Continuing education center
			Implement assessment methods that align with innovative teaching practices, focusing on competency-based and authentic assessments.	Student satisfaction with learning experience	Academic Affairs
			Integrate projects and real-world problem-solving into the curriculum to enhance students' practical skills and critical thinking	Number of programs with the capstone project	Academic Affairs
			SG 2: Faculty and Staff Development	Establish a faculty development center to provide resources and training.	Academic Affairs
		<b>Improve faculty expertise and engagement in research and teaching.</b>	Encourage faculty to participate in research projects and publish in academic journals.	% of Faculty from the top 200 universities	Academic Affairs
			Recognize and reward outstanding teaching and research contributions.	Faculty and staff satisfaction with	Academic Affairs

				professional development opportunities.	
			Implement performance-based incentives and reward schemes.	Faculty satisfaction with incentives and rewards	Human Resources
	<b>Improve the faculty recruitment process and professional development</b>		Enhance the efficiency and effectiveness of the recruitment process (with input from stakeholders).	Faculty satisfaction with the recruitment process	Human Resources
			Establish a database for adjunct and part-time Faculty	Availability of an up-to-date database of adjunct and part-time Faculty	Human Resources
			Ensure appropriate staffing	Student-to-faculty ratio	Human Resources
			Provide faculty development activities that support teaching, research, and scholarship	Number of faculty development activities to support teaching, research, and scholarship	Human Resources
<b>SG 3: Accreditation and Curriculum Enhancement</b>	<b>Develop a dynamic and relevant curriculum that prepares students for the real world.</b>		Regularly review and update curriculum to align with industry and academic trends.	Frequency of curriculum reviews and updates.	Academic Affairs
			Create a curriculum committee to oversee curriculum development and alignment.	Student feedback on the relevance of courses.	Academic Affairs
			Ensure the right balance between theory and practice as per the CAA reforms	Student satisfaction with internships	Academic Affairs
			Ensure completion of relevant professional certifications as an	Rates of graduate obtaining licenses	CEC

		integral part of curricula and programs.		
		Collaborate with industry partners to develop a curriculum that reflects current industry trends and provide students with real-world insights.	Joint industry courses	PR
		Conduct annual open house meetings with relevant industry partners, alumni, Faculty and students of each program.	Employer Feedback in Employment	PR
		Apply for National Accreditation	% of active programs	IEAA
		Apply for International accreditation	International accreditation status	IEAA
		Apply for Regional Accreditation	% of regionally recognized Accreditation	IEAA
		Offer joint degree programs (or dual) with top 200 Universities	# joint degree programs (or dual) with top 200 Universities	Academic Affairs
		Apply for Vocational programs	Number of recognized vocational programs	CEC
	<b>Enhance the quality assurance system</b>	Establish an academic accreditation division responsible for compliance and continuous improvement.	Establishment of the academic accreditation division	IEAA
		Conduct regular self-assessment and external reviews to meet accreditation standards.	Number of quality assurance initiatives conducted annually.	IEAA
		Implement a mechanism whereby the quality assurance unit regularly	% of stakeholders satisfaction with the evaluation process.	IEAA

		engages all relevant stakeholders in the evaluation process		
		Compiles an annual summary of institutional research data, e.g. a Fact Book, to be used for monitoring performance, reporting, and institutional planning, and for reporting to the CAA;	IE Report	IEAA
		Benchmarks its quality and performance against the best local and international practices	# of Benchmarks	IEAA
		Maintain updated Policies and Procedures Manual	% of policies and procedures reviewed and approved by the BOT.	IEAA
		Maintain updated <i>Catalog</i>	% of catalog compliance with the CAA standards	Academic Affairs
		Maintain updated <i>Faculty Manual</i>	% of <i>Faculty Manual</i> compliance with the CAA standards	Academic Affairs
		Maintain updated <i>Staff Manual</i>	% of <i>Staff Manual</i> compliance with the CAA standards	HR
		Maintain updated <i>Student Handbook</i>	% <i>Student Handbook</i> of compliance with the CAA standards	SA
		Maintain updated QA Manual	% of QA compliance with the CAA standards	IEAA
		Maintain updated Internship Manual	% of Internship Manual compliance with the CAA standards	Academic Affairs

			Maintain updated Graduation Project Handbook	% of Graduation Project Handbook compliance with the CAA standards	Academic Affairs
Strategic Theme 2: Student Experience	<b>SG 1: Enhance Student Academic Support and Learning Resources</b> <b>SG 2: Enhance Student Career and Professional Development</b>	<b>1: Improve students access to academic support and resources.</b>	Implement a student success program to provide academic and career Advising.	Graduation rate percentage increase.	SA
			Offer more blended learning options to cater to diverse learning styles.	Retention rate	Academic Affairs
			Enhance the quality and accessibility of academic resources, including libraries and research facilities.	Student satisfaction with academic	LRC
			Expand library resources and hours of operation.	Library usage statistics.	LRC
			Develop a user-friendly online portal for accessing study materials.	Student satisfaction with the online portal.	IT
			Establish an online academic advising system.	Participation rates in advising sessions	IT
		<b>Provide state-of-the-art technology and e-learning tools for students</b>	Provides learning support for students with special needs (people of determination);	Students of determination satisfaction with learning support	SA
			Upgrade classroom technology, including audio-visual equipment.	Classroom technology upgrades completion.	Procurement
			Implement a new learning management system (LMS) for course management.	LMS utilization and student engagement.	IT
			Improve the collection of bibliographic resources for each program	% of new collections	LRC
			Sign co-operative agreements with other learning resource centres and agencies.	Number of cooperative agreements	LRC

<b>SG 3: Strengthen Student</b>	<b>Prepare students for successful careers post-graduation.</b>	Expand partnerships and agreements with industry	Number of partnerships and agreements	PR
		Establish a career counseling office	Student satisfaction with career services	SA
		Provide career counseling services and workshops.	Undergraduate students to Career Service Staff ratio	SA
		Create alumni networking events and mentorship programs	Alumni engagement and mentorship program participation.	SA
	<b>Increase student involvement in clubs, organizations, and extracurricular activities.</b>	Promote and advertise student clubs and organizations.	Membership and participation rates in clubs and organizations.	SA
		Enhance the student recreational /ideation facilities.	Usage of recreational facilities.	SA
		Create a centralized event calendar for students.	Attendance and feedback from student events.	SA
	<b>Improve student physical and well-being.</b>	Get the clinic and nurse licensing	Clinic and nurse licensing	SA
		Expand health and counseling services.	Utilization and satisfaction with health and counselling services.	SA

	<b>Health and Well-Being</b>	<b>Continuously gather student feedback and make improvements.</b>	Promote wellness programs and activities.	Participation in wellness programs and activities.	SA
			Provide health resources and support.	Student satisfaction with health resources and support	SA
			Implement regular surveys and focus groups to collect feedback.	Participation rates in surveys and focus groups.	IEAA
			Establish a student council for input and ideas.	Engagement and impact of the student council.	SA
			Develop a process for evaluating and acting on feedback.	Number of improvement initiatives made based on student feedback.	IEAA
<b>Strategic Theme 3: Community Engagement</b>	<b>SG 1: Strengthen Community Partnerships and Promote the</b>	<b>Contribute to community education and development.</b>	Create joint projects and initiatives that benefit both the institution and the community.	Events and Initiatives for the community	PR
			Host cultural festivals, art exhibitions, and performances open to the public.	Attendance and feedback from cultural events and exhibitions.	PR

	<b>University's visibility</b>		Offer workshops and seminars on various educational and vocational topics.	Workshop attendance and satisfaction	PR
			Provide scholarships and financial aid to local students.	Number of scholarships awarded to local students.	Finance
		<b>Promote the university visibility and classification</b>	Promote the exchange of students	Number of Exchange students (inbound)	Academic Affairs
			Promote the exchange of Faculty	Number of Exchange students (outbound)	
				Number of faculty exchange with top 200 universities (inbound)	Academic Affairs
				Number of faculty exchange with top 200 universities (outbound)	
			Promote the national classification	Be classified at B and above	Chancellor
		<b>Involve alumni and stakeholders in the institution's community efforts.</b>	Establish an alumni association focused on community engagement.	Alumni participation in community engagement initiatives.	SA
			Host alumni events and networking opportunities.	Attendance at alumni events and feedback.	SA
			Establish advisory boards at the level of each college/program	Number of improvement initiatives driven from the advisory boards	Academic Affairs
	<b>SG 2: Support the Economic Development</b>	<b>Contribute to local economic growth.</b>	Collaborate with local businesses for internships, job placements, and guest lectures.	Student Participation Rate in Work Placements	PR

