



UNITED ARAB EMIRATES  
MINISTRY OF HIGHER EDUCATION  
& SCIENTIFIC RESEARCH

# Outcomes-based Evaluation Framework Technical Workshop

## Understanding the Outcomes-Based Evaluation Framework and the transitional pilot

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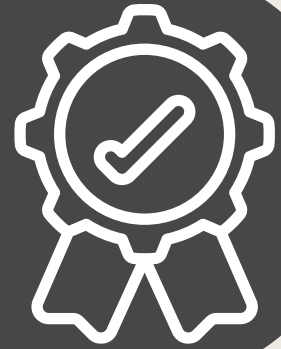
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Commission for Academic Accreditation  
Ministry of Higher Education and Scientific Research

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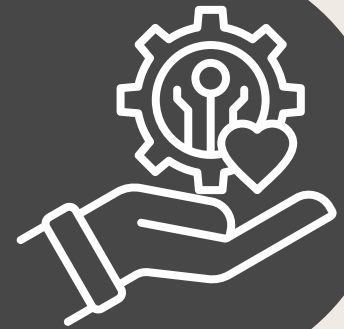
## University Guidebook

1. The material of the presentations is based on the latest version of the University Guidebook
  - a. This is a team efforts, the CAA and many parties in MOHESR are actively working to produce the guidebook.
  - b. The guidebook is still a draft in progress, and future versions are coming.
  - c. Editorial mistakes are common, and there might also be technical shortcomings.
  - d. As a part of MOHESR team, we are eagerly awaiting your comprehensive and scientific feedback.



## Quality Assurance

Maintain **high quality outcomes** in higher education within the UAE, with emphasis on **results**



## Driver of Excellence

Adopt clear, focused KPIs to **enhance accountability** and **encourage innovation** across the higher education sector



## Institutional Empowerment

Support **greater institutional autonomy** in decision-making and operations to achieve desired **educational outcomes** effectively



# What is an Outcome-based framework (OBF)?

## Focus on Outcomes

OBF shifts attention from inputs (e.g., resources) to measurable outcomes, aligning funding with performance.

## Multidimensional Metrics

Outcomes are evaluated across diverse areas such as graduate employability, research impact, and societal contributions, ensuring a comprehensive approach.



## Evidence-based KPIs

OBF relies on key performance indicators (KPIs) that are clear, quantifiable, and aligned with strategic priorities, promoting transparency and accountability.

## Aligning with Strategic Goals

OBF aligns with the UAE's strategic goals by driving innovation, accountability, and continuous improvement across the higher education sector.



## Institutional and Programmatic Reviews:

### 1. Accreditation Cycles:

- a. High Confidence/Low Risk: Accreditation every 6 years with a mid-cycle inspection
- b. Medium Confidence/Medium Risk: Accreditation every 4 years with a mid-cycle inspection
- c. Low Confidence/High Risk: Accreditation every 2 years with a mid-cycle inspection

### 1. Internationally Accredited Program from Program Specific Accreditation or Professional Body

- a. Will receive automatic renewal of Program Accreditation
- b. Will be required to submit KPIs data
- c. May be subjected to mid-cycle inspection

### 2. Internationally Institutional Accreditation will not substitute national renewal of Licensure

### 3. MOHESR/CAA will have MoU with local government authorities, but will not override their requirements



## Is there a substantive change application:

1. The answer is yes and now:

- a. What lead of a new program, requires approval: Extensive change in the curriculum, Change in the name of the program, adding a concentration, minor or major, or removing any of them.
- b. Changes to course sequences, adding courses or removing courses that does not extensively change the curriculum, adding or removing electives does not require approval.
- c. Offering a program in a different campus.
- d. Changing the name of a higher education institution.
- e. Opening a branch campus.

