



UNITED ARAB EMIRATES
MINISTRY OF HIGHER EDUCATION
& SCIENTIFIC RESEARCH

University Guidebook For Outcome-Based Evaluation Framework (OBEF)

Version 11.5

23 March 2026

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Context

- Objectives of Outcome-Based Evaluation Framework (OBF)



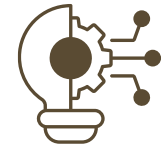
Outcome-Based Evaluation Framework

- 24-KPI framework across employment outcomes, learning quality, research strength, industry collaboration, reputation, and community engagement



Scorecards

- Detailed definition of KPIs
- Recommendations on data collection
- Calculation guidelines



Potential for Future Readiness

- Additional assessment for institutions, evaluating future skills alignment and AI-enabled teaching and learning *(excluded from OBF score)*

Objectives: The new Outcome-Based Framework (OBF) aims to enhance the quality of higher education in the UAE while empowering universities to become more independent



Quality Assurance

Maintain **high-quality outcomes in higher education** within the UAE with an emphasis on **outcomes**



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

Outcome-Based Evaluation Framework: MoHESR introduces a new framework to assess the performance of higher education institutions across 24 different KPIs

What is an Outcome-Based Evaluation Framework (OBF)?

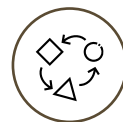
Focus on Outcomes

An OBF shifts attention from inputs (e.g., resources) to measurable outcomes (e.g., employment, industry collaboration, research etc.).



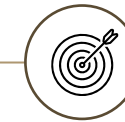
Multidimensional Metrics

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



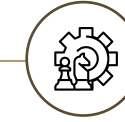
Evidence-based KPIs

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



Aligning with Strategic Goals

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



HEIs can have their own KPIs as part of their strategic development; KPIs presented in the framework are meant as 'compliance' standards for HEIs.

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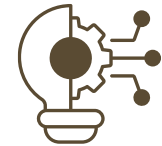
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OBF Pillars: The OBF evaluates HEIs across 6 pillars that are important for measuring outcomes, each of which has different weights

Outcome-based Evaluation framework (OBF)

	1. Employment Outcomes	2. Learning Outcomes	3. Industry Collaboration	4. Research Outcomes	5. Reputation	6. Community Engagement
	Measures the ability of graduates to find high quality jobs	Measures quality & alignment of learning outcomes and skills acquisition	Measures the effectiveness of partnerships efforts on employability and research	Measures the extent & quality of academic and applied research	Measures how well regarded the university is, globally and locally	Measures whether the university impacts society as a whole
Weight	25%	25%	20%	15%	10%	5%

Weights of the KPIs: KPI weights at both institutional and program levels determine their impact on the overall score

Pillar	KPI	Institutional Weighting	Programmatic Weighting ¹
1. Employment Outcomes	1.1 Employment Rate (%)	20%	20%
	1.2 Employment Rate in Relevant Jobs (%)	5%	5%
2. Learning Outcomes	2.1 Assessment Quality Review (%)	7.5%	7.5%
	2.2 Retention Rate (FYR) (%)	5%	5%
	2.3 Employer Feedback in Work Placements (score out of 5)	2.5%	2.5%
	2.4 Employer Feedback in Employment (score out of 5)	2.5%	2.5%
	2.5 Rate of graduates obtaining microcredentials & licenses (%)	5%	5%
	2.6 Student Satisfaction with Learning Experience (score out of 5)	2.5%	2.5%
3. Industry Collaboration	3.1 Job Offer Post Work-placement (%)	5%	5%
	3.2 Student Participation Rate in Work Placements (%)	8%	8%
	3.3 Joint Industry Courses (%)	4%	4%
	3.4 Industry Contributions (AED)	3%	3%
4. Research Outcomes	4.1 Publication Ratio (#)	2.5%	3.5%
	4.2 Field-Weighted Citations Impact (FWCI)	1.5%	1.5%
	4.3 Joint Industry Research (%)	2.5%	5%
	4.4 Student Participation Rate in Research (%)	4.5%	5%
	4.5 Impact of Research (%)	2%	N/A
	4.6 Awarded Intellectual Property (IP) (#)	2%	N/A
5. Reputation	5.1 Global University and Subject Rankings (#)	3%	3%
	5.2 International Accreditation Status (%)	3%	3%
	5.3 Student Participation Rate in International Dual/Joint Degrees (%)	2%	2%
	5.4 International Research Collaboration (%)	2%	2%
6. Community Engagement	6.1 Academic Events with Student Participation (#)	3%	3%
	6.2 Events & Initiatives for the Community (#)	2%	2%

Note 1: Programmatic KPI weights have been calculated by redistributing, first, pillar weights and, secondly, KPI weights within pillars. Values rounded to one decimal place.

Application of KPIs: 24 KPIs are assessed at institutional level, 22 at program level

Pillar	KPI	Institution or program level KPI
1. Employment Outcomes	1.1 Employment Rate (%)	Both
	1.2 Employment Rate in Relevant Jobs (%)	Both
2. Learning Outcomes	2.1 Assessment Quality Review (%)	Both
	2.2 Retention Rate (FYR) (%)	Both
	2.3 Employer Feedback in Work Placements (score out of 5)	Both
	2.4 Employer Feedback in Employment (score out of 5)	Both
	2.5 Rate of graduates obtaining microcredentials & licenses (%)	Both
	2.6 Student Satisfaction with Learning Experience (score out of 5)	Both
3. Industry Collaboration	3.1 Job Offer Post Work-placement (%)	Both
	3.2 Student Participation Rate in Work Placements (%)	Both
	3.3 Joint Industry Courses (%)	Both
	3.4 Industry Contributions (AED)	Both
4. Research Outcomes	4.1 Publication Ratio (#)	Both
	4.2 Field-Weighted Citations Impact (FWCI)	Both
	4.3 Joint Industry Research (%)	Both
	4.4 Student Participation Rate in Research (%)	Both
	4.5 Impact of Research (#)	Institution
	4.6 Awarded Intellectual Property (IP) (#)	Institution
5. Reputation	5.1 Global University and Subject Rankings (#)	Both
	5.2 International Accreditation Status (%)	Both
	5.3 Student Participation Rate in International Dual / Joint Degrees (%)	Both
	5.4 International Research Collaboration (%)	Both
6. Community Engagement	6.1 Academic Events with Student Participation (#)	Both
	6.2 Events & Initiatives for the Community (#)	Both

KPI Timeframes: 3 KPIs are based on last year's performance, 17 KPIs use a three-year or five-year rolling average, and 4 are based on the cumulative sum over five years

Pillar	KPI	Timeframe
1. Employment Outcomes	1.1 Employment Rate (%)	Rolling 3-year average
	1.2 Employment Rate in Relevant Jobs (%)	
2. Learning Outcomes	2.1 Assessment Quality Review (%)	Last available assessment
	2.2 Retention Rate (FYR) (%)	Rolling 3-year average
	2.3 Employer Feedback in Work Placements (score out of 5)	
	2.4 Employer Feedback in Employment (score out of 5)	
	2.5 Rate of graduates obtaining microcredentials & licenses (%)	
	2.6 Student Satisfaction with Learning Experience (score out of 5)	
3. Industry Collaboration	3.1 Job Offer Post Work-placement (%)	Rolling 3-year average
	3.2 Student Participation Rate in Work Placements (%)	
	3.3 Joint Industry Courses (%)	
	3.4 Industry Contributions (AED)	
4. Research Outcomes	4.1 Publication Ratio (#)	Rolling 5-year average
	4.2 Field-Weighted Citations Impact (FWCI)	Total over past 5 years
	4.3 Joint Industry Research (%)	Rolling 3-year average
	4.4 Student Participation Rate in Research (%)	Total over past 5 years
	4.5 Impact of Research (#)	Total over past 5 years
	4.6 Awarded Intellectual Property (IP) (#)	
5. Reputation	5.1 Global University and Subject Rankings (#)	Last year's performance
	5.2 International Accreditation Status (%)	Rolling 3-year average
	5.3 Student Participation Rate in International Dual / Joint Degrees (%)	
	5.4 International Research Collaboration (%)	Total over past 5 years
6. Community Engagement	6.1 Academic Events with Student Participation (#)	Rolling 3-year average
	6.2 Events & Initiatives for the Community (#)	



1. Employment Outcomes | 2 KPIs | Total Weight: 25%

KPI	Description	Institution Weighting	Program Weighting
1.1 Employment Rate (%)	Percentage of graduates who secured full time employment or enrolled in further education within 12 months of graduation	80%	80%
1.2 Employment Rate in Relevant Jobs (%)	Percentage of full-time employed graduates in jobs relevant to their specialization within 12 months of graduation	20%	20%



2. Learning Outcomes

6 KPIs

Total Weight: 25%

KPI	Description	Institution Weighting	Program Weighting
2.1 Assessment Quality Review (%)	Average score from external expert reviews of assessment quality, based on a standardized rubric and scoresheet, measuring alignment with QFEmirates levels, learning outcomes etc.	30%	30%
2.2 Retention Rate (FYR) (%)	Percentage of first-year students continuing from the first year to the second year.	20%	20%
2.3 Employer Feedback in Work Placements (score out of 5)	The average rating of interns' or apprentices' skills by organisations upon work placement completion	10%	10%
2.4 Employer Feedback in Employment (score out of 5)	The average rating of hired graduates' skills by organisations	10%	10%
2.5 Rate of graduates obtaining microcredentials & licenses (%)	Rate of graduates obtaining microcredentials, and professional licenses	20%	20%
2.6 Student Satisfaction with Learning Experience (out of 5)	The average student rating of satisfaction with the overall learning experience and the skills acquired	10%	10%



3. Industry Collaboration

4 KPIs

Total Weight: 20%

KPI	Description	Institution Weighting	Program Weighting
3.1 Job Offer Post Work Placement (%)	Share of graduates who received a job offer (or are employed) before or after graduation from an organisation they interned with during their studies	25%	25%
3.2 Student Participation Rate in Work Placements (%)	Share of graduates who have participated in work placements (internships, apprenticeships etc) by the time of their graduation	40%	40%
3.3 Joint Industry Courses (%)	Percentage of courses co-delivered or co-developed in partnership with industry	20%	20%
3.4 Industry Contributions (AED)	Total financial contributions received from industry partners	15%	15%



4. Research Outcomes

6 KPIs

Total Weight: 15%

KPI	Description	Institution Weighting	Program Weighting
4.1 Publication Ratio (#)	The average volume of peer-reviewed scholarly outputs per full-time equivalent (FTE) academic and research staff	17%	23%
4.2 Field-Weighted Citations Impact (FWCI)	The average number of citations received by publications compared with the average number of citations received by similar publications	10%	10%
4.3 Joint Industry Research (%)	The percentage of university research projects funded, co-funded, or performed in collaboration with industry partners	17%	33%
4.4 Student Participation Rate in Research (%)	Extent of student involvement in academic research	30%	34%
4.5 Impact of Research (#)	Scale of social and economic impact resulting from research and scholarly initiatives of the institution	13%	0%
4.6 Awarded Intellectual Property (#)	The number of intellectual property assets awarded or held by the university, including patents, utility models, copyrights and other IP types	13%	0%

5. Reputation
4 KPIs
Total Weight: 10%

KPI	Description	Institution Weighting	Program Weighting
5.1 Global University and Subject Rankings (#)	The rank of the university in global ranking systems, such as QS, Times Higher Education and Shanghai Rankings	30%	30%
5.2 International Accreditation Status (%)	Degree to which the institution and its eligible programs have achieved international accreditation	30%	30%
5.3 Student Participation Rate in International Dual / Joint Degrees (%)	Degree to which students are actively participating in international dual or joint degree programs	20%	20%
5.4 International Research Collaboration (%)	Percentage of research which involve an international partner	20%	20%



6. Community Engagement | 2 KPIs | Total Weight: 5%

KPI	Description	Institution Weighting	Program Weighting
6.1 Academic Events with Student Participation (#)	Number of conferences, symposiums, lecture series & other academic events organized, co-hosted, or hosted by the institution and program with student participation	60%	60%
6.2 Events & Initiatives for the Community (#)	Number of educational events, initiatives and programs done in partnership with, or for the community	40%	40%

KPI Collection Method (1/2): Primary OBF data will be sourced from surveys and master APIs, with 9 KPIs collected directly by MoHESR

Pillar	KPI	Data collection
1. Employment Outcomes	1.1 Employment Rate (%) ²	Graduate Destination Survey (GDS) administered by MoHESR Institution responsible for ensuring adequate response rates and may provide additional data For program specific data, institutions can submit own data if program not represented in GDS
	1.2 Employment Rate in Relevant Jobs (%) ²	
2. Learning Outcomes	2.1 Assessment Quality Review (%)	MoHESR via external experts
	2.2 Retention Rate (FYR) (%)	Master API Collection (in interim HEDB portal, formerly CHEDs) ¹
	2.3 Employer Feedback in Work Placements (score out of 5)	Employer Work Placement Survey (EWS) (Institution shares survey, ensures adequate response rates, and shares results with MoHESR)
	2.4 Employer Feedback in Employment (score out of 5) ²	Employer Satisfaction Survey (ESS) (Institution ensures adequate response rates and may provide additional data; MoHESR collects responses)
	2.5 Rate of graduates obtaining microcredentials & licenses (%)	Master API Collection (in interim HEDB portal, formerly CHEDs) ¹
	2.6 Student Satisfaction with Learning Experience (score out of 5) ²	Student Experience Survey (SES) used for institutional evaluation while course evaluations are used at program level and collected by institutions (Institution ensures adequate response rates to surveys; MoHESR collects SES responses)
3. Industry Collaboration	3.1 Job Offer Post Work-placement (%) ²	Graduate Destination Survey (GDS) and additional data provided by institutions
	3.2 Student Participation Rate in Work Placements (%)	Master API Collection (in interim HEDB portal, formerly CHEDs) ¹
	3.3 Joint Industry Courses (%)	Master API Collection (in interim HEDB portal, formerly CHEDs) ¹
	3.4 Industry Contributions (AED)	

Notes: 1. Data submission will shift from portal submission to HEDB and manual submission to CAA, to a master API in the long term. 2. For these KPIs, institutions are welcome to submit separate data directly to MoHESR if they believe it to be more accurate than the standard survey.