<b>SG 3: Environmental and Sustainability Initiatives</b>	<b>Promote entrepreneurship and Emiratization</b>		Offer business development programs and support for entrepreneurs.	Participation in business development programs.	PR
			Provide resources and expertise for community economic projects.	Participation in community economic projects.	PR
		Target Emirati SMEs for Procurement	% contracts with Emirati SMEs for procurement	Procurement	
		Promote Emiratization among academic staff	% of Emirati Academic Staff.	HR	
		Develop and support sustainability projects, such as community gardens or clean-up initiatives.	Number of sustainability projects completed.	Chancellor	
		Implement environmentally friendly practices on campus and share them with the community.	Number of friendly practices implemented and shared with the community	PR	
		Engage in public awareness campaigns about environmental issues.	Community participation in clean-up and sustainability efforts.	PR	
		Implement water conservation measures	# of initiatives for water conservation measures	Procurement	
		Reduce paper usage	% of paper usage economy	Procurement	

<p><b>Strategic Theme 4: Research and Innovation</b></p>	<p><b>SG 1: Foster a Culture of Research and Innovation</b></p>	<p><b>Create an environment that encourages research and innovation throughout the University</b></p>	Develop a strategy for research, scholarly activity and innovation	% of Faculty satisfaction with the research strategy.	Research and Innovation
			Develop a detailed plan to ensure that Faculty are engaged in research and/or scholarly activity	% of Faculty satisfaction with research and scholarly activity.	Research and Innovation
			Establish a clear set of procedures for securing research support	% of Faculty satisfaction with research support	Research and Innovation
			Develop a research mentorship program for students and Faculty.	Student Participation rate in research	Research and Innovation
			Conduct regular research workshops.	Number of workshops organized by the research center.	Research and Innovation
	<p><b>Encourage Cross-Functional research Collaboration</b></p>	<p>Organize workshops and training sessions that bring together Faculty from different departments to learn about each other's work and build collaborative projects</p> <p>Offer research grants or funding opportunities for projects that involve teams from multiple departments, encouraging collaboration in pursuit of common goals.</p> <p>Host events such as seminars, or webinars where Faculty from various departments can share their knowledge and experiences with others.</p>	# of workshops and training sessions for research.	# of workshops and training sessions for research.	Research and Innovation
			# of research grants offered	# of research grants offered	Research and Innovation
			# of research events	# of research events	Research and Innovation

	<b>SG 2:</b> <b>Promote High-Quality Publications and Patents</b>	<b>Allocate a minimum of 5% of the total operational expenditure to support faculty research, innovation, creative and scholarly activities</b>	Allocate funds for internal research grants	Increase in the number and value of Internal research grants.	Finance
			Promote interdisciplinary research collaboration to attract external funding.	Amount of external funding secured through partnerships.	Research and Innovation
			Develop partnerships with industry and government agencies for research grants.	Industry contribution	Research and Innovation
		<b>Promote the quantity and quality of research outcome</b>	Establish a publication mentorship program.	FWCI	Research and Innovation
			Provide resources and support for patent applications.	Patents filed	Finance
			Recognize and reward outstanding research and innovation contributions.	% of Research Spending  % of collaborative publication resulting from research partnerships with Top 200 Universities	Finance  Research and Innovation
	<b>SG 3:</b> <b>Strengthen Research Infrastructure</b>	<b>Invest in cutting-edge research facilities and equipment.</b>	Upgrade research labs and equipment to stay at the forefront of technology.	Faculty satisfaction with research infrastructure	Procurement
			Develop a comprehensive research infrastructure plan.	% of faculty satisfaction with research infrastructure	Research and Innovation
		<b>Establish Research Institutes</b>	Build Marine Research Institute	% of achievement of Marine Research Institute	Research and Innovation

			Equip the Marine Research Institute	Total expenditure on research equipment for MRI	Procurement
			Hire talented staff for the Research marine Institute	Total staff for the MRI	HR
Strategic Theme 5: Growth and Efficiency	SG 1: Revenue Generation	Increase Enrolment rates across all colleges and programs	Launch targeted recruitment campaigns in underrepresented areas.	Percentage increase in enrolment.	Marketing
			Develop partnerships with local high schools for early outreach.	Articulation programs	Marketing
			Increase the number of students transferred from other HEIs	# of transfer students	SA
	SG 2: Optimize Resource allocation and digitization	Ensure a stable and sustainable financial model for the institution.	Create a scholarship program to attract talented non-Emirati students.	% of non-Emirati students	SA
			Attract international students	% of international students	SA
			Implement cost-saving measures through energy-efficient facilities and administrative efficiency.	Cost-saving initiatives and their impact on the budget.	Procurement
			Increase revenue generation by leasing sports, meetings, and retail facilities.	% of revenue increase	Finance
			Diversify revenue streams by growing research funding, endowments, and partnerships.	Increase in research funding and endowment size.	Finance
			Conduct regular financial audits and reviews to identify areas of improvement.	Results of financial audits and reviews.	Finance
	Introduce new academic		Develop new programs/concentrations in emerging fields.	Number of new academic programs launched.	Academic Affairs

		<b>programs to meet the demands of the future.</b>	Assess the need for any new program	<i>Feasibility Study, Financial Analysis of new programs</i>	Marketing
			Implement interdisciplinary and cross-disciplinary programs (Minors)	<i># of minors offered by College</i>	Academic Affairs
<b>Efficiently allocate resources to support the institution's strategic objectives.</b>			Implement an informative request-driven resource allocation model.	<i>% of faculty and staff satisfaction with the resource allocation model</i>	Finance
		Review and adjust staffing	<i>Student-to-faculty ratio</i>	HR	
			<i>Student-to-staff ratio</i>		
		Conduct regular assessments of resource allocation for effectiveness.	<i># of internal audits</i>	Finance	
		Complete the implementation of ERP Oracle	<i>% of completion of the ERP Oracle</i>	IT	
<b>Digitize the university services</b>			Digitize the Quality Assurance system	<i>% of digitization of quality system.</i>	IEAA
		Digitize HR services	<i>% of digitization of HR services</i>	HR	
		Digitize the Admission and Registration services	<i>% of digitization of Admission and Registration services</i>	SA	
		Provide online payment tools and technological solutions for student payments.	<i>Student satisfaction with online payment tools.</i>	Finance	
		Digitize the Finance services	<i>% of digitization of Finance services</i>	Finance	

			Digitize the Library services	<i>% of digitization of Library services</i>	LRC
<b>SG3: Talent Acquisition and Retention</b>	<b>Attract top talent and retain skilled employees to support organizational growth and success.</b>		Develop and communicate a compelling employer brand to attract potential candidates who align with the organization's values and culture	% of faculty/staff satisfaction with the branding campaign.	Marketing
			Implement marketing techniques to proactively attract candidates through social media, job boards, and other digital platforms	% of faculty and staff satisfaction with marketing techniques for hiring	Marketing
	<b>Maintain top talented employees</b>		Foster a diverse and inclusive workplace culture.	% nationalities within the University	HR
			Offer competitive salaries, benefits, and allowances to attract and retain high-quality employees.	% of employees' satisfaction with salaries, benefits, and allowances.	HR

### 3.1.2 Implementation of the Strategic and Operational Plan (Do)

Once approved, the strategic and operational plans are communicated to the relevant Department for execution. This stage involves putting the outlined strategies and tactics into action to achieve the goals and objectives of the University and concerned departments as per the approved timetable.

The Institutional Effectiveness department conducts regular reviews and adjustments based on real-time feedback and changing circumstances to ensure the desired outcomes are achieved.

