Accreditation Report

Programme Accreditation of

Ajman University

Professional Postgraduate Diploma in Teaching Programme

I   Procedure

Date of contract: 18. February 2022

Date of the submission of self-assessment report: 19. December 2022

Date of site visit: 16./17. January 2023

Attendance by ACQUIN office: Robert Raback/Dr. Jasmine Rudolph

Accreditation decision: 19. Juni 2023

Peer review experts:

- **Professor Dr. Matthias Ludwig**, Professor for Didactics of Mathematics in Secondary Education, Johann Wolfgang Goethe University Frankfurt am Main, Institute for Didactics of Mathematics and Computer Science, Research Area Secondary Schools

- **Professor Dr. Sebastian Maisel,** Professor of Arabic Linguistics and Translation Studies and Executive Director of the Oriental Institute, University of Leipzig

- **Professor Dr. Elena Makarova**, Professor and Director of Institute of Educational Sciences, University of Basel

- **Christian Stulz**, lic.phil.nat., Dipl. EDA, School Principal EDK of Grammar School Burgdorf

- **Simon Schachtl,** Student of the University of Regensburg (Teacher Training Biology/English)

Content

II   Introduction

The experts would like to thank the representatives of the Ajman University as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the Ajman University as well as intensive discussions during the site visit with the Ajman University`s management, deans and/or heads of the departments, heads of the study programme, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programme.

1   Short profile of HEI

Founded in 1988, Ajman University was the first private university in the Gulf Cooperation Council (GCC) and the first higher education institution to accept expatriate students. After having successfully graduated its first batch of students, it was licensed by the Ministry of Higher Education and Scientific Research as Ajman University of Science and Technology (AUST) in May 1994. Since then AUST has continued its growth by expanding programmes, diversifying the student population and faculty, strengthening ties with the community, improving positioning on the global map of higher education, and fostering a culture of shared governance, assessment and continuous quality enhancement.

In order to better reflect the comprehensive aspect of its programmes, the University's name was changed to Ajman University (AU) in October 2016. To date, the university continues to evolve, with the expansion of programmes, the diversification of the faculty and student population and the strengthening of ties within the community. AU has more than 40,000 alumni, from 101 countries, who are contributing to the advancement of communities all over the world.

Ajman University's positioning on the global map of higher education continues to improve, as well as fostering a culture of shared governance, assessment and continuous quality enhancement. There are 268 faculty members originating from 41 different countries at Ajman University, and 6600 students body that hails from more than 72 countries, strengthening the diverse intellectual environment of Ajam University.

Presently, Ajman University has nine degree-conferring colleges that offer 22 undergraduate and 14 graduate programmes, all of which are accredited by the United Arab Emirates Ministry of Education. These programmes aim at providing the community with competent graduates, all capable of meeting the demands of an ever-changing job market, as well as contributing to the development and prosperity of the United Arab Emirates, the region, and beyond.

According to QS World University Rankings (QSWUR 2023), Ajman University ranked among the Top 651-700 institutions worldwide. Despite a dramatic increase in local and global competitors, AU has surged from the Top 1000 in 2018, when it debuted in the World Rankings, to its highest position ever as one the best 2.25% universities worldwide. AU also moved up in the UAE from #8 to #6 overall. It is worth mentioning that AU made gains in several of the key ranking indicators, especially in Employer Reputation. In fact, its position for Employer Reputation moved a total of 116 points to come in at #388 in the entire world.

AU is ranked 2nd best in the UAE among private universities and 3rd best among all UAE-based universities for this category. Furthermore, the 2023 QSWUR lists AU as #4 in the world for international students and #7 for international faculty members. According to QS Arab Region Universities Rankings 2023, Ajman University ranks 27 in the Arab Region. AU also achieved the 5-stars rating across 8 categories assessed by QS, which includes teaching, employability, internationalization, academic development, facilities, online learning, social responsibility and inclusiveness. This makes AU the only university in the UAE to get overall institutional 5 QS Stars and 5 QS Stars in 8 categories

2   General information on the study programme

Location	Ajman University (AU): "Professional Post-graduate Diploma in Teaching (PPDT)"
Date of introduction	2010/2011
Faculty/ department	College Humanities and Sciences, CHS/ Department of Education, DE
Standard period of study (semesters)	1 years, 2 semesters
Number of ECTS credits	24 Credit Hours
Number of study places	100
Number of students currently enrolled	106
Average number of graduates per year	80
Form of study	Full Time
Tuition fee	AED 625 per one credit hour

III   Implementation and assessment of the criteria

1   ESG Standard 1.1: Policy for quality assurance

> **Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**

1.1   Implementation

Ajman University (AU) is a multicultural, dual gender, academic institution that offers a broad range of high quality and relevant undergraduate and graduate academic programmes. The University strives to fulfil the needs of students, alumni, employers, and society through quality education, scholarship and community engagement. AU develops well-rounded graduates who are professionally competent, socially responsible, innovative and active contributors to sustainable development of the UAE and beyond.