Source: Ministry of Higher Education and Scientific Research

KPI Collection Method (2/2): Primary OBF data will be sourced from surveys and master APIs, with 9 KPIs collected directly by MoHESR

Pillar	KPI	Data collection
4. Research Outcomes	4.1 Publication Ratio (#) ²	Publication data collected by MoHESR, with institutions providing necessary faculty details and additional publications not captured in SCOPUS
	4.2 Field-Weighted Citations Impact (FWCI)	Collected by MoHESR
	4.3 Joint Industry Research (%)	Master API Collection (in interim HEDB portal, formerly CHEDs) ¹
	4.4 Student Participation Rate in Research (%)	
	4.5 Impact of Research (#)	
	4.6 Awarded Intellectual Property (IP) (#)	
5. Reputation	5.1 Global University and Subject Rankings (#)	Collected by MoHESR
	5.2 International Accreditation Status (%)	Master API Collection (in interim HEDB portal, formerly CHEDs) ¹
	5.3 Student Participation Rate in International Dual / Joint Degrees (%)	
	5.4 International Research Collaboration (%)	
6. Community Engagement	6.1 Academic Events with Student Participation (#)	Master API Collection (in interim HEDB portal, formerly CHEDs) ¹
	6.2 Events & Initiatives for the Community (#)	

Notes: 1. Data submission will shift from portal submission to HEDB and manual submission to CAA, to a master API in the long term. 2. For these KPIs, institutions are welcome to submit separate data directly to MoHESR if they believe it to be more accurate than the standard survey.

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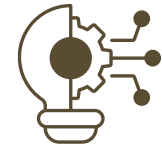
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KPI 1.1 Employment Rate

Description

- Percentage of graduates who secured full-time employment or enrolled in further education within 12 months of graduation

Rationale

- The graduates' success in securing employment or pursuing further education is a strong indicator for the academic rigor and teaching quality of the institution, with 12 months providing a fair timeframe for measuring success

KPI Detailing

- Full time:** Defined as working for at least 32 hours each week or according to professional norms in each sector.
- Employment:** Includes contract-based roles, salaried positions, or verified self-employment, irrespective of industry or job function.
- Further education:** Refers to enrollment in accredited further education programs or professional certifications aimed at skill development or career advancement
- Time dimension:** Three-year rolling average calculated based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	25%	X	80%	=	20%
Program	25%	X	80%	=	20%

Formula for KPI

$$\frac{\text{Number of graduates who are employed or in further education from the class graduated 12 months prior to reporting period}^2}{\text{Total number of graduates from same cohort}} \times 100$$

Additional details on KPI definition

- Numerator:** Number of employed graduates, collected from relevant data sources including the Graduate Destination Survey (GDS)¹, or administrative data as available. Evaluate number of graduates who are employed or in further education from the class graduated 12 months prior to reporting period. For professions requiring compulsory post-graduation internships (e.g., health), the employment calculation period is defined as twelve (12) months after any post-graduation compulsory internship or training period required by UAE regulatory authorities for professional licensure.
- Denominator:** Number of graduates who responded to the GDS survey (or any HEI initiated survey) or visible through other data sources from the same cohort.
- The denominators for KPI 1.1 and 1.2 should be the same**

Data Submission Requirements

- MoHESR is responsible for centrally administering the GDS and directly disseminating to graduates
- The institution is responsible for sharing the contact info of graduates to MoHESR and following up with students to ensure an adequate response rate
- Institutions are free to maintain their own surveys and other collection methods, and submit data & evidence based on their own collection for MoHESR's consideration (via Master API Collection (in interim HEDB portal, formerly CHEDs)).
- The response rate of survey must be aligned with the sampling guidelines (see Appendix C)

Notes

- MoHESR survey to track graduate employment status, further study, or other activities after a specific period following the completion of their studies
- The reporting period refers to the time at which a KPI report for the institution or the program is prepared

KPI 1.2 Employment Rate in Relevant Jobs

Description

- Percentage of full time employed graduates in jobs relevant to their specialization within 12 months of graduation

Rationale

- Employment in relevant roles indicates how well the institution's curriculum is aligned with industry needs and effectively prepares graduates for their careers, with 12 months providing a fair timeframe for measuring success

KPI Detailing

- Full time:** Defined as working for at least 32 hours each week or according to professional norms in each sector.
- Employment:** Includes contract-based roles, salaried positions, or verified self-employment, irrespective of industry or job function.
- Relevant jobs:** Field-related jobs where title and description align with core competencies of the study area, irrespective of whether salaried or self-employed. For dual degree studies, a job in alignment with either study area will count towards this KPI
- Relevance:** Relevance is assessed based on the job-program (discipline) mapping matrix
- Time dimension:** Three-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	25%	X	20%	=	5%
Program	25%	X	20%	=	5%

Formula for KPI

$$\frac{\text{Number of graduates who are employed in relevant jobs from the class graduated 12 months prior to reporting period}^2}{\text{Total number of graduates from same cohort}} \times 100$$

Additional details on KPI definition

- Numerator:** Number of employed graduates in relevant jobs, collected from relevant data sources including the Graduate Destination Survey (GDS)¹, or administrative data as available. Evaluate number of graduates from 12 months prior to the reporting period who are employed or in further education by the time of the reporting period. For professions requiring compulsory post-graduation internships (e.g., health), the employment calculation period is defined as twelve (12) months after any post-graduation compulsory internship or training period required by UAE regulatory authorities for professional licensure.
- Denominator:** Number of graduates who responded to the GDS survey (or any HEI initiated survey) or visible through other data sources from the same cohort.
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- The response rate of survey must be aligned with the sampling guidelines (see Appendix C)

Notes

- MoHESR survey to track graduate employment status, further study, or other activities after a specific period following the completion of their studies
- The reporting period refers to the time at which a KPI report for the institution or the program is prepared

1.2 Employment Rate in Field-related Occupation and Education Field Mapping

Description:
Mapping of the job classifications to the education degree classification

Illustrative

ISCED Detailed Field Code ISCED Detailed Field Standardized Major			Job Ensc0 Lv.5 No.									
			111101	111201	111401	112001	112002	112003	121101	121102	121201	
			Government Minister	Senior Government Official	Senior Officials of Special-interest Organizations	Chairman of the Board	Chief Executive	Managing Director	Finance Manager	Accounts Manager	Human Resource Manager	
0	Basic programmes	Foundation	NO	NO	NO	NO	NO	NO	NO	NO	NO	
11	Basic programmes and qualifications		NO	NO	NO	NO	NO	NO	NO	NO	NO	
21	Literacy and numeracy		NO	NO	NO	NO	NO	NO	NO	NO	NO	
31	Personal skills and development		NO	NO	NO	NO	NO	NO	NO	NO	NO	
99	Generic programmes and qualifications not further defined	Unknown	NO	NO	NO	NO	NO	NO	NO	NO	NO	
110	Education not further defined		YES	YES	YES	YES	YES	NO	NO	NO	NO	
111	Education science	Curriculum & Instruction	YES	YES	YES	YES	YES	NO	NO	NO	NO	
111	Education science	Education	YES	YES	YES	YES	YES	NO	NO	NO	NO	
111	Education science	Education Technology	YES	YES	YES	YES	YES	NO	NO	NO	NO	
112	Training for pre-school teachers	Early Childhood Education	YES	YES	YES	YES	YES	NO	NO	NO	NO	
113	Teacher training without subject specialisation	Classroom Assisting	YES	YES	YES	YES	YES	NO	NO	NO	NO	
113	Teacher training without subject specialisation	Elementary Education	YES	YES	YES	YES	YES	NO	NO	NO	NO	
113	Teacher training without subject specialisation	Special Education	YES	YES	YES	YES	YES	NO	NO	NO	NO	
113	Teacher training without subject specialisation	Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	Arabic & Islamic Studies Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	Art Education	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	English Language Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	French Language Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	IT Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	Mathematics Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	Physical Education	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	Science Education	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	Science Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
114	Teacher training with subject specialisation	Social Studies Teaching	YES	YES	YES	YES	YES	NO	NO	NO	NO	
119	Education not elsewhere classified		YES	YES	YES	YES	YES	NO	NO	NO	NO	
188	Inter-disciplinary programmes and qualifications involving education		YES	YES	YES	YES	YES	NO	NO	NO	NO	

Guide

Relevant and Field related jobs can be mapped automatically by **matching the details of the education program** with the **job** held. The mapping is based on **historic employment data** in the UAE, **ENSCO handbook** and **market data**.

- Job titles:**
Categories of **ENSCO** (Emirates National Standard Classification of Occupations) and **ISCO** (International Standard Classification of Occupations) codes. These **describe a person's job**.
- Educational fields:**
Categories of the **ISCED** (International Standard Classification of Education) codes. These describe the **person's subject or specialization**.
- Mapping matrix:**
Matching between **the jobs and the education** which may lead to that job.
 - YES** = This educational qualification is **deemed relevant** for the corresponding job title.
 - NO** = This qualification is **deemed not relevant** for that job.

KPI 2.1 Assessment Quality Review

Description

- Average score from external expert reviews of assessment quality, based on a standardized rubric and scoresheet, measuring alignment with QFEmirates levels, learning outcomes etc.

Rationale

- External expert reviews help ensure that assessments meet established quality standards, align with intended grading criteria, and effectively support competency-based education.

KPI Detailing

- **Assessment quality:** Alignment of assessments with predefined quality standards and QFEmirates levels
- **Rubric:** Criteria and scoring definitions as predefined using the Likert scale
- **Time dimension:** Most recently completed assessment

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	25%	X	30%	=	7.5%
Program	25%	X	30%	=	7.5%

Formula for KPI

$$\frac{\text{Sum of weighted total scores for each selected assessment}}{\text{Number of selected assessments}} \times 20$$

Additional details on KPI definition

- **Numerator:** Sum of the weighted total scores achieved per assessment as specified in the validation grid.
- **Denominator:** Number of assessments conducted by external reviewers according to the sampling criteria.

Data Submission Requirements

HEI submits data during review visits conducted by the CAA, data to include for one or more program as determined by external reviewers part of CAA visit:

- Number of assessments
- Distribution of scores for those assessments
- Student population
- Sample of graded student assessments
- Number of assessment must be aligned with the sampling guidelines (see Appendix C)
- CAA team and external reviewers can also request sample of assessments from multiple years

KPI 2.1 Assessment Scoresheet: Quality of student assessment in the HEI will be evaluated through 4 criteria (learning outcomes, assessment design, grading clarity, & feedback)

Sampling of Student Assessments

Methodology

- A **representative sample of assessments** as per sampling mechanism
- There will need to be a **range of different types of assessments**

Principles

3R Sampling Principles Framework

- **Representative:** Proportionally reflect courses and academic levels
- **Randomized:** Minimize selection bias
- **Reliable:** Ensure confidentiality and statistical analysis validity

Validation Grid: Assessing the Quality of Assessments

Criteria	Score	Weight
1. Alignment with Learning Outcomes: <ul style="list-style-type: none"> • Does the assessment measure the intended learning outcomes? (1.5/5) • Are specific skills or competencies provided by the curriculum being evaluated? (1.5/5) • Does the assessment meet the relevant level of QFEmirates? (2/5) 	/5	45%
2. Assessment Design: <ul style="list-style-type: none"> • Is the assessment method (e.g., exam, project) appropriate for its intended purpose? (2/5) • Does the course use methods to evaluate assessment accuracy and consistency? (1.5/5) • Was item reuse and assessment recycling avoided in major assessments within the past three years? (1.5/5) 	/5	25%
3. Grading Criteria Clarity & Declared/Awarded Grade Distribution: <ul style="list-style-type: none"> • Are the grading criteria clearly defined, published, and aligned with the assessment tasks? (3/5) • Is the grade distribution fair, unbiased, and not inflated? (2/5) 	/5	20%
4. Feedback & Process Efficiency: <ul style="list-style-type: none"> • Do students receive timely, actionable, and constructive feedback to support their learning? 	/5	10%
Weighted Total Score	/5	100%

KPI 2.1 Assessment Rubric: Each criterion is scored on a scale from 1-5

Criteria	1 (Lowest)	2	3	4	5 (Highest)
1. Alignment with Learning Outcomes: <ul style="list-style-type: none"> 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	Partial alignment; significant gaps or omissions in coverage of outcomes, competencies, or standards	Acceptable alignment; adequately covers most outcomes and standards , but specific competencies require clearer mapping	Strong alignment with minor refinements needed	Full alignment with all outcomes, competencies, and standards
2. Assessment Design: <ul style="list-style-type: none"> Is the assessment method (e.g., exam, project) appropriate for its intended purpose? Does the course use methods to evaluate assessment accuracy and consistency? Was item reuse and assessment recycling avoided in major assessments within the past three years? 	Method is inappropriate for assessment purpose. lacks standardization or reliability, with item reused and assessment recycled	Method partially appropriate, application inconsistent, validation weak, standardization limited, and include substantial element of reuse and recycling	Method generally appropriate with moderate validation and standardization; minor adjustments required; item reuse and assessment recycling generally avoided	Method is well-suited for its purpose and applied consistently , with minor enhancements needed and no reuse/recycling	Method is fully appropriate, reliably implemented, and supported by robust standardization and validation processes, with reuse or recycling completely avoided
3. Grading Criteria Clarity & Declared/Awarded Grade Distribution: <ul style="list-style-type: none"> Are the grading criteria clearly defined, published, and aligned with the assessment tasks? Is the awarded grade distribution fair, unbiased, and not inflated? 	Grading criteria missing or unclear; distribution arbitrary or unfair	Basic rubric exists but lacks clarity; distribution fails to effectively differentiate student performance	Rubric generally clear with fair alignment; distribution mostly fair , though improvements are possible for clarity	Grading is based on a clear and aligned rubric , and the distribution fairly reflects performance levels	Detailed, transparent, and fully aligned rubric; grade distribution highly fair , clearly differentiating performance levels, and avoiding grade inflation
4. Feedback & Process Efficiency: <ul style="list-style-type: none"> Do students receive timely, actionable, and constructive feedback to support their learning? 	Feedback is absent, generic, or unhelpful, offering no support for improvement	Feedback is delayed, vague, or lacks actionable value	Feedback is timely and somewhat helpful but lacks consistency or depth	Feedback is clear, timely, and valuable for most learners	Feedback prompt, detailed, personalized, and actionable, clearly fostering learner improvement and progress

KPI 2.2 Retention Rate

Description

- Percentage of first-year students continuing from the first year to the second year.