### 3.1.3 Evaluation (Check)

The evaluation of programs, courses, processes, and services is a crucial aspect of maintaining and enhancing the quality of the university services. The following table specifies the type of evaluation, the timetable, the owner, and the type of evidence to be provided.

*Table 2: Evaluation of programs, courses, processes, and support services*

	Timetable	Owner	Evidence
<b>Program Evaluation</b>	End of the academic year	Head of academic Department	Program Review Report
			Program specifications (Appendix 5)
<b>Courses</b>	End of the term	Course Leader	Course Assessment File
<b>Teaching Methods</b>	End of the term	Head of academic department	Evaluation form (Annex 3: Rubrics, Questionnaire Evaluating Teaching performance)
<b>Administrative Processes</b>	End of the academic year	IEAA	Stakeholders' satisfaction with processes
<b>Support services</b>	End of the academic year	IEAA	Stakeholders' satisfaction with services

#### Program Evaluation

On annual basis, each academic Department conducts a comprehensive review of each educational program (Program Review Report) to assess its effectiveness and relevance. This evaluation may include the assessment of student learning outcomes, program outcomes, and alignment with industry or academic standards. It considers input from faculty, students, and external stakeholders and allows the identification of areas for improvement and enhancement.

For more details about the PRR, please refer to <https://user.ukf.ac.ae/Academic/Forms>.

The program's comprehensive review process is illustrated in the following figure.

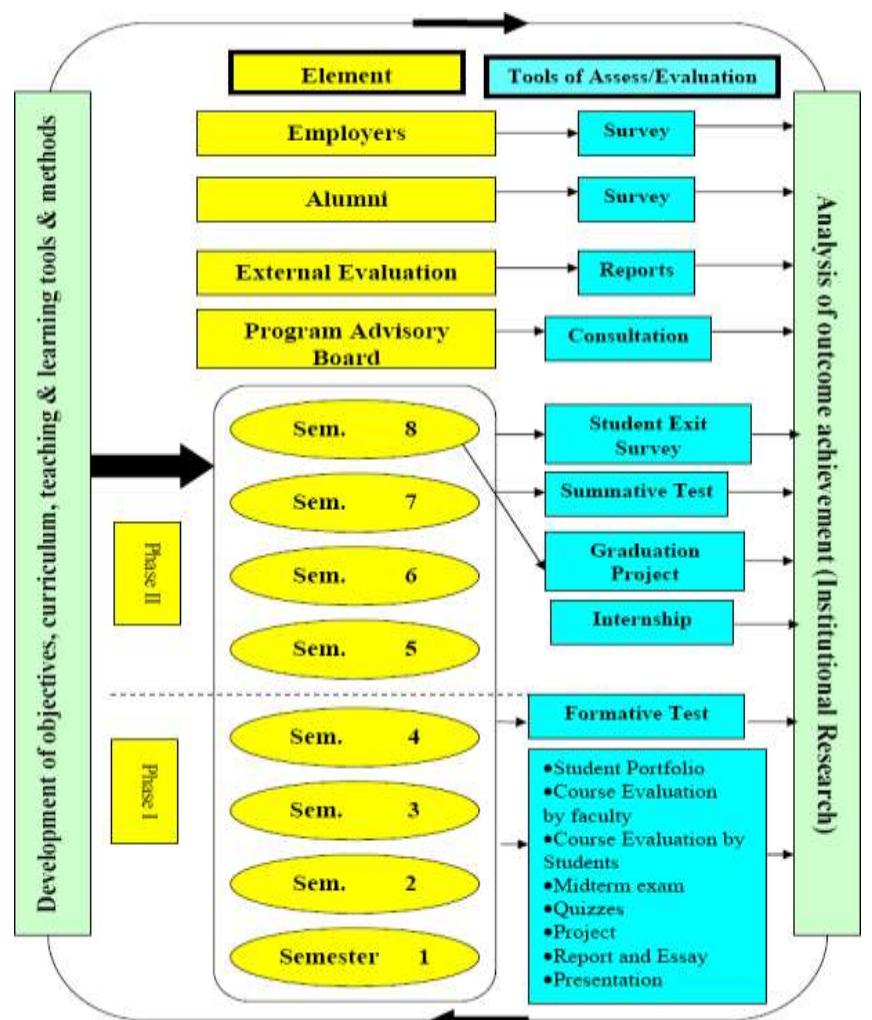


Figure 6: Program Effectiveness Cycle and Using Assessment Results for Program Improvement

The following process applies to all UKF academic programs to ensure that they are regularly reviewed and properly improved to remain current, up-to-date, and of high academic standards.

- a. The Head of Department/program coordinator prepares and submits the PRR to his/her Dean of Faculty for initial validation by mid-June.
- b. The Dean calls for an internal meeting of all Department's Faculty to endorse the PRR within the next week of receiving the PRR.
- c. Once endorsed by the College, the PRR is forwarded to the VCAA who calls for a 'deans' council meeting. This meeting shall be held before the summer break to approve the PRR. The meeting minutes shall indicate whether the action plan that highlights all

the decisions for program improvement has been approved or amended, whether the actions are minor or substantive changes that require CAA approval, the resources to be allocated, and the timeline for implementation. Once approved by the 'Deans's Council, the PRR becomes a historic document showing the program's evolution over one academic year.

- d. The responsibility for achieving the improvements stated in the action plan lies with the Head of the concerned Department and the Dean of the College as they are responsible for supervising and managing their faculty members and their success in implementing course improvements which is considered part of their annual performance evaluation.
- e. A final assessment of the deliverables stated in the action plan shall be carried out by the IEAA unit and stated in the PRR of the following year.

### **Course Evaluation**

The course is evaluated at the end of the semester when it's delivered. A course assessment File (CAF) should be generated. The CAF includes analysis of students' achievements (CLOs), feedback from students on the quality of instruction, course content, and assessment methods, feedback from Faculty, and action plan for improvement. For more details about the course assessment file, please refer to <https://user.ukf.ac.ae/Academic/Forms>.

Students actively evaluate the courses, teaching, and instructors through the course experience survey. This survey is conducted twice a year. Students' feedback is used to set actions for improvement and shall be included in the course experience survey.

Multiple quality rubrics are used to guarantee that courses are consistently delivered and assessed. There are some rubrics in Appendix 3.

- Every semester, a course file is created for each course or section to aid in course evaluation. In accordance with CAA guidelines, the course file consists of the following sections:
- Course syllabus
- Teaching material
- Assessment tools
- Worked on answers and marking schemes.

- Examples of 'students' performance
- Instructor evaluation of courses
- Quantitative analysis and grade distribution
- Student evaluation of courses
- Attendance report

### **Teaching Evaluation**

Faculty teaching methods shall be evaluated on a biannual basis using the following criteria:

- a. Student learning outcomes
- b. Classroom engagement and interaction
- c. Innovation in teaching methodologies
- d. Use of technology in instruction
- e. Adherence to curriculum and syllabus guidelines.

The faculty evaluation of teaching methods uses several evaluation methods and procedures:

***Self-Assessment:*** At the conclusion of the term, courses are assessed to provide a course assessment file. The faculty member's evaluation of his performance and the extent of compliance with the syllabus guidelines are included in a separate section of this report.

***Course file:*** The course file is an online repository completed by the respective faculty members as evidence that they have been teaching effectively. The information may include the following: Timetables for taught sessions, teaching materials such as PowerPoint slides, copies of assessments tools, and copies of students' work.

***Classroom Observation:*** The Head of department/dean observes the academic member of staff while conducting a teaching session. Each team member fills out a form/checklist during the process. The form has attributes including but not limited to: Time management, Teaching process, Teaching style, (Teacher-centered, student-centered, problem-based learning, interactive teaching etc.), Medium of instruction and Class management. Responses are recorded and scored.

***Assessment of the Academic Staff by Students:*** Students taught by the respective members of staff at the end of the module fill in a Course experience survey. This survey allows the university to hear about the student learning experience and their evaluation of the quality of teaching. This evaluation may include the teaching material, teaching methods, assessment methods, etc.