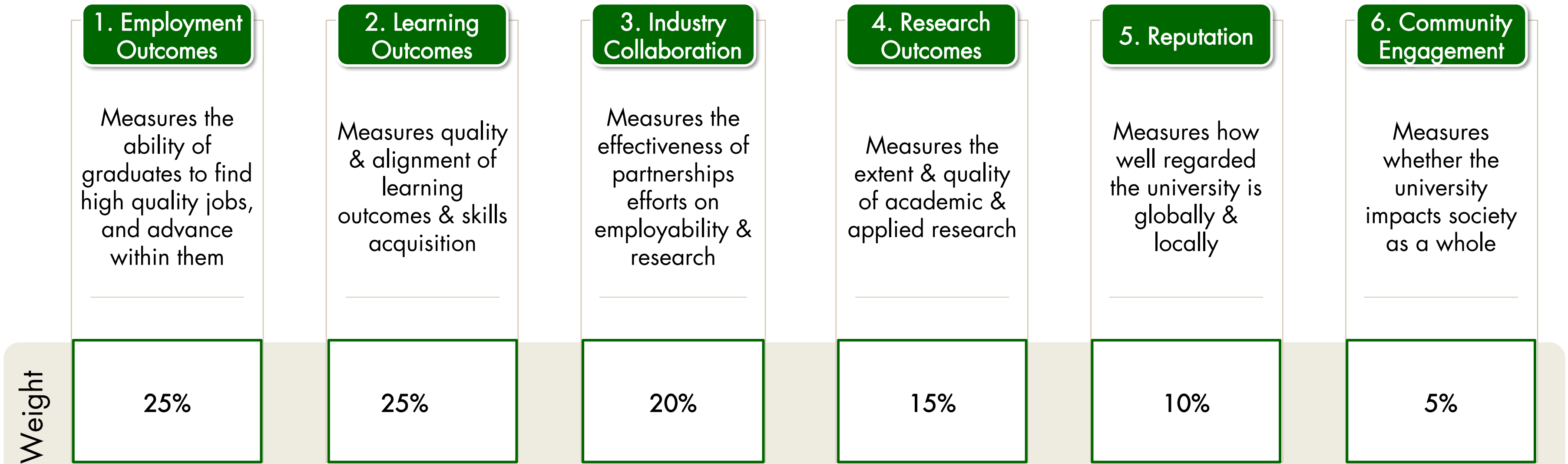


## Program Outlines:

1. The purpose of publishing program outlines:
  - a. Provide reference for design new programs
  - b. Provide clear expectation of experiential training/in-curriculum internship/clinical placements.
2. Institutions are welcome to provide feedback on these outlines.
3. Institutions may submit their own program outline when requesting provisional accreditation of a new program, provided that they take the experiential training/in-curriculum internship/clinical placements requirement into consideration.



## Outcome-based evaluation framework (OBF)





Pillar	KPI	Institution or program level KPI	Timeframe	Weighting
1. Employment Outcomes	1.1 Employment Rate (%)	Both	Last 3-year average	80%
	1.2 Employment Rate In Relevant Jobs (%)	Both		20%
2. Learning Outcomes	2.1 External Validation Rate (%)	Both	Last year performance	30%
	2.2 Retention Rate (%)	Both	Last 3-year average	20%
	2.3 Employer Feedback in Work Placements (score out of 5)	Both		10%
	2.4 Employer Feedback in Employment (score out of 5)	Both		10%
	2.5 Success Rate in Licenses & Certifications (%)	Both		Duration of study program
	2.6 Student Satisfaction with Learning Experience (score out of 5)	Both	Last 3-year average	10%



Pillar	KPI	Institution or program level KPI	Timeframe	Weighting
3. Industry Collaboration	3.1 Job offer post work-placement (%)	Both	Last 3-year average	40%
	3.2 Student Participation Rate in Work Placements (%)	Both		30%
	3.3 Joint Industry Courses (%)	Both		15%
	3.4 Industry Contributions (AED)	Institution		15%
4. Research Outcomes	4.1 Publication Ratio (# yearly)	Both	Last 3-year average	20%
	4.2 Field-Weighted Citations Ratio (# yearly)	Both		25%
	4.3 Joint Industry Research (%)	Institution	Last 5-year average	15%
	4.4 Student Participation Rate in Research (%)	Both	Last 3-year average	20%
	4.5 Impact Of Research (%)	Institution	Last 5-year average	10%
	4.6 Awarded Intellectual Property (IP) (#)	Institution		10%



Pillar	KPI	Institution or program level KPI	Timeframe	Weighting
5. Reputation	5.1 Global University and Subject Rankings (#)	Both	Last 5-year average	30%
	5.2 International Accreditation Status (#)	Institution		30%
	5.3 Student Participation Rate In International Dual Degrees (%)	Institution	Last year performance	20%
	5.4 International Research Collaboration (%)	Institution		20%
6. Community Engagement	6.1 Academic events with Student Participation (#)	Institution	Last 5-year average	60%
	6.2 Events & initiatives for the Community (#)	Institution	Last 3-year average	40%



## Data Reporting:

1. All KPI data except 2.1 (External Validation Rate) will be provided by the Institution/Program
2. To calculate KPI 2.1, the Extranal Review Team (ERT) will need access to student assessment tools (on campus)
  - a. Evaluation of the quality of student assessment will be performed according to a rubric
  - b. ERT will should have unhindered access to student assessment tool and any items analysis
3. For the following KPIs, sampling guidelines available in the University Guidebook will be used
  - a. 2.1: External Validation Rate
  - b. 2.3: Employer Feedback in Work Placements
  - c. 2.4: Employer Feedback in Employment
  - d. 1.1: Employment Rate
  - e. 1.2: Employment Rate In Relevant Jobs
  - f. 2.6: Student Satisfaction with Learning Experience



## Data Reporting: Three Templates will soon come available:

- a. KPIs reporting template: will be used by the institution to submit KPIs values
- b. Corrective Action Plan (CAP) template: will be used by the institution to submit analysis, reflection and corrective actions on medium-low performing KPIs
- c. CAA Report template: will be used by the ERT and CAA to report back to institution

## Pilot: Data reporting during pilot dual reviews is intended for:

1. Training purposes
  - a. on how to collect and report data
  - b. on how to validate data
2. Gap analysis of
  - a. KPI definitions and calculation methodology
  - b. Applicability
  - c. Challenges and opportunities

# Questions and Answers