The 2017-2022 Strategic Plan, which is intended to be iterative, interactive and dynamic, is both ambitious and pragmatic highlighting the University's profound commitment to excellence and continuous improvement. The plan capitalizes on AU assets that include innovative and effective teaching, impactful research, responsible community service and a commitment to quality assurance. The strategic direction of AU centers around its past achievements, its core strengths and its distinct location. AU's vision moving forward is to be internationally recognized as one of the leading universities in the Arab region in terms of cutting-edge learning, impactful research, responsible outreach and community engagement. The emphasis of the vision is for AU to be a global institution building on its deeply-rooted regional expertise and knowhow. The main building blocks towards realizing this vision include: ensuring excellence in learning, enhancing the quality and impact of research, strengthening AU positioning on the global map of higher education, building long-lasting and mutually beneficial ties with the private and public sectors and providing cutting-edge and environment-friendly services to its different stakeholders.

The Strategic Plan for 2017-2022 was reviewed and updated in January 2019 : The modifications were approved by the Board of Trustees in its meeting held in October 2019. The Strategic Plan includes six strategic goals as follows:

- Strategic Goal 1: Ensuring Excellence in Teaching and Learning

- Strategic Goal 2: Enhancing the Quality, Relevance, and Impact of Research and Intellectual Contribution

- Strategic Goal 3: Recruiting, Supporting and Fostering the Development of a Bright and Diverse Student Body

- Strategic Goal 4: Enhancing the Visibility and the Positioning of the University

- Strategic Goal 5: Building Impactful and Long-Lasting Ties with the External Communities

- Strategic Goal 6: Promoting Cutting-Edge and Innovative Support Services

Each strategic goal has a set of objectives, as given in the Strategic Plan. Tangible and measurable Key Performance Indicators (KPIs) have been defined to assess the achievement of objectives and thereby the Strategic Goals. AU has successfully accomplished its 2017-2022 strategic plan and achieved its six strategic goals and corresponding objectives by the end of 2021-2022 academic year. In October 2021, AU kicked off the process of developing its new strategic plan (2022-2027).

Organization Chart

The most senior executive position in the University is the Chancellor who reports directly to the Board of Trustees (BOT). The Chancellor heads the Cabinet which comprises of the Vice Chancellor for Academic Affairs (VCAA), the Vice Chancellor for Advancement and Communication (VCAC), Executive Director of Institutional Planning and Effectiveness, and Chief Operating Officer (COO). It is mandated to provide strategic advice on matters crucial to AU's vision, mission, strategies, and operations. It also serves as a platform to ensure frequent and effective dialogue and information sharing among Cabinet's members about AU key issues, strategic planning, future projects, and unexpected issues that might affect Campus Life. The Organization Chart of Ajman University, which is consistent with its Strategic Goals, is given in its Policies and Procedures Manual.

Ajman University (AU) places strong emphasis on quality assurance and quality control in all academic programmes offered in university in order to develop the quality assurance measures and to monitor the quality issues in university. The purpose of the Quality Assurance Policy is to ensure the effectiveness and continuous improvement of all offered programmes, academic and administrative support services, and the overall governance at AU. The successful realization of this objective will significantly contribute towards the attainment of University's strategic goals and its mission.

AU has a policy for quality assurance published in its Policies and Procedures Manual (PPM) that is also available on its website. The policy for quality assurance is of paramount importance in relation to strategic management as it ensures evidence-based assessment and resulting continuous quality enhancement at all levels and across all units of the University.

AU has established a dedicated office of Institutional Planning and Effectiveness (OIPE), whose head is a member of the Cabinet and reports directly to the Chancellor, to develop appropriate structures, processes, and procedures with the help of input from various stakeholders (internal as well as external) in order to fully implement this policy and determine its effectiveness on regular basis.