### **Administrative Processes**

The evaluation of the university's administrative processes involves assessing the efficiency, effectiveness, and overall performance of various activities and functions. Administrative processes are evaluated on annual basis to include evaluation of administrative procedures related to admissions, registration, financial aid, and other key functions. For this purpose, clear flow charts are established and approved. These flowcharts are evaluated by involving the relevant stakeholders and conducting interviews with staff involved in the processes. Furthermore, we develop criteria and key performance indicators (KPIs) that will help measure success. For example, measuring the time it takes to process student registrations or the accuracy of financial transactions. In addition, we compare the University's administrative processes to 'peers' best practices or benchmarks from similar institutions. This can provide insights into areas where improvements can be made.

For this purpose, specific key performance indicators (KPIs) are used to assess efficiency and effectiveness. This evaluation allows the implementation of process improvements based on data and feedback to ensure compliance with relevant regulations.

### **Support Services Evaluation**

The IEAA, in coordination with the Audit department, conducts the annual assessment of support services at the University of Khorfakkan. The process may include:

- Assess the effectiveness of support services such as IT support services, counselling, career guidance, library services, and student affairs with regard to the predefined KPIs.
- Gather feedback from students, staff, and Faculty.
- Identify areas for improvement and resource allocation.
- Ensure alignment with the University's mission and goals.

### **Institutional Effectiveness and Academic Accreditation**

The IEAA unit conducts a comprehensive self-assessment as per the CAA standards. The unit is also evaluated by other departments of the University. In addition, it's subject to external reviews and evaluations: CAA and other regulatory bodies. These evaluations permit the development of action plans to address areas of improvement and ensure ongoing compliance with accreditation requirements.

### **Technology and Infrastructure**

The evaluation of Technology and Infrastructure is conducted on an annual basis to assess the University's technological infrastructure and services, the usability and effectiveness of learning management systems and other specialized tools and plan for upgrades or changes based on technological advancements.

#### **3.1.4 Improvement Plans (Act)**

The assessment of the operational plans is the responsibility of the IEAA unit. All results are included in the annual Institutional Effectiveness Report and discussed with the concerned Department. The various assessments are meant to pinpoint areas that require improvement and create an improvement action plan. This plan is initiated by the concerned department in coordination with the IEAA unit. Any plan should include a projection of required budget and resources. This plan will be included in the Institutional Effectiveness Report and presented to the Deans' council. Approved action plans will be included in the following operational plan and communicated to the concerned department.

## **3.2 Benchmarking**

Benchmarking is a systematic process of measuring an organization's performance against established standards or best practices to identify improvement areas and drive performance enhancement. Benchmarking UKF against national and international universities can provide several benefits. Here are some of the advantages:

- 1. Performance Assessment:** Benchmarking allows the University to assess its performance and compare it to its peers at the national and international levels. This evaluation helps identify areas of strength and weakness, enabling the University to focus on improving its performance in specific areas.

2. **Quality Improvement:** By benchmarking against other universities, the University can identify best practices and successful strategies that high-performing institutions employ. This knowledge can be used to improve the quality of education, research, faculty development, student support services, infrastructure, and overall organizational effectiveness.
3. **Strategic Planning:** Benchmarking provides valuable insights into the strategic planning of the University. By understanding how other institutions excel in certain areas, universities can set goals and develop strategies to enhance their reputation, academic programs, student recruitment, and global competitiveness.
4. **Stakeholder Satisfaction:** Benchmarking allows the University to evaluate the satisfaction levels of various stakeholders, such as students, Faculty, staff, alumni, and employers, in comparison to other institutions. This information can guide efforts to enhance educational experience, career outcomes, and overall satisfaction of stakeholders.
5. **Global Recognition:** International benchmarking provides UKF with the opportunity to gain recognition on a global scale. By comparing itself to reputable international institutions, UKF can understand the standards set by leading global education providers, which can enhance its reputation and attractiveness to international students, Faculty, and partners.
6. **Collaboration and Partnerships:** Benchmarking creates opportunities for collaboration and partnerships between universities. Through benchmarking activities, institutions can share knowledge, exchange best practices, and engage in joint research projects or academic programs, fostering a culture of collaboration and cooperation that can benefit all involved institutions.
7. **Accreditation and Ranking Improvement:** Benchmarking can assist UKF in meeting accreditation requirements and improving its rankings. By identifying areas that require improvement and adopting successful practices from other institutions, UKF can enhance its chances of meeting rigorous accreditation standards and enhancing their position in national and international rankings.

Benchmarking the 'UKF's against best local and international practices involves a structured process of comparing its quality and performance against that of other universities, with the aim of identifying areas of strength and weakness and identifying opportunities for improvement. The process typically involves the following steps:

1. **Define the scope and objectives of the benchmarking exercise:** The first step is to define the scope of the benchmarking exercise, which could be focused on a specific area of the University's operations such as teaching quality, research output, student services, or facilities. The objectives of the exercise should also be clearly defined, such as identifying best practices, setting performance targets, or improving quality.
2. **Identify benchmarking partners:** The next step is to identify benchmarking partners, which could include other local universities, or international universities that are known for their excellence in the relevant area.
3. **Collect data:** The benchmarking partners will provide data on their performance in the relevant area, which can be compared against our University's own performance. The data can be collected through surveys, interviews, site visits, or other methods. For more details about the surveys, please refer to Appendix 4.
4. **Analyze and compare data:** The collected data should be analyzed and compared to identify areas of strength and weakness. This could involve comparing performance indicators such as graduation rates, student satisfaction, research output, or funding levels.
5. **Identify best practices:** The benchmarking exercise should identify best practices that can be adopted by the University to improve its performance. This could involve adopting new teaching methods, improving student support services, or investing in new research facilities.
6. **Develop an action plan:** Based on the findings of the benchmarking exercise, the university/department should develop an action plan that outlines the steps it will take to improve its performance in the relevant area. This should include setting clear performance targets and timelines, allocating resources, and monitoring progress.
7. **Implement and monitor progress:** The action plan should be implemented, and progress should be monitored to ensure that the desired improvements are achieved. Regular reviews should be conducted to evaluate the effectiveness of the action plan and make adjustments as necessary.

## Appendices

### Appendix 1: Rubrics

#### **Questionnaire Evaluating Teaching performance.**

Kindly answer the assessment questions by ticking ✓ in the selected answer field.

Question	Answer	
	Yes	No
1. Did your instructor arrive at the scheduled time for the class?		
2. Did he/she welcome the students at the beginning of the class?		
3. Was your instructor concerned about students' understanding of the previous lecture?		
4. Did your instructor summarize the previous lecture before starting a new one?		
5. Did your instructor specify learning objectives of each lecture?		
6. Was students' understanding verified after completing each objective?		
7. Were The objectives of the lectures linked to the objectives of the course?		
8. Lectures were explained and linked to practical applications?		
9. Did your instructor explain the course material clearly?		
10. Did your instructor use Modern Technology in class?		
11. Did your instructor use new teaching methods?		
12. Did your instructor give a brief of what students will be learning in the next class?		
13. Did the class end on time?		
14. Students are actively engaged in learning		
15. Students are encouraged to ask questions to develop/expand their conceptual understanding.		
16. Students are aware of key learning outcomes.		
17. Instructor is Actively using links between research and teaching.		
18. Instructor is actively linking the subject area with outside world and jobs opportunity.		
19. Instructor Seeks feedback on students' understanding and acts on this accordingly.		

### General notes on faculty member performance

.....

.....

.....

.....

Evaluator: .....

Signature: .....