Rationale

- The retention rate indicates how effectively HEIs foster student success by providing high-quality teaching, robust academic support, and engaging programs that enable first-year students to meet assessment expectations and progress in their studies

KPI Detailing

- First-year to Second-year cohort progression:** This indicator measures the proportion of students who progress from the first year of the program to second year in the institution
 - At institution level, student transfers, regardless of admission criteria of the program they transfer to, are not counted as attrition
 - At program level, students transferring to another program are counted as attrition, unless they transfer to a program with comparable admission criteria
 - For institutions where students do not enter a program in their first year, progressing to the intended major is considered retention
- One-Year Programs:** The KPI is replaced by the graduation rate by the end of the standard duration of the program (i.e. graduation rate at 1 year). When computing at institutional level, one year program students are excluded both from numerator and from denominator, unless the institution offer one-year programs only,
- Time dimension:** Three-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	25%	X	20%	=	5%
Program	25%	X	20%	=	5%

Formula for KPI

$$\frac{\text{Number of first-year students continuing studies into second year}}{\text{Total number of students in that first-year cohort}} \times 100$$

Additional details on KPI definition

- Numerator:** Number of first-year students who registered and continued into their second year from the institution's student registration system.
- Denominator:** Total number of first-year students enrolled in Year 1 in fall of the previous academic year
- For program-level computation, the numerator refers to students in the specific program, while for institutional implementation the numerator refers to all students in the institution. Likewise for the denominator.
- Registration postponements or semester deferral will not be considered as attrition and so should be counted both in the numerator and denominator

Data Submission Requirements

- HEIs to submit data via Master API Collection (in interim HEDB portal, formerly CHEDs)

KPI 2.3 Employer Feedback in Work Placement

Description

- The average rating of interns or apprentices' skills by organisations upon work placement completion

Rationale

- Employer evaluations provide insight into how effectively academic programs equip students with the skills needed for workplace readiness for professional success

KPI Detailing

- **Survey assessment:** A set of questions, developed by MoHESR, and asked to employers to assess the level of their satisfaction with the student's knowledge, skills and performance during work placement
- **Population Scope:** Feedback is required from all employers across industries for students who have completed placements in any program or field. Feedback shall be provided by work site supervisors on employer side
- **Work Placement:** Work placements must be formally recognized by the institution. MoHESR will consider all types of work placement that are formally part of the program structure/curricula/study plan (e.g., clerkship, internship, apprenticeship, cooperative programs, or diplomatic missions)
- **Time dimension:** Three-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	25%	X	10%	=	2.5%
Program	25%	X	10%	=	2.5%

Formula for KPI

$$\frac{\text{Sum of employer evaluation scores of all students in work placements}}{\text{Number of students assessed by employer}}$$

Additional details on KPI definition

- **Numerator:** Sum of all employer evaluation scores for each intern and apprentice through the Employer Work Placement Survey (EWS)¹
- **Denominator:** Number of students assessed by employers in the Employer Work Placement Survey (EWS)

Data Submission Requirements

- MoHESR is responsible for the design of the EWS and sharing the survey with HEIs to then share with employers and follow up with them. The survey includes a set of questions to assess the knowledge and skills of students during work placements
- The results of the EWS must be recorded and shared with MoHESR via Master API Collection (in interim HEDB portal, formerly CHEDs)
- The response rate of survey must be aligned with the sampling guidelines (see Appendix C)

Notes:

1. Survey to track employer's evaluation of students' performance in work placement

KPI 2.4 Employer Feedback in Employment

Description

- The average rating of hired graduates' skills by organisations

Rationale

- Employer feedback reflects the effectiveness of academic programs in equipping graduates with the skills required for successful employment

KPI Detailing

- **Survey assessment:** A set of questions, developed by MoHESR, and asked to employers to assess the level of their satisfaction with the recent graduates they employ from each institution. At the program level, programs represented at an employer's organisation will receive the same overall score that the institution receives from that employer
- **Population Scope:** Feedback is required from employers across all sectors
- **Time dimension:** Three-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	25%	X	10%	=	2.5%
Program	25%	X	10%	=	2.5%

Formula for KPI

$$\frac{\text{Sum of employer evaluation scores}}{\text{Number of employer satisfaction surveys completed}}$$

Additional details on KPI definition

- **Numerator (Survey Method):** Sum of employer evaluations scores of hired graduates based on the Employer Satisfaction Survey (ESS)¹ developed by MoHESR and sent to employers who are employing graduates from the previous academic year (i.e. after 12 months)
- **Denominator (Survey Method):** Number of employers who completed the ESS.

For the program-level evaluation, graduates at the institutions completing the ESS will be mapped to the academic program they graduated from, with the programs of graduates receiving the same score as the overall institution.

Data Submission Requirements

- MoHESR is responsible for the design of the EWS and disseminating the surveys to employers. The survey includes a set of questions to assess the knowledge and skills of students during work placements
- Institutions are free to maintain their own surveys and other collection methods, and submit data & evidence based on their own collection for MoHESR's consideration (via Master API Collection (in interim HEDB portal, formerly CHEDs)).
- Institutions are responsible for sharing the list of employers to MoHESR and following up with employers to ensure adequate response rate
- The response rate of survey must be aligned with the sampling guidelines (see Appendix C)

Notes:

1. Survey to track employer's evaluation of students' performance in work placement
2. For programs with insufficient data, program will receive institution-level employer feedback score

KPI 2.5 Rate of graduates obtaining microcredentials & licenses (%)

Description

- Rate of graduates obtaining microcredentials, and professional licenses

Rationale

- The rate of graduates obtaining professional licenses and micro-credentials reflects the institution's ability to prepare students for professional requirements.

KPI Detailing

- Scope:** This indicator covers microcredentials earned by graduates during their studies, and professional licenses obtained by graduates that are required to practice in their profession, as well as recognized professional certifications.
- Microcredentials:** Short courses which are either (i) on the pre-approved list based on MoHESR criteria and requirements (ii) accredited micro-credentials developed by MoHESR licensed higher education institution.
- Professional licenses:** Mandatory professional licenses required to work in profession and requiring additional assessment (e.g., health, legal etc.). See next slide for valid professional licenses
- Professional Certifications:** Nationally and internationally recognized professional certifications from professional bodies and industry leaders (e.g., PMP)
- Eligibility:**
 - For professional licenses component, only graduates from programs that are tied to mandatory professional licenses are considered. For programs not tied to mandatory professional licenses and for institutions that do not have such programs, the micro-credential and professional certifications components will be weighted at 100%
 - To obtain a microcredential, professional certification or license means to successfully pass all relevant requirements and receive the certificate/credential (attempting to obtain one will not be counted)
 - For licenses/credentials with multiple levels, all intermediary levels that a student receives will be counted towards this KPI
 - For microcredentials, universities are also allowed to count graduates who obtain the micro-credential on a voluntary basis during their studies even if it is not part of the formal curricula they follow
- Timeframe requirement:** Three-year average, based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	25%	X	20%	=	5%
Program	25%	X	20%	=	5%

Formula for KPI

$$50\% \times \text{normalized}^1 \left(\frac{\text{Number of graduates from program(s) tied to mandatory professional license from the graduating class three academic years prior to the reporting period who obtained a professional license by the reporting}^2 \text{ period}}{\text{Total number of graduates in that graduating class}} \right) + 50\% \times \text{normalized} \left(\frac{\text{Number of graduates from the graduating class of the reporting academic year}^2 \text{ who obtained at least one microcredential during their studies}}{\text{Total number of graduates in that graduating class}} \right)$$

Additional details on KPI definition

Numerator 1:

- Number of eligible graduates from the graduating class three academic years ago who have obtained a professional license by the reporting year²
- Eligible graduates means only graduates from programs that are tied to mandatory professional licenses (see next slide for list of programs)

Numerator 2:

- Number of graduates from the graduating class of the reporting academic year² who have obtained at least one micro-credential during their studies

Denominator 1 and 2:

- Total number of graduates from institution (or relevant program) from same cohort as the respective numerator







Data Submission Requirements

- HEIs to submit data based on HEDB/Master API collection mechanism.

Notes:

- KPI thresholds used in normalization are specified in the appendix A
- The reporting period refers to the time at which a KPI report for the institution or the program is prepared








List of eligible relevant Licenses: Eligible licenses are those that require additional study or assessment after graduation...

Field	License	Type	Description
 Health Science	Dubai Health Authority Professional License (DHA)	Mandatory	License for healthcare professionals practicing in Dubai to ensure compliance with local health regulations
	Department of Health Abu Dhabi Professional License (DOH)	Mandatory	License for healthcare professionals practicing in Abu Dhabi to ensure compliance with local health regulations
	Ministry of Health and Prevention License (MOHAP)	Mandatory	License for healthcare professionals practicing in the UAE (excluding Dubai and Abu Dhabi)
 Law	Ministry of Justice License (MOJ)	Mandatory	The Bar Exam assesses knowledge of UAE law and the ability to apply it. Passing this exam is required to become a licensed attorney in the UAE
 Social Services	Social Care Professional License, Community Development Authority	Mandatory	For private sector social service providers in Dubai (e.g. social workers, clinical psychologists, counselors, therapists, special education teachers) to ensure high-quality, regulated care.
 Education	Educational Professions License, Ministry of Education (MoE)	Mandatory	The Educational Professions License certifies teachers to ensure high-quality, globally competitive teaching standards
 Aviation	General Civil Aviation Authority (GCAA)	Mandatory	License for professionals in aviation and aircrafts in the UAE (aircraft maintenance engineers/technicians, Private Pilot License (PPL) and 18 for a Commercial Pilot License (CPL))
 Veterinary Medicine	Ministry of Climate Change and Environment	Mandatory	License to practice as veterinarian/veterinary doctor in the UAE

Note: Universities may also propose other relevant licenses to be included in the list, provided they submit reasonable justification

Sample of Relevant Certifications and Microcredentials: ...while micro-credentials are earned during a student's time at the institution, professional certificates can be earned during or after.