AU's Quality Assurance Policy

As an institution that values excellence in teaching, research, and creative activity, AU shall develop a rigorous quality assurance programme to maintain and further build upon the existing strengths of its academic programmes, academic and administrative support services, and its governance system. AU's commitment to excellence shall be achieved through continuous self-assessment based on well-defined processes, critical evaluation, and self-improvement of all academic and non-academic units. For this purpose, AU shall implement and promote continuous quality enhancement measures in teaching, learning, research, and all relevant support services by involving internal and external stakeholders.

This policy applies to all academic areas and key administrative, service and support units of the University operations. AU develops and utilizes the necessary processes, templates/forms to regularly monitor, review and assess the effectiveness of all aspects of its educational programmes and operations. The evidence-based outcomes of the quality assurance processes are used to prepare action plans by college deans, office. managers, and AU's higher management for continuous improvement in the academic and administrative areas. All academic and non-academic units prepare and submit their short-term Annual Operational Plans (AOPs) to OIPE. The unit's strategic goals mentioned in the AOP are in alignment with the strategic goals of AU's Strategic Plan. For each of the unit's strategic goals, a set of KPIs are defined with targets and associated activities/initiatives are provided. On the basis of these KPIs, a Performance Contract (PC) is prepared for each unit. A Tableau-based dashboard has been developed to track the progress of achieving the KPIs of PCs. A screenshot of the dashboard showing the KPIs evaluation for the office of the chief operating officer (COO) is given in.

OIPE is responsible for establishing and continuous development of quality culture at all level of the University. The objectives of quality assurance at AU, along with application details, are described in the PPM.

AU has a well-developed policy on academic integrity. Violations of academic integrity are clearly explained and disciplinary penalties for plagiarism are described in PPM. Instructors are required to be vigilant against academic fraud. It is their responsibility to detect and report any attempt by students towards an academic fraud. Faculty are also required not to get involved in any act of plagiarism in their research and scholarly work.

AU is committed to academic freedom for its academic staff and students. AU Library is also committed to intellectual freedom and will not exclude or withdraw from availability any legal material solely on the grounds of an author's race, nationality, religion, gender, sexual orientation or opinions, etc.

Ajman University, in keeping with its values and in following the UAE Law No. 2 of 2015 against Discrimination, is committed to providing and promoting to all members of its community a safe educational environment that is free from any kind of discrimination and harassment. This policy applies to all members of AU community including administrators, faculty, students, and staff. It considers discrimination, with the inclusion of harassment, as treating or showing preference to a specific individual or a group of individuals based on religion, race, sex, colour, age, national origin, or marital status in matters of educational programmes, recruitment, health care, or access to institutional services.

AU Quality Assurance Manual

AU has a well-developed Quality Assurance Manual (QAM). The purpose of this manual is to provide guidance for academic, administrative and support units in developing and improving assessment processes. The manual seeks to explain assessment in the context of institutional effectiveness that results in continuous quality improvement. The ultimate goal is to measure the level of achievement of the missions, objectives, and outcomes of the academic programmes, colleges; and hence the university, in order to establish plans for remedial and improvement actions as well as encouraging and adopting best practices in teaching and learning.

The processes and procedures used to effectively implement the quality assurance policy are described in the Quality Assurance Manual (QAM). The QAM provides guidance to academic, administrative and support units about processes and procedures for continuous quality enhancement. It explains the assessment processes with particular focus on CLOs-based assessment of Programme Learning Outcomes (PLOs) and the procedures used for assessment of non-academic units, and specifies the roles and responsibilities for various aspects of assessment. It also provides the calendars for course assessment for both semesters as well as the calendar for the assessment of non-academic units. The processes and procedures are comprehensive as they are applied to both academic and non-academic units including all administrative and student support services.

Various committees set up in the University for the purpose of quality assurance such as Institutional Effectiveness Committee (IEC), College Effectiveness Committees (CECs), Assessment and Continuous Improvement Committees (ACICs) involve faculty and staff to develop,

implement, review, and continually enhance the quality assurance processes. These processes are further refined on the basis of feedback received from the External Review Teams (ERTs) and the Commissioners of the Commission for Academic Accreditation. Other higher level committees that contribute in enhancing the quality of teaching and learning, research, and various support services include the Council for Academic Affairs, University Development Council, Strategic Plan Monitoring Committee, Council for Research, Council for Graduate Studies, Academic Planning Committee and Curricular and Study Plans Committee.