## Assessment Moderation Form

### نموذج مراجعة أدوات التقييم

Course Code and Title اسم المقرر ورمزه		Faculty Name اسم عضو هيئة التدريس	
Assessment tool أداة التقييم		Assessor name اسم المُقيّم	
Total grade الدرجة الاجمالية		Assessor designation المسمى الوظيفي للمقيّم	
Related Learning Outcomes مخرجات التعلم ذات الصلة		Date التاريخ	

### Assessor Evaluation of the Assessment Tool

#### تقييم المُقيّم لأداة التقييم

Criterion المعيار	1	2	3	4	5	Score
<b>Alignment with Learning Outcomes:</b> • Does the assessment measure the intended learning outcomes? • Are specific skills or competencies from the curriculum being evaluated? • Does the assessment meet the relevant level of QFEmirates?	Major misalignment with learning outcomes, competencies, and national standards  عدم تواافق كبير مع مخرجات التعلم والكفاءات والمعايير الوطنية	Partial alignment; significant gaps or omissions in coverage of outcomes, competencies, or standards  تواافق جزئي؛ وجود فجوات أو نواقص كبيرة في تغطية المخرجات أو الكفاءات أو المعايير	Acceptable alignment; adequately covers most outcomes and standards, but specific competencies require clearer mapping  تواافق مقبول؛ يغطي معظم المخرجات والمعايير بشكل كافٍ، لكن بعض الكفاءات تحتاج إلى ربط أوضح	Strong alignment with minor refinements needed  تواافق قوي مع الحاجة إلى تحسينات طفيفة	Full alignment with all outcomes, competencies, and standards  تواافق كامل مع جميع المخرجات والكفاءات والمعايير	

<p>التوافق مع مهام التقييم:</p> <ul style="list-style-type: none"> <li>• هل يقيس التقييم مخرجات التعلم للمساق؟</li> <li>• هل يتم تقييم المهارات أو الكفاءات المحددة في المنهج الدراسي؟</li> <li>• هل يستوفي التقييم المستوى المناسب من إطار المؤهلات الإماري؟</li> </ul>						
<p><b>Alignment with Assessment Tasks in the Syllabus</b></p> <p>التوافق مع مهام التقييم في خطة المقرر</p>	<p><b>Assessments not aligned at all with syllabus tasks</b></p> <p>التقييمات غير متوافقة تماماً مع أدوات التقييم المدرجة في المقرر</p>	<p><b>Limited alignment; major gaps exist</b></p> <p>توافق محدود؛ توجد فجوات كبيرة</p>	<p><b>Partial alignment with some mismatches</b></p> <p>توافق جزئي مع بعض أوجه عدم التطابق</p>	<p><b>Mostly aligned with syllabus tasks</b></p> <p>متوافق في الغالب مع التقييمات المدرجة في المقرر</p>	<p><b>Fully aligned and reflective of syllabus assessment tasks</b></p> <p>متوافق تماماً ويعكس أدوات التقييم المدرجة في المقرر</p>	
<p><b>Assessment Design:</b></p> <ul style="list-style-type: none"> <li>• Is the assessment method (e.g., exam, project) appropriate for its intended purpose?</li> </ul> <p>تصميم التقييم:</p> <p>هل تتناسب طريقة التقييم (مثل الامتحان أو المشروع) مع الغرض؟</p>	<p><b>Method is inappropriate for assessment purpose</b></p> <p>الطريقة غير مناسبة لغرض التقييم</p>	<p><b>Method partially appropriate standardization limited.</b></p> <p>الطريقة مناسبة جزئياً.</p>	<p><b>Method generally appropriate; minor adjustments required.</b></p> <p>الطريقة مناسبة عموماً وتطلب تعدلات طفيفةً</p>	<p><b>Method is suited for its purpose</b></p> <p>الطريقة ملائمة لغرض التقييم</p>	<p><b>Method is fully appropriate.</b></p> <p>طريقة التقييم مناسبة تماماً</p>	
<p><b>Grading Clarity &amp; Distribution:</b></p>	<p><b>Grading criteria missing or unclear;</b></p>	<p><b>Basic rubric exists but lacks clarity; distribution</b></p>	<p><b>Rubric generally clear with fair alignment;</b></p>	<p><b>Grading is based on a clear and aligned</b></p>	<p><b>Detailed, transparent, and fully aligned</b></p>	

<ul style="list-style-type: none"> <li>Are the grading criteria clearly defined, published, and aligned with the assessment tasks?</li> <li>Is the grade distribution fair, unbiased, and not inflated?</li> </ul> <p>وضوح وتوزيع الدرجات: هل معايير التقييم محددة بوضوح، منشورة، ومتغيرة مع مهام التقييم؟ هل توزيع الدرجات عادل، غير متحيز، وغير مبالغ فيه؟</p>	<p><b>distribution arbitrary or unfair</b> معايير التقييم مفقودة أو غير واضحة؛ التوزيع عشوائي أو غير عادل</p>	<p><b>fails to effectively differentiate student performance</b> يوجد جدول/دليل تقييم أساسي لكنه يفتقر إلى الوضوح؛ التوزيع لا يميز أداء الطلاب بشكل فعال</p>	<p><b>distribution mostly fair, though improvement s are possible for clarity</b> واضح بشكل عام مع توافق عادل؛ التوزيع في الغالب عادل، مع إمكانية تحسين الوضوح</p>	<p><b>rubric, and the distribution fairly reflects performance levels</b> التقييم قائم على جدول/دليل واضح ومتغيرة، ويعكس التوزيع مستويات الأداء بشكل عادل</p>	<p><b>rubric; grade distribution highly fair, clearly differentiating performance levels, and avoiding grade inflation</b> جدول/دليل مفصل وشفاف ومتغيرة تماماً؛ توزيع الدرجات عادل للغاية، يميز مستويات الأداء بوضوح، ويتجنب التضخيم في الدرجات</p>
<b>Total المجموع</b>					<b>/20</b>

### 34 Scoring Guide (Max = 20 points)

دليل احتساب النقاط (الحد الأقصى = 20 نقطة)

Score Range نطاق الدرجات	Rating التقييم	Interpretation تفسير
18-20	Excellent ممتاز	<p><b>High-quality assessment tool; well-aligned and effective.</b> أداة تقييم عالية الجودة، متناسبة وفعالة.</p>
15-17	Good جيد	<p><b>Sound design with minor areas for improvement.</b> تصميم سليم مع جوانب طفيفة تحتاج إلى تحسين.</p>
11-14	Fair مقبول	<p><b>Needs refinement to enhance clarity, alignment, or fairness.</b> تحتاج إلى تحسين لتعزيز الوضوح، والتناسب، والإنصاف.</p>
8-10	Needs Improvement يحتاج إلى تحسين	<p><b>Major issues; assessment tool may not be suitable in current form.</b> مشاكل رئيسية؛ قد لا تكون أداة التقييم مناسبة في شكلها الحالي.</p>
4-7	Very Poor ضعيف جداً	<p><b>Serious deficiencies across most indicators. Assessment not suitable</b> نواقص جسيمة في معظم المؤشرات. التقييم غير مناسب</p>

## Assessor Comments and Faculty Feedback

### تعليقات المُقيِّم وملحوظات أعضاء الهيئة التدريسية

Indicator	المعيار	Assessor Feedback	تعليقات المُقيِّم	Instructor feedback	تعليقات المدرب
<b>Alignment with Learning Outcomes</b>	مدى التوافق مع مخرجات التعلم				
<b>Alignment with Assessment Tasks in the Syllabus</b>	التوافق مع مهام التقييم في خطة المقرر				
<b>Assessment Design</b>	تصميم التقييم				
<b>Grading Clarity &amp; Distribution</b>	وضوح وتوزيع الدرجات				

## نقرير عن سير امتحان

### Examination Report

رقم المساق:

اسم المساق:

Course No.

Course Title

وقت الامتحان:

تاريخ الامتحان:

Time

Date

طلاب/طالبات:

القاعة:

Men/Women

Room

العام الجامعي:

الفصل:

Academic Year

Semester

النقرير

Report

-1

( )      عدد الحضور

No. of Students

-2

-3

-4

-5

-6

توقيع رئيس القاعة

Invigilator Sign.

المساعدون بالمراقبة

Assistant Invigilators

التوقيع:

-1: الاسم

Sign

Name

التوقيع:

-1: الاسم

Sign

Name

التوقيع:

-1: الاسم

Sign

Name

تم تسليم أوراق الإجابة إلى:

Received by

اسم المشرف:

Invigilator

## قائمة الحضور للامتحان

### Examination Attendance List

رقم المساق:

اسم المساق:

Course No.