Non-exhaustive

 Field	 Examples of Microcredentials	Type	 Description	 Expected Timeframe to Achieve
 Business	Project Management Professional (PMP) Certification	Certifications /Micro-credential	A globally recognized certification for project managers, validating their project leadership capabilities and expertise	3-6 months
 Computing & Machine Learning	AWS Certified Developer Associate Certification	Certifications /Micro-credential	A certification demonstrating expertise in developing and maintaining applications on Amazon Web Services	2-3 months
	TensorFlow Developer Certification	Certifications /Micro-credential	A certification validating expertise in deep learning and machine learning for expertise in TensorFlow and neural network models	3 weeks
 Arts & Humanities	Adobe Certified Professional Certification (ACP)	Certifications /Micro-credential	A certification validating proficiency in Adobe creative tools for arts and design professionals	1 week

KPI 2.6 Student Satisfaction with Learning Experience

Description

- The average student rating of satisfaction with the overall learning experience and the skills acquired

Rationale

- Student satisfaction serves as a key indicator of the quality and relevance of the learning experience. It reflects the effectiveness of teaching and the extent to which academic programs equip students with the skills relevant for personal and professional success

KPI Detailing

- Evaluation Criteria (Institution):** Overall student satisfaction is assessed using a standardized set of questions contained within the Student Evaluation Survey (SES)
- Evaluation Criteria (Program):** MoHESR is responsible for designing the structure of the Course Evaluation Surveys, while HEIs are responsible for administering the surveys at the end of each course, across equally weighted questions covering aspects including teaching quality, curriculum relevance, skill acquisition, and the overall learning environment. Course evaluations will be aggregated to reach an overall program satisfaction score
- Respondent criteria:** Only includes students who completed minimum of two semesters (institutional level)
- Time dimension:** 3-year rolling average based on academic years

KPI Weighting

	Pillar Weight	X	KPI Weight in Pillar	=	KPI's Total Weight
Institutional	25%	X	10%	=	2.5%
Program	25%	X	10%	=	2.5%

Formula for KPI

Institutional evaluation

$$\frac{\text{Sum of evaluation scores}}{\text{Total number of evaluations}}$$

Programmatic evaluation

$$\frac{\text{Sum of course evaluation scores}}{\text{Total number of evaluations}}$$

Additional details on KPI definition

Numerator:

- At institutional level: Individual scores are first averaged across all questions to produce one rating per student. Then the numerator is calculated as the sum of those averages for all the completed Student Evaluation Survey (SES)
- At program level: the sum of course (part of the program in question) evaluation scores conducted during the most recent academic year
- Denominator:**
- At institutional level, total number of SES student responses across all programs
- At program level, the total number of course evaluations filled by students for the courses of that program

Data Submission Requirements

Institutional Level (SES survey)

- MoHESR is responsible for designing and disseminating the SES survey to all current higher education students
- Institutions are responsible for providing MoHESR with the contact information of all students required to complete the SES and for ensuring an adequate response rate by engaging students and encouraging them to complete the survey
- The response rate of survey must be aligned with the sampling guidelines (see Appendix C)

Program Level (Course evaluations)

- MoHESR is responsible for designing the structure of the survey, while HEIs are responsible for sharing the course evaluation surveys with students after the completion of every semester for every course delivered. The results of these course evaluations must be recorded and shared with MoHESR via Master API Collection (in interim HEDB portal, formerly CHEDs)
- The response rate of survey must be aligned with the sampling guidelines (see Appendix C)

KPI 3.1 Job Offer Post Work Placement

Description

- Share of graduates who received a job offer (or are employed) before or after graduation from an organisation they interned with during their studies

Rationale

- Post-placement job offers provide a strong indicator of student employability and reflect the extent to which academic programs are aligned with industry needs

KPI Detailing

- **Work placement:** This may include clerkships, internships, apprenticeships and cooperative programs undertaken during the course of study. These must be recognized by the institution and part of the study plan
- **Return job offer:** A return job offer refers to a confirmed offer of employment extended to a student following a work placement. This may include full-time, part-time, or contractual roles. For medicine-related programs that require mandatory postgraduation training, the employment calculation will begin 1 year after the standard calculation timeframe of 12 months
- **Time frame requirement:** Return job offers must be made within 12 months of graduation to be counted.²
- **Time dimension:** 3-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	20%	X	25%	=	5%
Program	20%	X	25%	=	5%

Formula for KPI

$$\frac{\text{Number of graduates from 12 months prior to the reporting period}^2 \text{ who received a job offer (or are employed) by a company they interned with during their studies by the reporting period}}{\text{Number of graduates from the same cohort who completed at least one internship}} \times 100$$

Additional details on KPI definition

- **Numerator:** Number of graduates from 12 months prior to the reporting period who received a job, as reported in the GDS (or however collected)¹, from at least one of the organisations they interned with by the time the KPI is being reported in the reporting year. For professions requiring compulsory post-graduation internships (e.g., health), the employment calculation period is defined as twelve (12) months after any post-graduation compulsory internship or training period required by UAE regulatory authorities for professional licensure.
- **Denominator:** Number of graduates who responded to the GDS¹ and completed at least one work placement (for GDS-based data collection) or total number of graduates from the same cohort who completed at least one work placement (for any other data collection method).

Data Submission Requirements

- MoHESR is responsible for centrally administering the GDS and sending it directly to graduates
- The institution is responsible for providing MoHESR with the contact information of all graduates required to take the GDS and ensuring an adequate response rate
- The sample size of survey must be aligned with the sampling guidelines (see Appendix C)
- Institutions are free to maintain their own surveys and other collection methods, and submit data & evidence based on their own collection for MoHESR's consideration via Master API Collection (in interim HEDB portal, formerly CHEDs).

Notes:

1. MoHESR survey to track graduate employment status, further study, or other activities after a specific period following the completion of their studies
2. The reporting period refers to the year in which HEIs are required to report on the KPI

KPI 3.2 Student Participation Rate in Work Placements

Description

- Share of graduates who have participated in work placements (internships, apprenticeships etc.) by the time of their graduation

Rationale

- Requiring work placement, particularly field related ones, reflects the institution's commitment to providing practical experience and preparing students for industry

KPI Detailing

- **Work placement:** This may include apprenticeships and cooperative programs undertaken during the course of study. These must be recognized by the institution and formally part of the study plan
- **Scope:** For programs that have recently added a mandatory work placement component to their curriculum, a score of 100% will be assigned even if some students graduate without having completed an internship (because they joined prior to the new mandatory work placement). Institutions are required to flag this to MoHESR during data submission
- **Time dimension:** 3-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	20%	X	40%	=	8%
Program	20%	X	40%	=	8%

Formula for KPI

$$\frac{\text{Number of graduates from the graduating class of the reporting academic year}^1 \text{ who participated in at least one work placement during their degree program}}{\text{Total number of graduates from the reporting academic period from programs requiring a mandatory work placement}} \times 100$$

Additional details on KPI definition

- **Numerator:** The number of graduates who participated in at least one internship as part of a program curriculum requiring a mandatory work placement during the duration of their program. At the institutional level, all students are counted, whereas for the program-level, only students from that program are considered
- **Denominator:** The total number of graduates from that institution or program in that cohort

Data Submission Requirements

- HEIs to submit data via Master API Collection (in interim HEDB portal, formerly CHEDs)

Notes:

1. The reporting year / period refers to the year in which HEIs are required to report on the KPI

KPI 3.3 Joint Industry Courses

Description

- Percentage of credit hours from courses co-delivered or co-developed in partnership with industry

Rationale

- Courses developed or delivered in collaboration with industry ensure that the curriculum remains aligned with current market needs and professional practices, thereby enhancing students' career readiness and employability.

KPI Detailing

- Joint industry courses:** Credit-bearing courses that are co-developed **and/or** co-delivered with industry professionals;
 - Co-developed course:** A course in which at least **20% of the content** (measured in **contact hours**) is developed by **industry** as long as it represents no less than 10 contact hours minimum
 - Co-delivered course:** Course in which at least **20% of the contact hours** are **taught directly** by **industry** as long as it represents no less than 10 contact hours minimum. **Work placements that are formally part of the study plan can be counted as a co-delivered course given the course is effectively delivered at and by industry**
- Industry Partners:** Please refer to slide 42 on accepted partner types
- Time dimension:** 3-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	20%	X	20%	=	4%
Program	20%	X	20%	=	4%

Formula for KPI

$$\frac{\text{Number of credit hours from courses qualifying as joint industry courses}}{\text{Total number of credit hours from courses offered during the academic year}} \times 100$$

Additional details on KPI definition

- Numerator:** Total number of credit hours from courses fulfilling the co-developed / co-delivered minimum threshold offered at the institution or within an individual program, excluding general education, math, and basic sciences, including courses taught by faculty members with verified current industry attachment in the same subject area as the courses they deliver (e.g., startups/industry practice), where such courses meet the minimum threshold requirements.
- Denominator:** Total number of credit hours from courses offered during the academic year at that institution or within an individual program, excluding general education, math, and basic sciences

Data Submission Requirements

- HEIs to submit data based on Master API /HEDB Portal collection mechanism

Definition of Joint Industry Course: To be considered a joint industry course, a course must be co-developed and/or co-delivered with industry

Co-Developed Course

- For a course to be co-developed, the following **criteria** must be **met in full**:



Documented Pre-Delivery Collaboration

- **≥20% of the course content** (measured in **contact hours**) is developed by **industry**



Evidence of Formal Input from Industry Partner

- **Meeting minutes** or **signed feedback forms**
- Co-authoring of **syllabus, assessment, or learning objectives**
- **Email** or **recorded input feedback** incorporated into course design



Timing of Engagement

- Industry input must occur during the **course planning phase**



Named Contributors

- Industry collaborators must be **named individuals** or **companies**

Co-Delivered Course

- For a course to be co-delivered, the following **criteria** must be **met in full**:



Minimum Teaching Load by Industry

- **≥20% of contact hours** are **delivered directly** by **external industry partners**



Content Relevance & Instructional Role

- Sessions must be **mapped** to **learning outcomes** and/or **assessment**
- **Industry** partners must be responsible for **actively leading, hosting, or delivering course session**



Named & Accountable Contributors

- Course outline must **list individuals** or **companies** delivering content



Scheduled Contact

- The delivery is part of the **official timetable** or recorded in the **LMS**
- **Ad hoc** or **optional content** (e.g., open Q&A events) **does not qualify**

Examples: A joint industry course satisfies all criteria for co-development and/or co-delivery; and a program having more than 35% joint industry courses is assigned high confidence



Example 1: Qualifies As Co-Delivered

Data Analytics for Business	
Total Contact Hours	30
Industry-Led Sessions	5 (1 workshop, 2 guest lecture, 2 project labs)
Industry Instructor	Named expert from local tech firm
Industry Content	Maps directly to course outcomes and feeds into final projects
Industry Sessions	Sessions scheduled and recorded in LMS



Meets All Criteria

- ✓ **≥20% (6/30)** hours delivered by **industry**
- ✓ **Mapped to assessment**
- ✓ **Named contributor**
- ✓ **Scheduled**, not ad hoc



Course Counts as Co-Delivered



Example 2: Does Not Qualify As Co-Delivered

Marketing Fundamentals	
Total Contact Hours	36
Industry-Led Sessions	1 guest speaker (1.5-hour online talk)
Industry Instructor	Not named in course syllabus
Industry Content	Inspirational topic not mapped to any learning outcome or assessment
Industry Sessions	Sessions was optional and not recorded in LMS



Fails Several Criteria

- ✗ **<10% (1.5/36)** hours delivered by **industry**
- ✗ **Not mapped to learning outcomes**
- ✗ Contributor **not formally recognized**
- ✗ **Not scheduled** / recorded



Course Does Not Count as Co-Delivered

KPI 3.4 Industry Contributions

Description

- Total financial contributions received from industry partners.

Rationale

- Industry contributions demonstrate the institution's ability to build strong partnerships and attract external funding, highlighting its relevance and value to industry stakeholders

KPI Detailing

- **Industry contributions:** Includes monetary donations, grants, endowments, sponsorships, and direct revenue generated from industry partners / clients
- **Contribution eligibility:** Covers direct financial support (e.g. endowments, donations, grants) as well as in-kind contributions with documented market value, such as equipment, software licenses, or access to facilities. Sponsorships for students and in cases where the sponsoring entity is a governmental entity will only be counted if they are sponsoring students they intended to hire. Sponsorships from a non-governmental entity will be counted in all cases even without hiring intention
- **Industry Partners:** Please refer to slide 42 on accepted partner types
- **Time dimension:** Three-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	20%	X	15%	=	3%
Program	20%	X	15%	=	3%

Formula for KPI

Total contributions including direct monetary value and in-kind support, with in-kind valuations

Additional details on KPI definition

Accepted contributions include:

- Industry-funded research projects
- Endowments (Financial gifts or grants)
- Commercialization revenue from patents/licensing
- Shared funding from joint ventures (non-research)
- Direct revenue generated from clients (e.g. research contracts w./ industry partners, course/certification delivered for industry clients)

For **program level contribution**, any contribution above 1 Mn AED or above over the past three years will automatically be rewarded with a score of 100. Otherwise, the weight of the KPI would be redistributed to other KPIs within the pillar. The KPI would serve to reward outstanding programs in this area without penalizing programs that do not have industry contributions.

Data Submission Requirements

- HEIs to submit data via Master API Collection (in interim HEDB portal, formerly CHEDs)

Definitions of Industry Contributions: There are 8 types of funds classified as industry contributions

Types of industry contributions

Industry Contribution Type	Description
Industry-Funded Research Projects (Direct Research Funding)	Research funded directly by business enterprises in the UAE , including private or publicly listed companies or government-owned entities. Funding is typically provided through contractual arrangements with specific deliverables agreed between the enterprise and the institution.
Competitive Industry Research Grants (Competitive Research Funding)	Competitive research funding awarded by external industry-related to support investigator-initiated or collaborative projects .
Direct Revenue generated from clients	Money generated as revenue from services rendered to business enterprises , including consulting service, contracted R&D services, course/certification developed for industry clients
Private Entity Donations	Money donated by private institutions or individuals for immediate use during the current academic year. It does not include scholarships and contributions to endowment.
Industry Contribution to Endowments ¹	Contributions by business enterprises (partner type) to higher education institutions, which are invested to generate income in perpetuity used to support the institution's long-term sustainability. Business Enterprise can include private or publicly listed companies or government-owned entities.
In-Kind Contributions	Non-monetary resources that external partners provide. In-kind contributions may include, in whole or in part, the value of capital items (e.g. equipment and facilities) and may include professional services and training .
Other Industry Contributions	Any other non-public sector contributions that do not fall within a predefined category , i.e CPD or training courses & commercialisation revenue from patents and licensing.
Sponsorship	Sponsorship for students from industry partners . In case the sponsoring entity is a governmental entity, student sponsorships will only be counted if the entity is sponsoring students they intended to hire. Sponsorships from a non-governmental entity will be counted in all cases even without hiring intention.