The quality assurance process at AU heavily depends on the role played by both internal and external stakeholders. The internal stakeholders include students, faculty, staff, and senior management while external stakeholders include alumni, employers, training/internship supervisors, and advisory boards.

Each semester, input of students is taken about their courses, academic advisors, and a variety of support services. The OIPE is responsible to regularly conduct each semester student course assessment survey, academic advisor assessment survey, students' feedback on learning outcomes, and student's satisfaction surveys on services such as IT, transportation, hostels, student activities, etc. The course Assessment Form, and Academic Advisor Feedback Form are provided in QAM. Samples of Exit Survey, Alumni Survey, and Employers' Survey are also provided in QAM.

Office of Institutional Planning and Effectiveness

For effective implementation of its quality assurance policy, the University has established a separate quality assurance office, called the Office of Institutional Planning and Effectiveness (OIPE). The OIPE is headed by an appropriately qualified and experienced Executive Director whose time and effort are directed principally to the work of the office and who reports directly to the Chancellor. The OIPE is composed of four units, namely: Institutional Research, Assessment and Effectiveness, Accreditation, and Compliance. The roles and responsibilities of these units are well defined in the Quality Assurance Manual (QAM). The OIPE is staffed with seven full-time qualified employees to support its organizational research and quality assurance systems.

Furthermore, the OIPE staff are provided professional development opportunities on a regular basis in order to effectively discharge their duties. The OIPE utilizes a number of software and applications to perform its functions adequately and to support achieving the OIPE's goals and objectives.

While planning, assessment and evaluation activities are performed at various levels of the University, it is the responsibility of the Office of Institutional Planning and Effectiveness (OIPE)

to coordinate and monitor all such activities. The Executive Director of OIPE heads the Institutional Planning Council (IPC) and the Assessment Planning Committee (APC) at the University level. The role and responsibility of OIPE, organizational structure, with explanation of various assessment committees including the Institutional Effectiveness Committee (IEC), College Effectiveness Committee (CEC) and departmental level Assessment and Continuous Improvement Committee (ACIC) is given in the QAM.

Institutional Research

Continuous improvement is possible through appropriate accessibility to valuable data, as an aid to strategic and operational decision making. Institutional research as an essential part of the OIPE activities shall play a very important role of promoting this development and delivering academic quality assurance .

OIPE develops reviews periodically, updates both short-term operational and long-term strategic plans, which are mission-driven, and includes goals, objectives, performance indicators and targets which are linked to the institutional budget. The focal and central purpose of OIPE is to document quality and effectiveness by employing a comprehensive system of evaluation of all units, dissemination of evaluation results and following up corrective actions. To put into effect a comprehensive evaluation system, OIPE is subject to equal assessment using different measurable factors such as feedback from top management, deans of Colleges, programme heads, faculty, CAA, international accreditation, international ranking and counterparts. Based on its measurable objectives and boundary of its works, OIPE is subject to continuous assessment and evaluation.

CHS documents the planning policies, processes and ensures that the results of institutional research are used to guide planning, budgeting and resource allocation. The long term planning by OIPE provides an analysis of the college's environment and predicts future programme development and expansion needs based on regular feedback from staff, students and also on historical evidence, current realities, emerging trends, economic conditions and more importantly the recommendations from the Commission for Academic Accreditation.

Institutional Effectiveness (IE) Model

Institutional Effectiveness is an ongoing process integrating assessment planning, systematic data gathering, analyzing and interpreting the data in order to improve the quality of academic programmes as well as to enhance the performance of various units and operations supporting the academic programmes. To implement best academic practices the OIPE shall adopt a well-designed Institutional Effectiveness Model (IE Model) which shall provide the institution with the capability to determine whether the objectives of its academic, student, and administrative service units, and the learning outcomes of its academic programmes and courses, are

being met. The IE model, as shown in Figure 3 below, shall be implemented across all units (academic and non-academic), and details of the main components of the assessment process are described in length in the Quality Assurance Manual (QAM).