Course Title

وقت الامتحان:

تاريخ الامتحان:

Time

Date

طلاب/طالبات:

القاعة:

Men/Women

Room

التوقيع Signature	الكلية College	الرقم الجامعي Student ID	اسم الطالب Student Name	م. No.
				1
				2
				3
				4
				5
				6
				7
				8
				9
				10
				11
				12
				13
				14

				15
				16
				17
				18
				19
				20
				21
				22
				23
				24
				25
				26
				27
				28
				29
				30
				31
				32
				33
				34
				35
				36
				37
				38

تم تسليم أوراق الإجابة إلى:

Received by

اسم المشرف:

:Invigilator

توقيع:

التاريخ:

Signature

: Date

## Rubric for Marking Peer Review

### نموذج مراجعة الاقران

<b>Course Code and Title</b> اسم المقرر ورمزه		<b>Faculty Name</b> اسم عضو هيئة التدريس	
<b>Assessment tool</b> أداة التقييم		<b>Assessor name</b> اسم المُقيّم	
<b>Total grade</b> الدرجة الاجمالية		<b>Assessor designation</b> المسمي الوظيفي للمُقيّم	
<b>Related Learning Outcomes</b> مخرجات التعلم ذات الصلة		<b>Date</b> التاريخ	

### Assessor Evaluation of the Faculty Accuracy and Consistency in Marking

#### تقييم المُقيّم لدقة وثبات أعضاء الهيئة التدريسية في التصحيح

Criterion المعيار	1	2	3	4	5	Score
<b>1. Accuracy of Scoring</b> دقة التصحيح	Scores are highly inaccurate; many errors detected الدرجات غير دقيقة للغاية؛ تم اكتشاف العديد من الأخطاء	Frequent errors in scoring أخطاء متكررة في التصحيح	Some errors but generally acceptable بعض الأخطاء لكنها مقبولة بشكل عام	Mostly accurate with few errors دقة في الغالب مع وجود أخطاء قليلة	Consistently accurate, error-free scoring دقة باستمرار وخلية من الأخطاء	
<b>Use of Marking Rubric/Scheme</b> استخدام جدول/دليل التصحيح	No rubric or marking scheme used لا يوجد جدول/دليل تصحيح مستخدم	Rubric or marking scheme exists but poorly applied يوجد جدول/دليل تصحيح لكنه مطابق بشكل سيء	Rubric or marking scheme applied with inconsistencies تم تطبيق جدول/دليل التصحيح مع وجود تناقضات	Rubric or marking scheme applied correctly in most cases تم تطبيق جدول/دليل التصحيح بشكل صحيح في معظم الحالات	Rubric or marking scheme systematically and transparently applied to all تم تطبيق جدول/دليل التصحيح بشكل منهجي وشفاف على الجميع	
<b>Consistency Across Students and Assessors (if applicable)</b> دقة وثبات بين المُقيّم والطلاب (إذا تطبيق)	Highly inconsistent; large differences دقة وثبات غير ملائمة؛ تفاصيل كبيرة	Frequent inconsistencies detected تم اكتشاف العديد من التناقضات	Some inconsistencies but generally acceptable بعض التناقضات لكنها مقبولة	Mostly consistent with دقة وثبات مع	Fully consistent across all students, دقة وثبات بين جميع الطلاب	

<b>multiple sections)</b>  الاتساق في التصحيح بين الطالب والمصححين (في حال وجود عدة شعب)	between student groups or sections غير متسق للغاية؛ فروق كبيرة بين مجموعات الطلاب أو الأقسام	تم اكتشاف تناقضات متكررة	بعض التناقضات لكنها مقبولة بشكل عام	minor issues متسق في الغالب مع وجود مشكلات طفيفة	assessors, and sections متسمق تماماً بين جميع الطلاب والمصححين والأقسام	
<b>Provision of a model answer</b> توفير الإجابة النموذجية	No model answer provided لم يتم توفير إجابة نموذجية	Model answer incomplete or unclear الإجابة النموذجية غير مكتملة أو غير واضحة	Model answer partially developed الإجابة النموذجية مقبولة عموماً	Model answer provided and mostly clear تم توفير إجابة نموذجية وغالباً ما تكون واضحة	Comprehensive, clear, and accessible model answer consistently provided إجابة نموذجية شاملة وواضحة ومتاحة بشكل مستمر	
<b>Provision of Feedback:</b> تقديم التغذية الراجعة	No feedback provided لم يتم تقديم أي تغذية راجعة	Feedback is delayed, vague, or lacks actionable value التغذية الراجعة متأخرة أو غامضة أو تفتقر إلى القيمة القابلة للتنفيذ	Feedback is timely and somewhat helpful but lacks consistency or depth التغذية الراجعة مقدمة في الوقت المناسب ومفيدة إلى حد ما لكنها تفتقر إلى الاتساق أو العمق	Feedback is clear, timely, and valuable for most learners التغذية الراجعة واضحة وفي الوقت المناسب وذات قيمة لمعظم المتعلمين	Feedback is prompt, detailed, personalized, and actionable, clearly fostering learner improvement and progress التغذية الراجعة سريعة ومفصلة وشخصية وقابلة للتنفيذ، وتساهم بوضوح في تحسين وتقديم المتعلم	
<b>Total</b> المجموع						/25

## Assessor Comments and Instructor Feedback

### تعليقات المقيم وملحوظات المدرس

Indicator المؤشر	Assessor Feedback تعلقيات المقيم	Instructor feedback تعلقيات المدرس
<b>1. Accuracy of Scoring</b>  دقة التصحيح		
<b>Use of Marking Rubric/Scheme</b> استخدام جدول/دليل التصحيح		
<b>Consistency Across Students and Assessors (if multiple sections)</b> الاتساق في التصحيح بين الطالب		

<b>Provision of a model answer</b> توفير الإجابة النموذجية		
<b>Provision of Feedback</b> تقديم التغذية الراجعة		

## ١٢ Scoring Guide دليل احتساب النقاط

Score Range نطاق الدرجات	Rating التقييم	Interpretation تفسير
22–25	<b>Excellent</b> ممتاز	Exceptional accuracy, consistency, and feedback practices. Fully aligned with standards. دقة استثنائية، واتساق، وممارسات تغذية راجعة. متوافقة تماماً مع المعايير.
18–21	<b>Good</b> جيد	Strong performance with minor gaps. Generally consistent and reliable. أداء قوي مع جوانب طفيفة. أداء ثابت وموثوق بشكل عام.
14–17	<b>Fair</b> مقبول	Acceptable but with several areas needing improvement. مقبول، ولكن هناك عدة جوانب تحتاج إلى تحسين.
10–13	<b>Needs Improvement</b> يحتاج إلى تحسين	Major gaps in accuracy, consistency, or feedback. Limited reliability. مشاكل رئيسية في الدقة والاتساق والتغذية الراجعة. موثوقية محدودة.
5–9	<b>Very Poor</b> ضعيف جداً	Serious deficiencies across most indicators. Scoring unreliable. نواقص جسيمة في معظم المؤشرات. التقييم غير موثوق.

## Grading Rubrics for Assessed Elements

### Grading Rubric for Case Studies<sup>1</sup>

Scaled Score:		0/1	2	3	4
Criteria	Weight	Below Standard	Approaching Standard	At Standard	Exceeds Standard
<b>Clear explanation of key issues:</b> - The problems, scope, and seriousness was clearly identified in the case discussions. - A well-focused diagnosis of key issues and problems demonstrated a good grasp of the present situation - Effective concise executive summary.	15%	Shows little understanding of the issues, key problems, and the entity's present situation and critical issues. Executive summary missing or poorly constructed	Shows some understanding of the issues, key problems, and the entity's present situation and critical issues. Executive summary inadequate	Shows adequate knowledge of the issues, key problems, and the entity's present situation and critical issues. Executive summary adequate	Shows superior knowledge of the issues, key problems, and the entity's present situation and critical issues. Effective Executive Summary
<b>Valid arguments; identification of relevant facts with supportive detail:</b> - Logically organized, key points, key arguments, and important criteria for evaluating key facts were easily identified - Critical issues and key problems that	20%	Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were partially identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported.