Note 1: Includes industry contributions to other types of endowments tied to the institution
Source: Ministry of Higher Education and Scientific Research

KPI 4.1 Publication Ratio

Description

- The average volume of peer-reviewed scholarly output per full-time equivalent (FTE) academic and research staff

Rationale

- This metric reflects the institution's research productivity and highlights the contributions of academic/research staff to advancing knowledge within their disciplines

KPI Detailing

- Scholarly output¹:** Includes peer-reviewed journal publication and non-journal articles, conference proceedings, scholarly books, and other outputs indexed in SCOPUS. Arabic-language publications and creative scholarly outputs - such as design outputs or artistic productions- are also included exclusively for disciplines where traditional publishing is not the primary medium of dissemination (e.g. arts) or if the language of publication is Arabic and as such under-represented in SCOPUS
- Population:** Includes all full-time academic faculty and research staff. Full time staff includes the following positions with teaching/research load ie. **academic faculty, research staff, chancellor/president, vice chancellor/vice president, dean & vice deans**
- Time dimension:** 3-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	15%	X	17%	=	2.5%
Program	15%	X	23%	=	3.5%

Formula for KPI

$$\frac{\text{Total number of scholarly outputs}}{\text{Total number of Full-time academic and research Staff}}$$

Additional details on KPI definition

Numerator:

- The total number of publications at that institution in the most recent academic year
- At the program level, a list of all publications by faculty associated with the program. If the faculty works across multiple programs, the publication can be counted for all relevant programs.¹
- Where applicable, HEI-submitted data for creative output, or published in Arabic language and not available in SCOPUS, may also be accepted on a case-by-case basis.
- A publication with multiple authors from the same university will count as one for that university. If authors are affiliated with different universities, the publication will count as one publication for each institution involved.

Denominator:

- Total number of Full time of academic faculty and research staff in the same most recent academic year as the numerator.
- Excluded from denominator:
 - Non-PhD holders teaching exclusively in foundation years and general education programs;
 - Staff not expected to perform research, e.g., training professionals and laboratory assistants.

Data Submission Requirements

- MoHESR will collect numerator data on traditional publications/research outputs centrally via SCOPUS
- The Institution can submit numerator data via Master API Collection (in interim HEDB portal, formerly CHEDs) to supplement the SCOPUS collection if they fit either one of the two criteria
 - Published in Arabic
 - Engaged in scholarly activities where the primary medium of dissemination is not traditional publications
- In all cases, HEIs will submit denominator data via Master API Collection (in interim HEDB portal, formerly CHEDs)

Notes:

- Only publications & scholarly outputs explicitly affiliated with UAE universities and the local branch campuses of international universities will be counted.

KPI 4.2 Field-Weighted Citation Impact

Description

- The average number of citations received by publications compared with the average number of citations received by similar publications

Rationale

- The metric reflects the scholarly impact and relevance of research outputs, indicating their influence on the academic community and their role in advancing future research and innovation

KPI Detailing

- Field weighted citation impact (FWCI):** A bibliometric metric that compares the actual number of citations a publication per SciVal receives to the expected number of citations for similar publications (in the same field, document type, and publication year)
- Time dimension:** Five-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	15%	X	10%	=	1.5%
Program	15%	X	10%	=	1.5%

Formula for KPI

$$\frac{\text{Sum of all FWCI's}}{\text{Number of publications with SCIVAL score}}$$

Additional details on KPI definition

- Numerator:** The sum of extracted SciVal FWCI scores for all publications at the institution or program in the most recently completed academic year. ¹
- Denominator:** The number of publications with a SciVal FWCI score.

Data Submission Requirements

- MoHESR will collect relevant data centrally via SciVal

Notes:

- Only research projects explicitly associated with UAE universities and the local branch campuses of international universities will be counted.

KPI 4.3 Joint Industry Research

Description

- The percentage of university research projects funded, co-funded, or performed in collaboration with industry partners

Rationale

- Joint industry research reflects the institution's strength of research output and partnership between industry and the institution

KPI Detailing

- Joint Industry Research:** Financial or intellectual contributions from industry partners (as described on following slide), local and international, co-funded (at least 20%) or involving intellectual contribution
- Research Projects:** Any scholarly activity that fits the Frascati Criteria¹. For disciplines where traditional research is not the primary form of scholarly activities (e.g. Arts), creative activities & endeavours - such as design projects, artistic performances, exhibitions, and competitions can also be considered.
- Eligibility:** For any collaboration to be eligible for this KPI, the industry partner as an organisation is required to be aware and it is not sufficient to collaborate with an individual affiliated with the organisation without verifiable prior knowledge or approval from the organisation. Research collaborations may only be counted once, in the year they are launched, not every year. Only research projects explicitly associated with UAE universities and the local branch campuses of international universities will be counted.
- Time dimension:** Total over past 5 years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	15%	X	17%	=	2.5%
Program	15%	X	34%	=	5%

Formula for KPI

$$\frac{\text{Number of joint industry research projects}}{\text{Total number of research projects}} \times 100$$

Additional details on KPI definition

Numerator: Number of projects that meet the following criteria:

- For financial contributions:** Industry funding \geq 20% of project budget, with a minimum project budget of 50k AED. In-kind donations of materials, equipment and facilities access can be considered as long as they can be valued and equivalent value fulfils the 20% and 50k AED thresholds

OR

- For intellectual/research contributions:**
 - The project needs to be linked to a tangible output (e.g., publication, product, IP) to qualify for intellectual contribution
 - Contribution from the industry partner to the output needs to be verifiable (e.g., co-authored publication indexed on SCOPUS, co-owned IP etc.)

Denominator: total number of research projects

For both numerator & denominator: At program level, if the project is affiliated across multiple programs, it can be counted for all relevant programs

Data Submission Requirements

- HEIs to submit data based on Master API /HEDB Portal collection mechanism²

Notes:

- To qualify as research, an activity must satisfy the five core Frascati Criteria [OECD, 2015]: it must be (i) novel, (ii) creative, (iii) uncertain in outcome, (iv) systematic, & (v) transferable or reproducible

Industry Partner Types: There are different types of partners tracked in the HEDB used for calculating some KPIs

Types of Partners accepted as industry partners

Partner Type	Partner Description	Partner Type	Partner Description
Corporation/ Industry Partner	A business or corporate entity, often focused on industry-related collaborations	Foundation or Philanthropic organisation	Entities that aim to promote the welfare of others , typically through charitable donations, grants, or social initiatives. Their primary focus is on addressing societal challenges and contributing to the greater good
Nonprofit organisation	An organisation dedicated to addressing social, cultural, environmental, or educational issues , excluding federal ministries and other public entities.	Professional Association	Organisations representing a specific industry or profession , such as engineering societies, medical boards, or law associations
Government Agency	A federal, or local government entity such as ministries.	Technology Provider	Companies that specialize in digital solutions, software, or technology services and products , excluding companies that provide technology to the HEI as vendors, only those with whom HEI has joint technology development partnership.
Research Center/ Institution	An organisation, either public or private, exclusively dedicated to research and development and not under a university umbrella	Cultural Institution	Centered on preserving, promoting, or celebrating cultural heritage, art, traditions, and creativity . These may include performances, exhibitions, cultural festivals, language preservation, or promoting art and creativity such as museums, art galleries, theaters, and heritage preservation societies, and other cultural organisations
Healthcare organisation	A hospital, clinic, or healthcare provider	Country	Government-to-Government partnerships /projects which HEI can be a part of or those with direct partnerships as per the applicable laws
Community organisation	An entity that is concerned with serving the community, or a specific segment of it , through the provision of social, community-based, or developmental initiatives, programs, or services that contribute to enhancing wellbeing, quality of life, and social cohesion , such as social care, community development, awareness-raising, youth empowerment, family support, volunteer work, public health, community education, and services for People of Determination and eligible groups.		
Affected KPIs	<ul style="list-style-type: none"> • 3.3 Joint Industry Courses 	<ul style="list-style-type: none"> • 3.4 Industry Contributions 	<ul style="list-style-type: none"> • 4.3 Joint Industry Research

KPI 4.4 Student Participation Rate in Research

Description

- Extent of student involvement in academic research

Rationale

- Shows the level and impact of student engagement in research-related activities

KPI Detailing

- **Research activities:** Any scholarly activity that fits the Frascati Criteria¹. For disciplines where traditional research is not the primary form of scholarly activities (e.g. Arts), Creative activities & endeavours - such as design projects, artistic performances, exhibitions, and competitions can also be considered
- **Eligible forms / context of student participation:** Includes students who are engaged in in-curricular or extracurricular participation to include (i) faculty-led research projects², (ii) self-led student research², (iii) research assistantships/internships with academic or economic/societal impact, (iv) capstone/senior design projects with academic or economic / societal impact, and (v) thesis work with academic, economic / societal impact. See *definition of academic, societal and economic impact on following slide*. Student research projects may only be counted once, in the year they are launched, not every year
- **Time dimension:** Three-year rolling average based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	15%	X	30%	=	4.5%
Program	15%	X	33.3%	=	5%

Formula for KPI

$$\frac{\text{Number of students participating in research}}{\text{Total number of students}} \times 100$$

Additional details on KPI definition

- **Numerator:** Number of students involved in research or scholarly activities fulfilling the conditions outlined above.
- **Denominator:** Total number of students at the institution or within the program (if it is at program level).

Data Submission Requirements

- HEIs to submit data via Master API Collection (in interim HEDB portal, formerly CHEDs)

Notes:

1. To qualify as research, an activity must satisfy the five core Frascati Criteria [OECD, 2015]: it must be (i) novel, (ii) creative, (iii) uncertain in outcome, (iv) systematic, & (v) transferable or reproducible
2. For (i) faculty-led research projects proof of participation is sufficient, while for (ii) self-led student research proof of execution is sufficient.

Student Research Impact Classification: Research of students qualifies if it contributes to any of the academic or societal/economic impact questions

Checklist for measuring student impact



Academic Impact

Publications & IP:

- Have the research led to a publication indexed in SCOPUS or for Arabic publications, has it been published in a peer-reviewed journal or a respected blog? For creative outputs have they been published in recognized mediums ?
- Have the work led to development of any form of IP (e.g. copyrights, trademarks, patents)

Funding & Industry Collaboration & Impact:

- Have students secured scholarships or grants based on their research project for a minimum of 50k AED funding?
- Has the research been supported by an industry partner, either financially or through intellectual/technical collaboration?
- Did the research project lead to impact on the specific industry, such as improved processes, solutions, innovations, or adoption of project outputs?



Societal or Economic Impact

Public Policy Citations:

- Has this research been mentioned in governmental or international organisation policy documents?
- Have the authors been requested to speak about their research to governmental officials or international organisation officials ?

Commercialization:

- Was any revenue generated from the output of the project (e.g. including creative outputs such as films) for a minimum of 50K AED revenue
- Have any spin-offs or licensing agreements been formed because of the research?

Public Outreach:

- Have the students participated in external (national or international) research competitions, and earned recognition, prizes, or awards for the specific research project?
- Have the students been invited to present at public events (lectures, conferences, workshops, symposiums) (minimum 5 events) ?
- Have the students developed educational materials that are published or referenced in public?
- Has the research instigated any media attention?

Impact-Assessment Approach

If the answer is "yes" to any of the questions, it is considered as having an impact

KPI 4.5 Impact of Research

Description

- Scale of social and/or economic impact resulting from research and scholarly initiatives of the institution

Rationale

- Shows real-world relevance of research in driving societal or commercial benefits

KPI Detailing

- **Social and economic impact:** Includes public policy citations, public outreach, funding attraction, or commercialization (see next slide for definition of research impact)
- **Research and scholarly initiatives of the institution:** Any scholarly activity that fits the Frascati Criteria.¹ For disciplines where traditional research is not the primary form of scholarly activities (e.g. Arts), creative activities & endeavours - such as design projects, artistic performances, exhibitions, and competitions can also be considered
- **Eligibility:** Eligible impact units may only be counted once, not every year
- **Time dimension:** A single value taken across the last five academic years.

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	15%	X	13%	=	2%
Program	N/A	X	N/A	=	N/A

Formula for KPI

Sum of social and economic impact units

Additional details on KPI definition

- **Calculation:** For each individual unit of impact that is achieved on the following slide, 1-unit is earned towards this KPI's total score.

Data Submission Requirements

- HEIs to submit data based on Master API /HEDB Portal collection mechanism¹

Notes:

1. To qualify as research, an activity must satisfy the five core Frascati Criteria [OECD, 2015]: it must be (i) novel, (ii) creative, (iii) uncertain in outcome, (iv) systematic, & (v) transferable or reproducible
2. Only research projects explicitly associated with UAE universities and the local branch campuses of international universities will be counted.

Impact of Research Classification: There are four research impact dimensions, each of which are worth one impact unit if achieved

Checklist for measuring impact for every research project



Economic Impact

Funding Attraction Dimension (1 Unit):

- Has the research project attracted any subsequent grants or funding from either the university or other external donor (e.g. private enterprises, governments, International organisation) for a value of minimum 50k AED?

Commercialization Dimension (1 Unit):

- Was any revenue generated from the output of the project (e.g. including creative outputs such as films) for a minimum of 50K AED revenue
- Have any spin-offs or licensing agreements been formed because of the research?
- Has the research resulted in a trademark?



Societal Impact

Public Policy Citation Dimension (1 Unit):

- Has this research been mentioned in governmental or international organisation policy documents?
- Have the authors been requested to speak about their research to governmental or international organisation officials?

Public Outreach Dimension (1 Unit):

- Have the authors participated in research competitions and earned recognition, prizes, or awards for the specific research project?
- Have the authors been invited to present at public events (lectures, conferences, workshops, symposiums) (minimum 5 events) ?
- Have the authors developed educational materials that are published or referenced in public?
- Has the research been covered by mainstream media or instigated widespread attention on social media?