1.2 Assessment

Quality assurance is an essential part of Ajman University's academic strategy, as the institution is committed to providing quality education and support services to its students. To ensure that its academic programs and services meet the highest quality standards, Ajman University has established a highly functioning quality assurance framework: This framework includes regular monitoring and evaluation of the institution's academic programs and services, as well as the implementation of continuous improvement initiatives. Here, Ajman University uses a number of tools and techniques, such as student surveys, faculty evaluations, and academic audits, to assess the quality of its programs and services.

Finally, Ajman University is committed to transparency and accountability, as evidenced by its regular reporting and dissemination of information about its academic programs and services. This helps build trust among the institution's stakeholders and identify areas for improvement and further development.

From the study of the documents, website and also from the discussion sessions with the university stakeholders of Ajman University, it is clear that the university institution attaches great importance to quality assurance and quality control and also continuously develops quality assurance measures and monitors the quality at the university. The main objective is to ensure the effectiveness and improvement of the program, teaching and also administrative support services. Ajman University has a Quality Assurance Manual (QAM) that serves as a guide for the staff and is also accessible and known by all. With the help of various committees involving faculty and staff, Ajman University n is able to continuously develop and reliably implement its quality policy. Student input is also well planned and there are various surveys of key stakeholders to ensure that Ajman University gets a 360-degree view of its work. It therefore has a well-developed quality assurance policy and a functioning quality assurance system.

Overall, Ajman University's quality assurance system contributes to ensuring that the present academic program, with its necessary and specific services, meets the highest quality standards. This commitment to quality helps enhance the institution's reputation, attract top talent, and provide students with the knowledge and skills they need to succeed in their careers.

1.3 Conclusion

The criterion is **fulfilled.**

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

The College of Humanities and Sciences has been created as part of the recent restructuring process of Ajman University Colleges. It is the result of the merger between the College of Education, the Department of Psychology, the Department of Sociology and the General Studies Unit. Conjointly, the entities that make up the new College have seen more than 14,000 students graduate, contributing to the emergence of national expertise for the country's economic and social development. The creation of the College corresponds to the imperatives of coherence, structural efficiency and the repair of recurring dysfunctions that could have compromised the future of the University.

As the bedrock of the General Education Program, the College of Humanities and Sciences offers a curriculum that is aimed at developing the students' knowledge of the socio-historical and linguistic bases of culture, as well as offering an invitation to cultivate the aesthetic and ethical values that contribute to the richness of one's life.

Position of the PPDT programme within the institution's academic and administrative organization:

As a part of a leading university, CHS is a national leader in enhancing educational practice. The College programmes help students gain both a high level education and a practical experience for the real world. Its administration consists of the College Council, the Deanship office, departments heads and programme coordinators. The Council includes the College Dean, Associate Dean, heads of the departments, faculty member from each department, and one students from each programme, and is headed by the Dean. The College departments are currently the Department of Arabic Language and Islamic Studies, the Department of Math & Science, The Department of Educationa, The Department of Psychology, The Department of Sociology and Social Work and the Department of a Foreign Language. CHS offers two Bachelor Programmes and one Postgraduate Programmes: Bachelor of Arts in Psychology, Bachelor of Arts in Sociology and Social Work as well as Professional Postgraduate Diploma in Teaching (Graduate Programme).

The Professional Postgraduate Diploma in Teaching programme is offered by College of Humanities & Sciences Department of Education. The programme aims to qualify bachelor's degree graduates who wish to join the teaching profession. It also contributes in improving the qualifications of teachers who are working in the field of education and developing them educationally. The general objectives and outcomes of the programme are derived from the basic educational knowledge and skills that the teacher must have in light of the most recent relevant demands and the international standards.

In accordance with the university's vision and philosophy as well as the mission of the College of Humanities and Sciences, the Department aims to prepare and train teachers for the intermediate stage (6-8) and the secondary stage (9-12):

The Professional Postgraduate Diploma in Teaching gets its goals from the programme's mission, which reflects the educational philosophy that the University adopts. The programme's goals are as follows:

- To provide the learner with deep applied and theoretical knowledge of various educational fields.

- To enable the learner to have new visions in various fields of the educational process.

- To make use of the scientific research tools in solving problems encountered in the learning and teaching process.

- To be able to apply the appropriate skills in analyzing curricula, designing lessons and using technology in teaching.

- To acquire the basic professional competences and theories of critical thinking when solving educational problems.

- To be able to scientifically discuss new and old educational issues.

- To prepare a leading and qualified teacher who is effective in social communication and professional self-development in their field of interest.