<sup>1</sup> Adapted from (slightly modified): <http://www.aur.edu/wp-content/uploads/2010/12/University-Writing-Rubric-Approved-by-Curriculum-Committee-Feb-2010.doc>

supported the case analysis were identified, clearly analyzed, and supported.					
<b>Appropriate analysis, evaluation, and synthesis for the specific entity's environment identified:</b> - There was complete data on which to base a thorough analysis - Key change drivers underlying the issues were identified. - Synthesis, analysis, and evaluations were clearly presented and supported in a literate and effective manner.	<b>40%</b>	Analysis of key change drivers and the underlying the issues inadequate.	Analysis of key change drivers and the underlying the issues were not identified.	Analysis of key change drivers and the underlying the issues were partially identified	Analysis of key change drivers and the underlying the issues were clearly identified
<b>Conclusions and recommendations are congruent with case analysis:</b> - Specific recommendations and/or plans of action provided. - Specific data or facts were referred to when necessary to support the analysis and conclusions. - Recommendations and conclusions were presented and supported in a literate and	<b>25%</b>	Effective recommendations and/or plans of action not provided. The data or facts necessary to support the analysis and conclusions were not provided.	Effective recommendations and/or plans of action inadequate. Specific data or facts were not referred when necessary to support the analysis and conclusions.	Effective Recommendations and/or plans of action were partially provided. Specific data or facts were occasionally referred when necessary to support the analysis and conclusions.	Effective recommendations, solutions, and/or plans of action were provided. Specific data or facts were referred when necessary to support the analysis and conclusions.

effective manner.					
-------------------	--	--	--	--	--

Criteria	Comments
Identification and analysis of the main issues and/or problems	
Analysis of the key issues.	
Alternative solutions and/or options.	
Observations and/or recommendations on effective solutions.	
Literature research & review.	
Spelling & Grammar	
Citations	

<b>Total Weight</b>	<b>100%</b>
Total Assignment (Case Study) Points	
Case Study Final Score:	

## Rubrics for Evaluating Group Project

Project mark as per the syllabus

<b>College:</b>		<b>Department:</b>			
<b>Course Title:</b>		<b>Course Code:</b>			
<b>Instructor Name:</b>		<b>Semester/Year:</b>			
<b>Student ID:</b>		<b>Student Name:</b>			
	<b>Description</b>	<b>Weight (1)</b>	<b>CLOs (2)</b>	<b>Achievement (3) (1 to 5)</b>	<b>Weighted Achievement (4)</b>
<b>Section 1: Quality of the document (same marks for all students)</b>					
<b>1.1. General organization of the project</b>	Exceptionally well-organized, logical, and easy to follow. Clear transitions and structure.	5%			
<b>1.2. Quality of analysis</b>	Demonstrates exceptional depth and rigor in analysis, with insightful interpretations, robust evidence, and clear, logical conclusions that advance understanding.	20%			
<b>1.3. Innovation and Creativity</b>	Project demonstrates exceptional originality, with highly creative ideas or solutions that significantly enhance the work.	20%			
<b>1.4. Relevance and Impact</b>	Project is highly relevant to its goals and audience, with a clear and compelling impact that addresses a significant need or problem.	15%			
<b>1.5. Variety of references</b>	Utilizes a wide range of credible, high-quality sources (e.g., peer-reviewed journals, books, primary data, reputable websites) that are highly	5%			

	relevant and effectively integrated to support the project.				
<b>1.6. Spelling and grammar</b>	Writing is error-free, with precise spelling, grammar, punctuation, and polished sentence structure that enhances clarity and professionalism.	5%			
<b>Section 2: Project presentation (Individual Contribution)</b>					
<b>2.1 Clarity of Communication</b>	Refers to the student's ability to convey ideas, arguments, and information in a clear, concise, and understandable manner during the project presentation. It encompasses the use of precise language, logical organization of content, and effective delivery (e.g., tone, articulation) to ensure the audience comprehends the project's purpose, findings, and significance without confusion.	10%			
<b>2.2 Use of Visuals/Supporting Materials</b>	Evaluates the student's incorporation of visual aids (e.g., slides, charts, diagrams, posters) or other supporting materials (e.g., handouts, models) to enhance the project's presentation. It assesses the relevance, quality, and design of these materials, as well as how effectively they complement the spoken or written content to clarify concepts, engage the audience, and reinforce key points.	10%			

<b>2.3 Quality of discussion</b>	Assesses the student's ability to engage in thoughtful and meaningful dialogue about the project, typically during a question-and-answer session or interactive segment. It evaluates how well the student respond to questions, provide clear and relevant explanations, demonstrate deep understanding, and foster critical thinking, reflecting the preparedness and ability to address audience inquiries.	<b>10%</b>			
<b>Total (A)</b>	<b>100%</b>		%		
<b>Final student mark (B)</b>	<b>B= (A) x project mark as per the syllabus</b>				
<b>CLO 1 weighted Grade</b>	Total weights related to CLO1 x project mark as per the syllabus				
<b>CLO 2 weighted Grade</b>	Total weights related to CLO2 x project mark as per the syllabus				
<b>CLO 3 weighted Grade</b>	Total weights related to CLO3 x project mark as per the syllabus				
<b>CLO 4 weighted Grade</b>	Total weights related to CLO4 x project mark as per the syllabus				

#### Grading Scheme

Marks	1	2	3	4	5
<b>Section 1: Quality of the document</b>					
<b>1.1. General organization of the project</b>	No clear structure, missing objectives, disjointed flow, and no planning.	Weak structure, vague objectives, unclear flow, and limited planning	Acceptable structure but inconsistent, somewhat unclear objectives, uneven	Solid structure with minor flaws, clear objectives, good flow, and effective planning	Clear, logical structure, seamless flow, defined objectives, and excellent planning

			flow, and basic planning		
<b>1.2. Quality of analysis</b>	Little to no analysis, lacking evidence or logical coherence. Conclusions absent or unsupported.	Superficial analysis with limited evidence or weak reasoning. Conclusions poorly supported.	Adequate analysis with some evidence, but lacks depth or contains minor logical flaws	Strong analysis with clear evidence and reasoning. Minor gaps or simplifications in depth	Deep, insightful analysis with robust evidence and logical reasoning. Clearly connects data to conclusions.
<b>1.3. Innovation and Creativity</b>	No creativity or innovation, entirely reliant on clichéd or unoriginal ideas.	Minimal creativity, heavily derivative, or lacking novel contributions.	Moderately creative, with predictable ideas or limited originality. Relies heavily on existing framework s.	Creative ideas with some originality, offering innovative approaches with minor reliance on conventional methods.	Highly original ideas or approaches, demonstrating exceptional creativity and novel solutions.
<b>1.4 Relevance and Impact</b>	Irrelevant to the topic/context with no discernible impact.	Limited relevance with minimal or unclear impact on the intended audience or field.	Moderately relevant with some impact, but connections to context or stakeholders are vague.	Relevant with clear impact, though slightly limited in scope or articulation.	Highly relevant to the topic/context with significant, well-articulated impact on stakeholders or field.
<b>1.5. Variety of references</b>	No or very few references, lacking credibility or relevance.	Few references with minimal variety, often from questionable	Adequate references, but limited variety or reliance on less	Good variety of credible references, though slightly limited in	Extensive, diverse, and credible references (e.g., academic, primary,

		or repetitive sources.	credible sources.	scope or integration.	multimedia) seamlessly integrated.
<b>1.6. Spelling and grammar</b>	Pervasive errors that severely impair clarity, comprehension, and credibility.	Frequent errors in spelling or grammar that disrupt readability and professionalism.	Noticeable errors that slightly hinder readability but do not obscure meaning.	Minor errors in spelling or grammar that do not affect clarity or professionalism.	Flawless spelling, grammar, and punctuation, enhancing clarity and professionalism.
<b>Section 2: Project presentation</b>					
<b>2.1 Clarity of Communication</b>	Content is largely inaccurate, misleading, or unsupported, with no credible sources.	Content has frequent inaccuracies or unsupported claims, significantly reducing credibility. Sources are questionable or absent.	Content is generally accurate but contains noticeable errors or omissions that affect reliability. Sources are reliable, with slight inconsistencies.	Content is mostly accurate, with minor errors that do not undermine credibility. Sources are reliable, with slight inconsistencies.	Content is entirely accurate, with no factual errors. Data, examples, and arguments are precise and well-supported by credible sources.
<b>2.2 Use of Visuals/Supporting Materials</b>	Poor delivery: unclear, unconfident, or disengaged. Visuals, if present, are ineffective or distracting.	Weak delivery with frequent issues in clarity, confidence, or engagement. Visuals or pacing distract from the message.	Adequate delivery but inconsistent; may lack confidence, clarity, or audience engagement. Visuals or pacing are functional but unpolished.	Strong delivery with minor lapses in confidence, clarity, or engagement. Effective use of voice and visuals, with slight room for improvement.	Exceptional delivery: confident, engaging, and clear. Excellent use of voice, pacing, eye contact, and visuals to captivate the audience.