Assessment Approach






Each research project can receive up to 4 impact units, one for every dimension.

To achieve a dimension and an impact unit, at least one of the criteria within that dimension must be met. Additional impact units are not awarded if multiple criteria within the same dimension are met.

See example on next slide

Example Research Impact Assessment: Institutions may receive only up to one impact unit per dimension irrespective of criteria fulfilled

Examples of measuring impact

Case 1: One project, multiple dimension with one criteria reached each	Case 2: One project, one dimension with multiple criteria reached	Case 3: Two project, same dimension with one criteria each
<p> Commercialisation: 1 unit</p> <ul style="list-style-type: none"> ✓ Research has generated a revenue of more than 50K AED <p> Public Outreach: 1 unit</p> <ul style="list-style-type: none"> ✓ One author has been invited to deliver at least five public lectures 	<p> Public Outreach: 1 unit</p> <ul style="list-style-type: none"> ✓ One author has been invited to deliver at least five public lectures ✓ One author has developed educational materials based on their research <div data-bbox="963 939 1633 1093" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Even though two criteria were fulfilled, only 1 impact unit is counted since they both belong to the same dimension</p> </div>	<p>Project 1:</p> <p> Public Outreach Dimension: 1 unit</p> <ul style="list-style-type: none"> ✓ One author has been invited to deliver at least five public lectures <p>Project 2:</p> <p> Public Outreach Dimension: 1 unit</p> <ul style="list-style-type: none"> ✓ One author has been invited to deliver at least five public lectures
<p>Total impact units received: 2 units</p>	<p>Total impact units received: 1 unit</p>	<p>Total impact units received: 2 units</p> <div data-bbox="1719 1285 2293 1366" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Two units received because each project achieved this dimension</p> </div>

KPI 4.6 Awarded Intellectual Property

Description

- The number of intellectual property assets awarded to or held by the university, including patents, utility models, copyrights and other IP types

Rationale

- Reflects the institution's innovation capabilities and ability to protect valuable research outputs

KPI Detailing

- Intellectual Property:** Includes patents, copyrights, plant variety protections, industrial designs, layout designs of integrated circuits / and utility models
- Awarded Definition:** Only IPs that have been officially granted or awarded, excluding applications that are still pending in any country.
- Ownership:** HEI must have an ownership share of at least 20% of the IP
- Scope of IP included¹:** Only IPs registered and owned or co-owned by a university are counted. IPs reflecting university research-based innovation and creative output should be included. IP assets that are only owned by individual/individuals from an institution are excluded. IP will only be counted for the year it was granted and cannot be recounted in subsequent years
- Jurisdiction of IP:** Where the same IP is granted in multiple jurisdictions, each instance may still be counted.
- Time dimension:** Total from the last five academic years.

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	15%	X	13%	=	2%
Program	N/A	X	N/A	=	N/A

Formula for KPI

Total number of awarded IP assets

Additional details on KPI definition

All granted/awarded intellectual property assets, including:

- Registered patents
- Plant variety protections
- Granted utility models
- Layout designs of integrated circuits
- Industrial design
- Copyrights (Software Copyright / Research-based Works / Educational/ Creative Copyright)








Data Submission Requirements

- HEIs to submit data via Master API Collection (in interim HEDB portal, formerly CHEDs)²

Notes:

- Only IP associated with UAE universities and local branch campuses of international universities will be counted.

Definitions of IP: 7 types of intellectual property with their corresponding definitions and accrediting bodies

IP Type	Definition ¹	Granting entity
 Patent (National or International)	A patent is an exclusive right granted for an invention.	<ul style="list-style-type: none"> • Development of Innovation in the Economy and Patents Department (DIEPD) in UAE Ministry of Economy and Tourism • Regional Patent Offices (e.g., GCC Patent Office, European Patent Office) • National Patent Offices (e.g., US Patent Office, Saudi Authority for Intellectual Property)
 Plant Variety Protection	Plant variety protection, also called a "plant breeder's right," is a form of intellectual property right granted to the breeder of a new plant variety in relation to certain acts concerning the exploitation of the protected variety which require the prior authorization of the breeder.	<ul style="list-style-type: none"> • UAE Ministry of Climate Change and Environment • National or regional plant variety protection offices
 Utility Model	A utility certificate is granted for new inventions that are industrially applicable but are not creative enough to be granted a patent.	<ul style="list-style-type: none"> • Development of Innovation in the Economy and Patents Department (DIEPD) in UAE Ministry of Economy and Tourism • Regional Patent Offices (e.g., GCC Patent Office, European Patent Office) • National Patent Offices (e.g., US Patent Office, Saudi Authority for Intellectual Property)
 Layout Designs of Integrated Circuits	The layout design of integrated circuits is any product in its final or intermediate form that includes components - at least one of which is an active element - mounted on an insulating material and forms a complete entity with some or all of the connections, aiming to achieve a specific electric function.	
 Industrial Design	An industrial design is any ornamental or aesthetic three-dimensional or two-dimensional composition that provides a specific design to be used as an industrial or artisanal product .	
 Software Copyright / Research-based Works	An intellectual work is any original work in the areas of literature, arts or science, whatever its description, form of expression, significance or purpose. This excludes published articles in peer reviewed journals and lecture notes	<ul style="list-style-type: none"> • Development of Innovation in the Economy and Patents Department (DIEPD) in UAE Ministry of Economy and Tourism • National Copyright Protection Authorities (e.g., United States Copyright Office)
 Educational/ Creative Copyright		

KPI 5.1 Global University and Subject Rankings

Description

- The rank of the university in global ranking systems, such as QS, Times Higher Education and Shanghai Rankings

Rationale

- Provides a benchmark for academic reputation and performance compared to other institutions globally

KPI Detailing

- Recognized Ranking System (Only Global Rankings will be accepted):** QS, Times Higher Education and Shanghai Ranking
- Ranks:** Both institutional and subject/program level ranking are considered. For program level, the closet related subject ranking is used, and if it is for institutional review, institutional ranking is used. If the institution's rank is given as a range, the higher value will be used for the calculation (e.g. 401 for the 401–500 band)
- Single discipline HEIs:** For these institutions, as they might not be eligible for global institutional ranking, subject/program ranking will be considered for this KPI both at the levels of the program and the level of the institution.
- Eligibility:**
 - For international branch campuses, parent-institution rankings will only be considered if the degrees awarded is fully recognized by the parent institution.
- Use of proxy data where ranking not available:** If the institution is not ranked, a proxy will be used, where the preferred proxy is Sponsored Students' Rate (details on next slide):
 - Sponsored Students Rate³ (Share of students sponsored by industries or government);
 - Employer Repeat Hire Rate (Share of employers recruiting repeatedly from the institution);
 - Prominent Alumni and Entrepreneurs (Share of entrepreneurs and other notable alumni graduated from the institution);
 - Employment by Prominent Companies (Share of graduates employed by prominent companies).
- Time dimension:** Most recent ranking published as of the reporting period²

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	10%	X	30%	=	3%
Program	10%	X	30%	=	3%

Formula for KPI

Institution: Average normalized¹ score based on institutional ranking in latest published institutional QS, THE, and Shanghai ranking

Program: Average normalized¹ score based on subject ranking in latest published subject/program QS, THE, and Shanghai ranking

Additional details on KPI definition

- Using most recent rankings, as of the reporting period, from QS, THE, and Shanghai ranking publications, identify rank of relevant institution or program
- Use normalisation to convert ranking to a score of 0 to 100
- Where an institution or program appears on more than one ranking system, average the normalised scores to reach the score for the KPI

Data Submission Requirements

- Collected by MoHESR from online ranking publications
- Institutions are welcome to provide alternative international ranking systems for MoHESR's consideration that might be more relevant to their fields and programs

Notes:

- Refers to calculating the normalized score for all relevant rankings and then computing the average of those scores.
- The reporting year / period refers to the year in which HEIs are required to report on the KPI
- Applies only where the institution is not one whose enrolment is based solely on government sponsorship

Reputation KPI Proxies: Four KPIs proposed as proxy KPIs for the reputation pillar that reflect the perspective of employer/sponsor

KPI Proxy	KPI Proxy Description	Rationale	Collection & Computation mechanism
1. Sponsored Students Rate ²	Percentage of students receiving financial sponsorship from industries or government entities (both within and outside UAE)	Reflect sponsor's recognition of the institution's overall educational quality	<ul style="list-style-type: none"> • Extracted directly from CHEDs. • Computed for latest academic year
2. Employer Repeat Hire Rate	Share of hiring organizations that recruited from the institution in the previous year and again in the given year	Reflect employer's recognition of the quality of students	<ul style="list-style-type: none"> • Triangulated through MoHRE employment data • Computed with last year and current year data
3. Prominent Alumni and Entrepreneurs	Share of alumni with verified entrepreneurial accomplishments and of notable alumni who have attained prominent position or have made significant contributions in certain fields ¹	Reflect the institution's overall educational quality and its reputation across sectors	<ul style="list-style-type: none"> • Additional field in CHEDS to collect the data • Computed for graduates in the past ten years
4. Employment by Prominent Companies	Share of graduates employed by prominent companies , including top public sector and private sector entities (list to be developed internally)	Reflect prominent companies' recognition of the quality of students	<ul style="list-style-type: none"> • Triangulated through MoHRE employment data • Computed for latest academic year

Notes:

1. Notable alumni are graduates who have attained prominent positions or recognition as reputable scholars, or who have made significant contributions in fields such as government, business, academia, or public service.
2. Applies only where the institution is not one whose enrolment is based solely on government sponsorship.

KPI 5.2 International Accreditation Status

Description

- Degree to which the institution and its eligible programs have achieved international accreditation

Rationale

- Demonstrates ability to uphold to globally recognized quality standards in education and institutional governance

KPI Detailing

- International Accreditation:** Accreditations granted by globally recognized bodies such as, WASC, QAA, or EQAR for institutions, and AACSB or ABET for relevant programs and faculties or by equivalent organisations listed on the CAA's approved list of accrediting bodies. If institutions believe that there are other bodies that should be recognized, those may be submitted for consideration by CAA
- Eligibility:** A **program is considered eligible** if there is a discipline-specific accrediting body that accredits the program in the language of instruction, and is approved by CAA. If a program is not currently eligible for international accreditation, this KPI will not be counted for that program, and its weight will be redistributed across the other KPIs in the pillar
- International Branch Campuses:** If a program at the parent institution of an international branch campus is internationally accredited, the accreditation may be accepted if it can be demonstrated that the branch campus program was included in the accreditation review. If no such evidence is provided, the accreditation will not be counted.
- Status:** Accreditations must have been active during the reporting cycle (not expired)
- Time dimension:** Active accreditations as of the reporting period¹

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	10%	X	30%	=	3%
Program	10%	X	30%	=	3%

Formula for KPI

Institution

Program

$$\frac{\text{Number of active program-level and institutional-level accreditations held by the institution as of the reporting period}}{\text{Total number of eligible programs at the institution}} \times 100$$

$$\text{Any active international accreditation held by an eligible program as of the reporting period}^1 \text{ (Y/N)}$$

Additional details on KPI definition

- Numerator (Institution):** Total active international accreditations, held at the time of the reporting period, earned at the program-level and at an institution-level from an accreditation body approved by CAA.
- Denominator (Institution):** The total number of accreditation eligible programs at the institution
Program-level: The presence of any active accreditation (from a recognized body) for the program or college will result in the program being awarded a full score for this KPI. If an eligible program is not internationally accredited, it will be awarded a zero.

Data Submission Requirements

- HEIs to submit data based on Master API /HEDB Portal collection mechanism²

Notes:

- The reporting year / period refers to the year in which HEIs are required to report on the KPI

KPI 5.3 Student Participation Rate in International Dual/Joint Degrees (%)

Description

- Degree to which students are actively participating in international dual or joint degree programs

Rationale

- Shows commitment to global education and providing students with diverse academic and cultural experiences

KPI Detailing

- International Dual Degrees:** Dual degrees and joint degree programs with international institutions established through formal partnerships and pre-approved by the CAA allowing students to earn two degrees (dual degree) or a single degree from both institutions (joint degree)
- International Mobility Programs:** Credit-bearing student mobility programs with international partner institutions, established through formal agreements and approved by CAA, allowing students to study at a host institution for a minimum of 4 weeks or equivalent to a 3-credit course while remaining enrolled at their home institution.
- Requirements for Students:** Only students in academic programs which have joint/dual degree and international mobility options and have registered to participate in these options
- Eligibility:**
 - If a program does not currently offer international mobility or dual/joint degree programs, this KPI will not be counted for that program and its weight will be redistributed across the pillar
 - In the case of international branch campus of high-ranking institutions (<300), they will automatically be awarded 100% for this KPI
- Time dimension:** Three-year rolling average across Academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	10%	X	20%	=	2%
Program	10%	X	20%	=	2%

Formula for KPI

Institution-level:
$$\frac{\text{Number of active students in international mobility, dual or joint degree programs}}{\text{Total number of students enrolled in the university}} \times 100$$

Program-level: Presence of an international exchange or dual/joint degree option within the program with active student participation (Y/N)

Additional details on KPI definition

Time dimension: The three-year rolling average, is for calculation at the institutional level

Institution level:

- Numerator:** The number of students who are actively enrolled in joint or dual degree programs (even those who are not currently studying abroad) and in an international mobility program (outgoing students) during that academic year.
- Denominator:** Total number of students enrolled at the institution

Program level: For programs that have dual/joint degree or international mobility options, the presence of documented mobility, or any actively enrolled students in that dual/joint program, within the past three years, will grant the program full marks for this KPI.