The Diploma programme offers many employment opportunities in public and private schools. It offers a variety of career specializations such as becoming teachers of Arabic, Islamic Studies, Science, Mathematics, English, and IT or other related available fields. The graduates of the programme can also pursue careers as School Principals, Educational Supervisors, Counselors, and Social Workers. This programme is introduced in Arabic Language, except for courses: Educational Readings in English, Methods of Teaching of English Language, Methods of Teaching of Information Technology, Methods of Teaching Mathematics, Methods of Teaching Science and Methods of Teaching Design, Technology and Innovation.

The core of AU Mission statement is to offer a broad range of high quality and relevant academic programmes. In this regard, AU develops and offers well-designed undergraduate and graduate degree programmes in various disciplines with the aim of graduating well-rounded students. These programmes provide students with academic knowledge, professional competencies and skills which contribute to their personal development, and can be applied in their future careers. The degree programmes are designed with overall programme objectives that are aligned with AU's Mission, Goals, Strategic Objectives, and Learning and Teaching Strategy. Each programme has explicit intended learning outcomes aligned to its objectives. The design and approval process of degree programmes follows well-defined internal and external policies and procedures. ProgrammeLearning Outcomes (PLOs) are aligned with the Qualification Framework Emirates (QFEmirates) which ensures that the degree programmes prepare graduates to be active citizens with skills that enable sustainable employment, lifelong learning and professional development. AU involves its students and other stakeholders such as employers and prospective students during the development of new programmes. The University also benefits from feedback and recommendations provided by external reviewers during the initial accreditation phase of programmes. The qualifications resulting from programmes are clearly specified and communicated to stakeholders. They also refer to correct level of the national qualifications framework for higher education.

The PPDT programme came to meet the national aspirations of the United Arab Emirates (UAE) to develop education in line with international standards. Large numbers of those who work in the Ministry of Education (MOE) in the public and private sectors as teachers or administrators need the Professional Postgraduate Diploma in Teaching Programme for educational professional training that enables them to teach and lead efficiently and effectively, and they also need it for educational leadership positions to renew their experiences and refine their skills. The programme also enables bachelor graduates who wish to work in the teaching profession to develop their skills in the field of teaching. Obtaining a Higher Professional Diploma in Teaching has become a requirement for appointment to many schools in the UAE as teachers or administrators.

The PDDT programme was developed in alignment with AU's mission and goals of the strategic and academic plans. AU adheres to the Qualifications Framework Emirates (QFEmirates) as required by the Standards of the Commission for Academic Accreditation (CAA) of the Ministry of Education (MOE).

In order to reflect the changing needs of learners and society, the College of Humanities and Science strives to develop and refine academic offerings. Faculty are the academic leaders in defining the curricula of the college and work closely with the Department Council, College Council, Curricula and Study Plan Committee and the Council for Academic Affairs to design

programmes that serve student needs and are both academically sound and fiscally viable. Academic programme development includes the academic and intellectual conceptualization, as well as the processes associated with the development, review and approval of formal new programme proposals, as well as revisions to existing programmes.

The PPDT programme has clearly defined mission, goals/objectives and learning outcomes aligned with the mission and objectives of the Education Department and CHS, as well as with AU's Mission. Programme Learning Outcomes (PLOs) are also aligned with the requirements of the Quality Framework Emirates (QFEmirates) and the Standards of the Commission for Academic Accreditation (CAA), Ministry of Education, UAE.

QFEmirates requires that, at each degree level, the Programme Learning Outcomes (PLOs) must cover five Learning Strands and Sub-Strands, which define the type of knowledge, skills and competencies to be acquired by graduates at each qualification level.

In addition to the alignments mentioned above, the PLOs are also required to be specific, measurable, attainable, relevant, time-bound (SMART), and the verbs used in their definition must be selected based on the Blooms' Taxonomy.

The PPDT programme's design (competence profile and structure of the curriculum) meets the requirements of the discipline and complies with the required level (Level 8) of study according to the UAE Qualification Framework

The educational objectives are outlined by the description of the learning outcomes that graduates require for practising their profession. Competences are these learning outcomes. They are a combination of knowledge, skills, and Aspects of competence (Autonomy and responsibility, Role in context, Self-development) that enable individuals to carry out tasks and solve problems in specific academic, professional or social settings. Under the QFEmirates framework (level 8), graduates should have achieved:

<u>Knowledge</u>

- Advanced specialised knowledge and critical understanding in a specialised field of work or discipline and at the interface between fields.

- Comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources.

- Comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice and impact of these developments on accepted theory and practice.

<u>Skills/Performances</u>

- Problem-solving skills applied to a specialist field and the integration of knowledge from different fields of work or disciplines to solve complex unpredictable and/or abstract problems with intellectual independence.

- Identify appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems.

- Critical selection of appropriate research instruments and strategies associated with the field of work or discipline.

- Highly developed advanced communication and information technology skills to present, explain and/or critique substantively complex matt.

Aspects of Competencies

Autonomy and responsibility

- Can take responsibility for designing and developing creative approaches to managing and evaluating complex work processes and organisation, resources or learning, including leading and managing teams within a technical or professional activity or working effectively as an individual

- Can express a comprehensive, internalised, personal world view, while accepting responsibility to society at large and to sociocultural norms and relationships

Role in Context

- Can manage professional activity that may be in a complex environment

- Can take responsibility for leading the strategic performance of professional teams and self

- Can coordinate peer relationships with qualified practitioners and lead multiple, complex groups

- Can initiate and support the management of professional development mentoring activities

Self-Development

- Can self-evaluate and take responsibility for contributing to professional practice in complex and sometimes unfamiliar learning contexts

- Can self-evaluate and take responsibility for maintaining and enhancing currency in the profession or discipline

- Can lead, contribute and implement ethical standards

The design of PPDT programme was based on all these competences, which must be acquired through programme's courses. In 2019, in order to re-accredit the programme, the Department of Education worked. reformulate the programme competences to be aligned with Level 8 of the QFEmirates framework that graduates are required to meet. The department took into account stakeholders' needs by considering related organizations' points of view: the College's advisory board, alumni, employers. Moreover, some surveys were conducted among school principals, which provided relevant information. In 2021 The programme obtained a renewal of accreditation from the Commission for Academic Accreditation (CAA) of of the Ministry of Education in the United Arab Emirates, for a period of four years ending on August 31, 2025.

Involvement of Students and other Stakeholders in the Design and Review of the Programme

In compliance with the CAA Standards and its procedural manuals, AU involves various stakeholders in the initiation of new programmes or in the review of curriculum design and its development.

To enhance its student engagement in the review of the PPDT programme curriculum design and its development, The department of education hold regular meetings with a representative group of students enrolled in the programme to discuss their learning and teaching experience and get feedback on the programme learning outcomes, course contents, course learning outcomes, teaching methodologies, assessment instruments, learning resources and services, etc.

In addition, Departments/Colleges invite student representatives to attend selected College/Department Council meetings for discussions related to students' issues. Moreover, senior students are asked to provide feedback on their learning experience by completing the Senior Students Feedback Questionnaire. Department of education also seeks the advice of External Advisory Boards of College for the development the programme.

The Design of PPDT Programm to Enable Smooth Student Progression

All postgraduate programmes offered by AU have well-defined admissions criteria, curricula, and study plans aligned with the CAA Standards and its procedural manuals that enable students a smooth progression from one level to the other and the PPDT programme is of no exception.

The admission criteria have entry conditions designed to admit students to pursue PPDT degrees who show a potential for a high level of performance, based on their previous academic record to ensure that students have adequate background before taking advanced courses. For Full admission to the PPDT programme, the applicant must be a holder of a four-year Bachelor's degree other than in the education discipline, with a minimum CGPA of 3.0 on a

scale of 4.0, or its equivalent. However, conditional admission may be granted if the applicant fulfills the above general condition of full admission but his/her CGPA is between 2.0 and 2.99.

If the applicant has a recognized Bachelor's degree with a minimum cumulative grade point average (CGPA) of 2.5-2.99 on a 4.0 scale or its equivalent, he/she may be conditionally admitted to the PPDT programme. Such a student under this category will be allowed to continue in the programme only if he/she meets the following conditions:

• take six credit hours of courses from the programme study plan (as per the advice of his/her academic advisor) in the first semester of study and

• achieve a minimum CGPA of 3.0 on a 4.0 scale. by the end of his/her first semester.