<b>2.3 Quality of discussion</b>	Discussion is absent, incoherent, or irrelevant. Fails to engage with questions or provide meaningful responses.	Discussion is limited, with vague or off-topic responses. Struggles to address questions effectively.	Discussion is adequate but lacks depth or clarity. Responses to questions are superficial or partially relevant.	Discussion is clear and relevant, with good responses to questions. Minor lapses in depth or critical engagement.	Discussion is insightful, well-structured, and responsive. Addresses questions thoroughly, with critical thinking and relevant elaboration.
----------------------------------	--	---	--	---	---

## **Appendix 2: Surveys Descriptions**

At the University of Khorfakkan, we aim at providing a positive productive environment for our students, Faculty, and staff, and deliver a high-quality education for our students. We adopt a framework of continuous development and enhancement of the quality of all the University activities. To achieve this, we consider our 'students' and 'employees' feedback a very important indicator of the current quality of our activities. The Unit of Institutional Effectiveness and Accreditation (DIEA) administers several annual, biannual, and occasional surveys to evaluate and collect feedback on the different aspects of the University. Evaluation is a process that critically examines a unit, a program, or a service. It involves collecting and analyzing information about activities, characteristics, and outcomes. The analyzed feedback reports are delivered to responsible parties at the University. The feedback is used to plan for improvement strategies. The next cycle of each survey measures the effectiveness of the strategies. At the University of Khorfakkan we prepare customized surveys for special requirements and for programs that implement the year or module system. We also design surveys for specific purposes, such as collecting feedback about the Health Insurance, Housing Allowance, ... etc., in addition to short surveys collecting votes on proposed ideas. University of Khorfakkan intends to implement online surveys.

## **Privacy Policy**

At the University of Khorfakkan, we take privacy and confidentiality very seriously. The responses to all the surveys are completely anonymous. Evaluated parties do not know the respondents at any time, only the response ratio is displayed in the reports. The analysis reports are disclosed only and strictly to the targeted report viewer, whether that person is the evaluated person, or a direct manager. The Chancellor of the University is granted access to view any survey/evaluation report. All the reports are archived securely under the supervision and control of the unit of Institutional Effectiveness, and Accreditation.

Survey	Description	Targeted Audience	Publishing time	Duration
<b>Student Course Experience Survey</b>	A biannual survey for current undergraduate and graduate students to evaluate their course experience.	All Students	12 <sup>th</sup> week of Fall and Spring	1 month
<b>English Language Center (Student Evaluation of Instructor)</b>	This survey is designed to help the University and know how satisfied the students are with the quality of teaching at English Language Center at the University.	English Language Center Students	10 <sup>th</sup> week of Fall and Spring	6 weeks
<b>Freshman Survey</b>	This survey serves as a major mean of collecting expectations from the freshman students on their perception of the educational experience that they are expecting to have at the University of Khorfakkan.	Freshman Students	6 <sup>th</sup> week of Fall	3 months
<b>Senior Exit Survey</b>	This survey collects feedback from graduating students on their perception of the educational experience that they have had at the University of Khorfakkan. It also measures the degree to which the Educational Program Outcomes were achieved for the raters.	Students Expected to Graduate	6 <sup>th</sup> week of Fall and Spring	3 months
<b>Satisfaction Surveys (Student, Faculty, and Staff)</b>	These three surveys are used to collect feedback from students, Faculty, and staff members on their perception of the experience that they are having at the University of Khorfakkan. It measures how satisfied they are with the University environment, facilities and services.	All students, all Faculty, and all staff.	2 <sup>nd</sup> week of Spring	2 months
<b>Annual Evaluation of College Dean</b>	In this survey faculty members are asked to evaluate the Dean with respect to the following aspects: Leadership, Administration and Management, Faculty and Program Development, Communication, Fairness and Ethics, Student Affairs and	Faculty Members	End of Spring	2 weeks

	University and Community Services.			
<b>Annual Evaluation of Department Chairperson</b>	In this survey faculty members are asked to evaluate the Chairperson with respect to the following aspects: Leadership, Administration and Management, Curriculum Related Matters, Communication, Fairness and Ethics, Student Affairs, and University and Community Services.	Faculty Members	End of Spring	2 weeks
<b>Annual Evaluation of English Language Center (ELC) Director</b>	In this survey faculty members are asked to evaluate the director of the ELC with respect to the following aspects: Administration and Leadership, Personal attitudes and Communication Skills, Educational Programs and Curricula, Faculty Members and Staff, Student Affairs, and Financial Affairs.	ELC Instructors	End of Spring	2 weeks
<b>Alumni Survey</b>	This survey serves as an important source of Information to better understand the current employment and educational status of graduates.	UKF Alumni	-	-

## Appendix 3: Program Specifications

Program Title	
Awarding Institution	University of Khorfakkan
Teaching Institution	University of Khorfakkan
College/Department	
Program accredited by	
Final Qualification	
Date of Initial Accreditation	
Language of Study	
Mode of Study	
Total Credit Hours	
Program Coordinator	

### Admission and Completion Requirements

- 1. Admission Requirements**
- 2. Completion Requirements**

### Program Objectives

### Program Careers

### Program Learning Outcomes

#### 1. PLOs

#	PLO
1	
2	
3	

#### 2. Mapping Goals/PLOs/QFE

PLO	Program Goal	Qualification as per the QFE

### 3. Mapping PLOs/CLOs

PLO	Course	CLOs

### 4. PLOs Assessment Plan

PLO	PLO Assessment Plan

## Teaching and Learning

1. Assessment Methods
2. Teaching and Learning Strategies
3. Methods for evaluating and improving the quality and standards of teaching and learning.

Facilities, including laboratories, studios or other specialist resources supporting the program

## Program Curriculum and Study Plan

1. Program Curriculum
2. Study Plan

## Indicators of Quality and Standards

### 1. Accreditation

The program is accredited by the CAA, a strong indicator of program quality to meet its requirements.

### 2. Curriculum Rigor and Relevance

The program is designed to challenge students and promote critical thinking. The program curriculum is up-to-date with current industry and academic standards. A benchmarking analysis is conducted annually to ensure its currency and ability to be aligned with similar programs.

### 3. Faculty Qualifications and Expertise

Description of Faculty Qualifications and expertise.

### 4. Students' Outcomes and Achievements:

- Assessment of Students Achievement of Learning Outcomes.

- Graduation rates.
- Employment rates when applicable.

**5. Assessment and Feedback Mechanisms:**

- Regular course evaluations by students and faculty: at the end of each term, a thorough assessment is conducted.
- Feedback is used for continual improvement based on both student and Faculty input.
- Regular program reviews: the program is reviewed annually using different indicators for continuous improvement.

**6. Diversity and Inclusivity:**

The program has a diverse student body and Faculty.

**7. Student-to-Faculty Ratios:**

Indicate the ratio..... This ratio indicates more personalized attention and higher teaching quality.

**8. Stakeholder Feedback:**

The program seeks regular input from external stakeholders, such as industry partners, advisory boards, and employers, to ensure the program remains relevant to real-world needs.

**9. Continuous Improvement Processes:**

The program has mechanisms to review and update the curriculum periodically, teaching methodologies, and resources based on changing needs and feedback.