Data Submission Requirements

- HEIs to submit data via Master API Collection (in interim HEDB portal, formerly CHEDs)

KPI 5.4 International Research Collaboration

Description

- Percentage of research projects which involve an international partner

Rationale

- Indicates the university's ability to engage in impactful, cross-border research and global partnerships raising its reputation & awareness

KPI Detailing

- International collaboration:** Financial or intellectual contributions from international partners, including international universities, companies gov entities, research centers, NGOs, etc.
- Research Projects:** Any scholarly activity that fits the Frascati Criteria¹. For disciplines where traditional research is not the primary form of scholarly activities (e.g. Arts), creative activities & endeavours - such as design projects, artistic performances, exhibitions, and competitions can also be considered. Thesis work by PhD students under international collaborative supervision is also eligible for this KPI.
- Eligibility:** For any collaboration to be eligible for this KPI, the international partner as an organisation is required to be aware and it is not sufficient to collaborate with an individual affiliated with the organisation without verifiable prior knowledge or approval from the organisation. Research collaborations may only be counted once, in the year they are launched, not every year.
- Time dimension:** Total over past 5 academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	10%	X	20%	=	2%
Program	10%	X	20%	=	2%

Formula for KPI

$$\frac{\text{Number of joint research projects with international partners}}{\text{Total number of research projects}} \times 100$$

Additional details on KPI definition

- Numerator:** Number of research projects with documented international collaboration including PhD thesis work that was done with international collaboration.

For international collaboration to be counted, consider the following conditions:

- A financial contribution:** of ≥ 20% of project budget, with a minimum project budget of 50k AED. In-kind donations of materials, equipment and facilities access can be considered as long as they can be valued, and equivalent value fulfils the 20% and 50k AED thresholds

OR

- For intellectual/research contributions:**

- The project needs to be linked to a tangible output (e.g., publication, product, IP) to qualify for intellectual contribution
- Contribution from international partner to the output needs to be verifiable (e.g., publication indexed on SCOPUS, co-owned IP etc.)

OR

- Co-supervision of PhD students**

Denominator: Total number of research projects

For both numerator & denominator: At program level, if the project is affiliated across multiple programs, it can be counted for all relevant programs

Notes:

- To qualify as research, an activity must satisfy the five core Frascati Criteria [OECD, 2015]: it must be (i) novel, (ii) creative, (iii) uncertain in outcome, (iv) systematic, & (v) transferable or reproducible

Data Submission Requirements

- HEIs to submit data based on Master API /HEDB Portal collection mechanism

KPI 6.1 Academic Events with Student Participation

Description

- Number of conferences, symposiums, lecture series & other academic events organized, co-hosted, or hosted by the institution and program with student participation

Rationale

- Reflects relevant opportunities for students to engage in academic discourse and develop professional skills

KPI Detailing

- **Academic Events:** Academic events include amongst others, conferences, symposiums, lecture series, and workshops organized, co-hosted, or hosted by the institution on a research topic of interest. they also include local, regional and International Skills competitions
- **Attendance:** The event can include attendees both from within the university e.g. students and staff, and from outside e.g. local residents, experts etc. At a minimum, to be counted, the event should be open to student attendance and cannot be a faculty only event.
- **Time dimension:** Three-year rolling average, based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	5%	X	60%	=	3%
Program	5%	X	60%	=	3%

Formula for KPI

Institution: Overall number of conferences, symposiums & other academic events

Program: Overall number of program-level conferences, symposiums & other academic events

Additional details on KPI definition

Total Events: Number of academic events organized, co-hosted, or hosted by institution or program that can be attended by students, including:

- Conferences
- Symposiums
- Workshops
- Lecture series
- Other academic events that focus on a research topic of interests that are open to students
- Local, regional and International Skills competitions (e.g. EmiratesSkills, AsiaSkills, and WorldSkills)

Program level: If an academic event is organized or hosted or affiliated with multiple programs, the event can be counted by all relevant programs.

Each event must satisfy the minimum attendance and duration criteria (see next slide-Slide 57)

Data Submission Requirements

- HEIs to submit data via Master API Collection (in interim HEDB portal, formerly CHEDs)

KPI 6.2 Events & Initiatives for the Community

Description

- Number of educational events, initiatives and programs done in partnership with, or for the community

Rationale

- Demonstrates the university's commitment to social responsibility and its community

KPI Detailing

- **Community Events and Initiatives:** Community events and initiatives include educational programs, volunteering efforts, free upskilling courses, cultural events, and public lectures organized by the institution
- **Accepted Events:** Target local or broader communities and are aimed at social benefit
- **Time dimension:** Three-year rolling average, based on academic years

KPI Weighting

	Pillar Weight		KPI Weight in Pillar		KPI's Total Weight
Institutional	5%	X	40%	=	2%
Program	5%	X	40%	=	2%

Formula for KPI

Institution: Total number of community focused events and initiatives conducted

Program: At least 2 community events organised annually by the program (Y/N)

Additional details on KPI definition

Total Events: All relevant community-focused events hosted by institution or program:

- Volunteer program
- Free public course
- Cultural event
- Public lecture

Program level: Programs that organize a minimum of 2 events a year will automatically be rewarded with a score of 100. Otherwise, the weight of the KPI would be redistributed to other KPIs within the pillar. The KPI would serve to reward outstanding programs in this area without penalizing programs that do not meet the criteria. If an academic event is organized or hosted by faculties affiliated from multiple programs, the event can be counted by all relevant programs.

Each event must satisfy the minimum attendance and duration criteria (see slide 57)

Data Submission Requirements

- HEIs to submit data based on Master API /HEDB Portal collection mechanism

Community Engagement Criteria: Count of academic and community events is based on type, turnout and duration



Type	Description	Example & Definition	Criteria	
			Minimum Turnout (People)	Minimum Duration
 Academic Event	<p>Academic events organized, co-hosted, or hosted by the institution on a research topic of interest</p> <p>These can be led by staff, students, or university clubs</p>	<p>Conferences: Large gatherings to share research, ideas, and network professionally</p> <p>Symposiums: Focused discussions on specific topics by field experts</p> <p>Workshops: Interactive sessions teaching specific skills or practical knowledge</p> <p>Lecture Series: Expert talks delivered over a minimum of 6 lectures in the academic year</p> <p>Other: includes seminars, panel discussions, webinars</p>	<p>Workshops & Lectures: 15</p> <p>Symposium: 50</p> <p>Conferences: 150</p> <p>Lecture series: Average 20 per lecture</p> <p>Other: 50</p>	1 hour
 Community Event	<p>Community events and initiatives organized by/or in partnership with the institution</p> <p>These can be led by the institution or the community organisation</p>	<p>Educational programs: Structured teaching to grow skills or knowledge</p> <p>Volunteering: Unpaid work to support communities or causes</p> <p>Free courses: Free knowledge or skill building courses online or in-person</p> <p>Cultural Events: Activities showcasing traditions, arts, or heritage of communities</p> <p>Public Lectures: Accessible expert talks for broader audience</p>	<p>Educational programs: 20</p> <p>Volunteering: 5</p> <p>Free courses: 5</p> <p>Cultural Events: 50</p> <p>Public Lectures: 50</p>	1 hour

Table of contents



Context

- Objectives of Outcome-Based Framework (OBF)



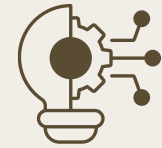
Outcome-Based Evaluation Framework

- 24-KPI framework across employment outcomes, learning quality, research strength, industry collaboration, reputation, and community engagement



Scorecards

- Detailed definition of KPIs
- Recommendations on data collection
- Calculation guidelines



Potential for Future Readiness

- Additional assessment for institutions, evaluating future skills alignment and AI-enabled teaching and learning
(excluded from OBF score)

Potential for Future Readiness: The **Future Readiness label** reflects HEIs programs alignment with future labor market and integrate AI-enabled teaching & learning

Overview

Potential for Future Readiness

 **WHY?** Assess the **potential of HEIs** to prepare for **future trends**

 **WHAT?** HEIs are preparing students for the next decade by **aligning programs with emerging skills demand** shaped by **technology development** and embedding AI and technological advancements into curriculum and pedagogy

Measurement

1. Future Skills Alignment

Learning Outcome

Are HEIs offering the **skills** to **prepare students for the future**?

Measures the extent to which the **skills that can be acquired through academic programs** are **aligned with emerging future skills**

Assigned weight is **50%**

2. AI-Enabled Teaching & Learning

Learning Outcome

Is AI enhancing **program design, delivery, and assessment**?

Assesses how **effectively institutions integrate artificial intelligence** into **teaching and learning practices** to enhance educational quality and future readiness

Assigned weight is **50%**

 **Potential for Future Readiness assessment result** is **standalone** and **will not impact OBF scores** for the involved institutions

Potential for Future Readiness: The **Future Readiness label** reflects HEIs programs alignment with future labor market and integrate AI-enabled teaching & learning

Overview

Future Skills Alignment

AI-Enabled Teaching & Learning



Pillar description: Measures the extent to which the skills that can be acquired through academic programs are aligned with emerging future skills

KPI:

The extent to which the skills that can be acquired through academic programs (as derived from course syllabi and learning outcomes) are aligned with the future skills required for the occupations associated with those academic programs.

*Future skills are defined as **emerging skills** that are **not yet widely required today** but will become **essential** for individuals to remain relevant as **AI and other technologies continue to evolve***

Future Skills Alignment: Potential readiness in future skills alignment is assessed by comparing current skills provision with forecasted skills demand

Overview

Future Skills Alignment

AI-Enabled Teaching & Learning

How readiness in future skills alignment is assessed



Find the gap

Current Skills
Taught in
Programs



Forecasted
future skills
required for
the program

Extracted from courses
description & learning
outcomes

Informed by Job posts

- Identify likely job outcome
- Identify new jobs
- Identify new skills

Powered by AI



Scoring

An **important** future skill will have a **bigger weight** than an unimportant one

What defines an **important** future skill?

- Forecasted skills usage
- Job demand

Future skills are weighted by their **projected importance** in the program's likely occupation outcomes (*proxied by the share of the program's mapped occupations that require the skill*) and the **future employment size** of those occupations, and program alignment is scored based on how well the current curriculum covers these high-importance future skills

AI-Enabled Teaching & Learning: The pillar is aimed to assess 4 key dimensions of the educational journey...

Overview

Future Skills Alignment

AI-Enabled Teaching & Learning



AI-Enabled Teaching & Learning Pillar

Pillar description: Assesses how effectively institutions integrate artificial intelligence into teaching and learning practices to enhance educational quality and future readiness



Program Design

Integrating artificial intelligence into program design and its continuous development

How AI informs **curriculum structure, learning outcomes, content design, and alignment with emerging skills and knowledge needs**



Program Delivery

Using AI-enabled teaching tools with a learner-centered focus

How AI is used in **instructional practices, personalized learning, student engagement, learning support, and classroom or online delivery**



Assessment & Performance Analysis

AI-enhanced assessment and the analysis of its results to support the continuous improvement of student performance

How AI **supports formative and summative assessment, feedback, learning analytics, and continuous improvement** of programs and student performance



Faculty Readiness & Institutional Capability

The extent to which support and training programs are available and implemented for faculty members to develop their competencies in the use of artificial intelligence technologies

How faculty are **prepared to use AI effectively**, and faculties are **supported by institutional training and guidance**

AI-Enabled Teaching & Learning: ...that captured HEIs' efforts in leveraging AI for teaching and learning across 4 indicators

Indicators

Future Skills Alignment

AI-Enabled Teaching & Learning

Section		Indicator		Weight within the Pillar (AI-Enabled Teaching & Learning)
1.	Program Design (AI in Curriculum & Learning Design)	1.1	AI Integration in Program Design and continuous improvement <i>Is AI used to inform, support, or enhance decisions in program design or revision and for continuous programme improvement (e.g., curriculum structuring, course sequencing, content updates, iterative refinements)?</i>	20%
2.	Programme Delivery (AI in Teaching & Learning Processes)	2.1	Use of AI-Supported Teaching Tools with emphasis on Learner-Centred tools <i>Are AI-enabled tools used to support learner-centered activities and teaching (e.g., personalization, content generation, tutoring, or learning support)?</i>	30%
3.	Assessment & Performance Analysis	3.1	AI-Supported Assessment and Analysis for Continuous Improvement of student performance <i>Is AI used to support assessment processes (e.g., formative feedback, learning diagnostics, performance tracking) and for AI-enabled analytics to improve student performance?</i>	30%
4.	Faculty Readiness	4.1	Availability and implementation of Faculty AI Capacity building programs <i>Does the institution provide guidance, training, and support structures for adopting AI in learning and teaching?</i>	20%

Note 1: This assessment is based on 'The Outcome of the Pilot Phase of the Artificial Intelligence Integration in Higher Education' Project (October 2025). It reflects the reported outcomes from the pilot (not a newly re-designed set of indicators for each section). For a more accurate view, the maturity of each project should also be assessed (e.g., implementation stage, scale of deployment, evidence of impact) and reflected in the scoring. Source: Ministry of Higher Education and Scientific Research, European Commission, OECD, UNESCO

Potential for Future Readiness Label Assignment: The label is assigned if an HEI scores $\geq 90\%$ in Future Skills alignment and meets $\geq 80\%$ AI-Enabled Teaching & Learning indicators

Potential for future readiness label assignment rationale

Future Skills Alignment

AI-Enabled Teaching & Learning



Potential for Future Readiness Label Requirements

To get the future readiness label, HEIs must



1. Score $\geq 90\%$ in Future Skills Alignment Pillar

AND



2. Achieve $\geq 80\%$ of the indicators within the AI-Enabled Teaching & Learning Pillar

Thank you



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Appendix A: KPI-level thresholds

KPI-level threshold: A tailored set of KPI thresholds will produce a more balanced distribution of HEI scores and ensure alignment with the normalized linear scale

Apply tailored KPI-level thresholds

KEY: Different thresholds at institutional and programmatic levels

Tailored KPI-level Threshold	End of H	End of M Start of H	End of L Start of M	End of VL Start of L	Start of VL	Notes
1.1 Employment Rate (%)	100	90	65	35	0	
1.2 Employment Rate In Relevant Jobs (%)	100	90	60	30	0	
2.1 Assessment Quality Review (%)	100	90	60	30	0	
2.2 Retention Rate (FYR) (%) ¹	100	90	75	50	0	
	100	80	60	40	0	
2.3 Employer Feedback In work placements (score out of 5)	5	4.5	3.5	2	0	
2.4 Employer Feedback In Employment (score out of 5)	5	4.5	3.5	2	0	
2.5 Rate of graduates obtaining micro-credentials & licenses (%)	100	90	60	30	0	Institution level: Different thresholds will be applied for the rate of students obtaining professional licenses and micro-credentials. The top row threshold applies to licenses, while the lower row threshold applies to micro-credentials.
	50	40	20	10	0	
2.6 Student Satisfaction with Learning Experience (score out of 5)	5	4.5	3.5	2	0	
3.1 Job Offer Post Work-Placement (%)	100	50	30	10	0	
3.2 Student Participation Rate in Work Placements (%)	100	90	70	50	0	
3.3 Joint Industry Courses (%)	100	35	20	10	0	
3.4 Industry Contributions (AED) ¹	50,000,000 >1,000,000	35,000,000 N/A	15,000,000 N/A	5,000,000 N/A	0 N/A	Programmatic level: If the program's industry contribution exceeds AED 1 million, the KPI score is 100. If it does not, the KPI weight is redistributed among other KPIs within Pillar 3.
4.1 Publication Ratio (#)	10	5	3	2	0	
4.2 Field-Weighted Citations Impact (FWCI)	4	2	0.9	0.8	0	
4.3 Joint Industry Research (%)	75	65	40	20	0	
4.4 Student Participation Rate in Research (%)	15	12	6	3	0	
4.5 Impact of Research (#)	10	8	4	1	0	
4.6 Awarded Intellectual Property (IP) (#)	10	8	4	1	0	
5.1 Global University and Subject Rankings (#)	150	300	400	500	2000	
5.2 International Accreditation Status (%) ^{1,2}	100 Yes	90 N/A	60 N/A	30 N/A	0 N/A	Programmatic level: If an eligible program holds active international accreditation, the KPI score is 100. If not, the program will score a zero. If the program is not eligible, the KPI weight is redistributed among other KPIs within Pillar 5.
5.3 Student Participation Rate in International Dual/Joint Degrees (%) ^{1,3}	10	5	3	1	0	Programmatic level: If the program offers an international dual/joint degree option with active student participation, the KPI score is 100. Otherwise, the KPI weight is redistributed among other KPIs within Pillar 5.
5.4 International Research Collaboration (%)	80	40	20	10	0	
6.1 Academic events with Student Participation (#) ¹	25 4	20 3	10 2	5 1	0 0	
6.2 Events & Initiatives for the Community (#) ¹	25 2	20 N/A	10 N/A	5 N/A	0 N/A	Programmatic level: If the program organises more than two community events annually, the KPI score is 100. If not, the KPI weight is reassigned to the other KPI within Pillar 6

Note 1: this KPI assesses whether an eligible program holds active international accreditation (Yes/No). **Note 3:** At the programmatic level, this KPI assesses the presence of an international dual/joint degree option within the program, with active student participation. Source: Ministry of Higher Education and Scientific Research

Appendix B: KPI Evidence Requirements

KPI Evidence Requirements: Additional KPI evidence to be collected from HEIs as requested from the CAA and IQHE

Type of KPI evidence

Does not include

KPI evidence already submitted by HEIs via Master API Collection (in interim HEDB portal, formerly CHEDs)

Does not include

KPI evidence collected as part of any surveys MoHESR centrally administers (e.g. GDS)

Included

Additional KPI evidence that is vital to verifying or supporting university submissions impacting KPI scores

KPI Supporting Evidence (1/3): As needed, HEIs may be requested to submit evidence to support their KPI submissions

Required Evidence	Applicable KPIs
Contact details of various stakeholders	
Contact details for graduates who have confirmed that they completed post-graduate licenses	2.5
Contact details of students enrolled in dual degrees, joint degree, and international mobility programs	5.3
Contact details of students participating in qualifying student research	4.4
Contact details of faculty with one or more of the activities: <ul style="list-style-type: none"> • Producing publications or other creative outputs • Involved in collaborative research projects with industry • Involved in collaborative research projects with international partners • Involved in collaborative supervision of students participating in qualifying student research with international partners 	4.1, 4.3, 4.4, 4.5, 5.4
Contact details of international research partners and industry partners (including all donors and state-owned entities)	3.3, 3.4, 4.3, 5.4
Contact details of community organisations in case of events co-organized with, or for, community organisations	6.2
Contact details of partner institutions for dual and joint degree programs	5.3
Documentation of partnerships (agreements, MoUs, Contracts, Proposals etc.)	
Partnership documentation (agreements, MoUs, proposals) for collaboration with international and industry partners	3.3, 3.4, 4.3, 5.4
Partnership documentation (agreements, MoUs, proposals) with community organisations in case of events co-organized with the community	6.2
Formal agreements documentation with partner institutions for dual and joint degree programs	5.3

KPI Supporting Evidence (2/3): As needed, HEIs may be requested to submit evidence to support their KPI submissions

Required Evidence	Applicable KPIs
Further evidence of student related outcomes	
Transcript/record confirming students' work placement completion	3.2
Transcript/record confirming students' passing or receipt of microcredential	2.5
Proof / evidence of financial & non-financial research impacts	
Evidence and further details on any creative scholarly output or activity (e.g. links to films, published novels, official reporting on performance art, non-SciVal journal and publication entries, etc.)	4.1, 4.3, 4.4, 4.5, 5.4
Proof of monetary and/or intellectual contribution from international or industry partners collaborating with the institution on research (in case of monetary contributions: audit reports, assessments from independent third-party, or official market valuation) in case of intellectual contribution (further details & evidence on the output of the collaboration & contribution of the partner: e.g., co-published article link, joint IP certificate etc.)	4.3, 5.4
Proof of academic, economic or social impact of research including proof of policy influence, outreach, funding attraction, publication & IP, commercialization (depending on impact dimension specified by the university)(e.g. registration copy of research spin-offs, speaking invitations)	4.4, 4.5
Proof / evidence of monetary contributions	
Verified proof of financial support, monetary donations, valued in-kind donations & revenue amounts reported (e.g., audit reports, assessments from independent third-party, or official market valuations)	3.4
Official institutional certifications records	
Copies of, or access to, all IP assets with their accreditation/registration certificates & renewal certificate or renewal application	4.6
Full list of records or certificates by international accrediting bodies	5.2

KPI Supporting Evidence (3/3): As needed, HEIs may be requested to submit evidence to support their KPI submissions

Required Evidence	Applicable KPIs
Evidence of event organisation & attendance	
Media, articles, and other publications promoting the relevant events	6.1, 6.2
Proof of attendance at events, including number of attendees, attendee names, etc.	6.1, 6.2
Formal approval records to host conferences or academic events from venue or event licensing organisation	6.1, 6.2
Documentation of events feedback and satisfaction (e.g. forms, surveys)	6.1, 6.2
Raw & meta-data of surveys administered by the university directly	
Raw & meta-data from course evaluation surveys (including contact details of respondents, raw data for each respondent & each question, date of survey release & response collection etc)	2.6
Raw & meta-data from survey of employer feedback during work placement (including contact details of respondents, raw data for each respondent & each question, date of survey release & response collection etc)	2.3
Raw & meta-data for any alternative data submitted by the University as alternative to the centrally administered surveys	1.1, 1.2, 2.4, 2.6, 3.1



Appendix C: Data treatment and sample sizes

Overall guideline: Minimum sample size requirements are based on the size of the institution/program

Size of institution/program	Sample guidelines to follow
≥ 158 students	Sample must achieve a minimum of 30% response rate (e.g. For an institution with 1,000 students, the number of responses must be at least 300)
≤ 70 but smaller than 158 students	Sample is determined based on a standard sample calculation methodology <i>Detailed next as standard sample guidelines</i>
< 70 students	Sample is based on the special guidelines for insufficient sample size <i>Detailed next as small sample size guidelines</i>

Standard Sampling Guidelines: Methodology used to calculate minimum response rates for surveys (1/3)

Guidelines applies to HEIs/Programs Above 70 but smaller than 158 students

 <p>Objectives</p>	<p>1. Streamline Data Collection</p> <p>For certain KPIs, collecting data from the entire population can be administratively burdensome. A sampling approach improves efficiency while maintaining the quality of insights.</p>
	<p>2. Ensure Representativeness</p> <p>The sample must accurately reflect the broader population (e.g., university departments, programs, or students) to ensure valid, generalizable results.</p>
	<p>3. Minimize Bias</p> <p>Random sampling is essential to ensure fairness and avoid bias (e.g., favouring high-performing or easily accessible groups). Additionally, use stratified sampling when the population is diverse, ensuring that relevant subgroups (e.g., course year, program, or demographic) are properly represented.</p>
 <p>Sampling Methodology</p>	<p>Population Size (N)</p> <p>The total number of individuals or units within the group being studied (e.g., students, faculty, or departments). For example, if a university has 5,000 students, the population size (N) is 5,000.</p>
	<p>Confidence Level (Z)</p> <p>The confidence level indicates the degree of certainty that the sample results will reflect the entire population. Common confidence levels are 90%, 95%, and 99%. We require a minimum confidence level of 90%, corresponding to a Z-score of 1.645.</p>
	<p>Margin of Error (E)</p> <p>The margin of error represents the acceptable deviation between the sample results and the true population value. A smaller margin requires a larger sample size. We allow a maximum margin of error of 10%, meaning the sample results may vary by $\pm 10\%$ from the true population value.</p>
	<p>Population Proportion (P)</p> <p>For binary outcomes (e.g., student satisfaction), the population proportion (P) reflects the estimated share of the population with a certain characteristic. We default to 50% (0.5) to ensure a conservative, maximum sample size for a given confidence level and margin of error.</p>
<p>Affected KPIs</p> <ul style="list-style-type: none"> • 1.1: Employment Rate • 1.2: Employment Rate in Relevant Jobs • 2.3: Employer Feedback in Work Placements • 2.4: Employer Feedback in Employment • 2.6: Student Satisfaction with Learning Experience • 3.1: Job Offer Post Work-placement 	

Standard Sampling Guidelines: Formula and calculation example (2/3)

Guidelines applies to HEIs/Programs
Above 70 but smaller than 158 students

Formula

To calculate the sample size of a population, use the two-step formula:

Step 1: Calculate Sample Size

$$n_0 = \frac{Z^2 * P * (1 - P)}{E^2}$$

Step 2: Adjust for Size

$$n = \frac{n_0}{1 + ((n_0 - 1)/N)}$$

Where:

n₀ = Required sample size before adjustment for population

n = Required sample size after adjustment for population

Z = Z-score corresponding to the desired confidence level

P = Estimated population proportion (if unknown, use 0.5)

E = Desired margin of error (as a decimal)

N = Population size

Calculation Example

General example to calculate a sample:

Step 1: Calculate Sample Size

$$n_0 = \frac{(1.645)^2 * 0.5 * (1 - 0.5)}{0.1^2}$$

$$n_0 = 67.65$$

Step 2: Adjust for Institution Size

$$n = \frac{67.65}{1 + ((67.65 - 1)/5,000)}$$

$$n = 66.76$$

Where:

Z = 1.645 for 90% confidence

P = 0.5 as the population proportion is unknown

E = 0.1 as per the recommended guideline

N = approx. 5,000 students

Required sample size of approximately **67 individuals** for a population of 5,000 students at a **90% confidence level** with a **10% margin of error**

Small Sample Size Guidelines: Institutions may choose to combine programs together to achieve a minimum population of 70 students (1/4)

**Guidelines applies only to small HEIs/Programs
(Small = less than 70 students)**



Target Minimum Sample Size (n)

Step 1:

If a program **has fewer than 70 students**, **merge** together **other programs** following **small sample principles** to ensure **similar programs are correctly grouped together**

Step 2:

After **aggregating multiple programs** to reach **population size of >70**, apply the **sampling instructions** as specified in **page 20**

Note:

For statistical relevance, the **target sample size** should be **at least 40**. If the student population is **under 70 and aggregation is not feasible**, a **50%¹ sample** (e.g., 9 out of 18 students) **is acceptable**



Small Sample Principles



Same degree level & graduation year

- E.g. Program from Year 1 Bachelors' degrees and programs graduating in 2025



Similar area of content

(Determined by curriculum alignment, per institutional guidelines)

- E.g. Focused on human biology



Similar employment areas

- E.g. Medical professions or medical research