If the applicant has a recognized Bachelor's degree with a minimum cumulative grade point average (CGPA) of 2.0 - 2.49 on a 4.0 scale or its equivalent, he/she may be conditionally admitted to the PPDT programme . Such a student under this category will be allowed to progress to the graduate programme only if he/she meets the following conditions during the first semester of conditional admission :

• Must take a maximum of nine graduate-level credit hours as remedial preparation for the graduate programme (these remedial courses are not for credit within the degree program).

• Must achieve a minimum CGPA of 3.0 on a 4.0 scale in these remedial courses in order to progress to the graduate programme.

A minimum Cumulative Grade Point Average (CGPA) of 3.0 out of 4.0 must be maintained by the end of the first semester for a student to be able to progress smoothly in their studies in accordance with PPDT programme study plans. If a student fails to maintain the CGPA of 3.0, he/she will be put under academic warning condition, The student may be allowed to register for courses in the subsequent semester so that he/she may improve his/her academic standing (Raise the CPGA to 3.0 points or above).

If a student Fails to raise the CGPA to (3.0) or above, the college recommends his/her dismissal from the programme. The dismissal recommendation and is to be reflected in the student's transcript. (Academic Dismissal).

The student may submit a petition to resume his/her studies to the programme coordinator if he/ she under specific conditions may recover from the academic warning. The college may then accept the petition. The student signs an undertaking by which he commits to registering for specific and to raise the CGPA to 3.0 or above by the end of the semester following the academic warning.

Advanced Standing and Recognition of Prior Learning

AU recognizes advanced standing with the condition that at least 75% of the credit hours should be completed at AU. AU shall recognize certified earlier learning of applicants, which may lead to exemption from some PPDT programme courses. This includes credit transfer of courses taken in an accredited programme(formal learning), informal learning, and non-formal learning.

Students' Workload for Academic Programmes

PPDT programme is compliant with the UAE Qualifications Framework requirements. The framework defines a set of descriptors for each level of qualification that is offered by an academic institution in the UAE as well as the minimum number of required credit hours and cumulative contact hours for graduation.

According to the UAE Qualifications Framework, post-secondary principle qualifications degree levels begin with level 7 for Bachelor degree, level 8 for Postgraduate Diploma, level 9 for Master's and level 10 for PhD. Accordingly, Postgraduate Diploma (level 8) requires a minimum of 24 credit hours and a nominal total of at least 360 hours of classroom instruction, where a credit hour is defined as 15 hours of classroom instruction or equivalent. The total cumulative contact hours for the PPDT programme offered by AU are determined considering the minimum required cumulative contact hours for the previous level. The PPDT programme requires 360 cumulative contact hours beyond those required for Bachelor degree (1800). Therefore, the Total Cumulative Contact Hours (TCCH) becomes 1800+360 = 2160, and therefore it is fully comply with the UAE Qualifications Framework. The equivalent ECTS (one Credit Hour is equivalent to two ECTS).

AU Career and Placement Services

The Office of Development and Alumni Affairs (ODAA) caters for the career counseling needs of students and alumni. Over the last few years, the Career Services division of the Office of Development and Alumni Affairs organized many job fairs, various career-counseling workshops and training sessions for alumni and senior students.

Education Practicum

The CAA requires institutions to provide internship opportunities to students studying in professional disciplines consistent with best international practices. Any practicum or internship must adhere to the requirements listed in Annex 12 of CAA Standards: Guidelines for Good Practice in Internships or Practicums.

The School Practicum is an integral part of PPDT programme as students have the opportunity to place academic work in the context of a practical school setting. Students will work to link

effective practice to sound theory, practice and test theories and hypotheses related to teaching, develop teaching skills, and begin to develop and formulate a personal philosophy of education and an individual teaching style. The practicum also enables students to further develop their professional identity as it pertains to interactions outside of the University setting.

Practicums is the responsibility of the college, and is carried out through the Practicum Office under the supervision of the Department of Education. The Practicum Office is the main link between schools in The Emirates of Ajman and the Department of Education for the practical component of the PPDT programme. Of course a Practicum Handbook is provided.

There is a memorandum of understanding between the university and schools in educational areas near to the university's campus, through which Practicum is organized in middle and secondary schools, which guarantees a seat for each student subject to practical education.

For its part, the college has taken all necessary measures to ensure a suitable training site for each student in the course of practical education through cooperation and coordination with the schools near the university campus.

The department offers a practical education course at the rate of (6) credit hours, accompanying the special teaching methods course, and the student has the right to register in this course if he completes the compulsory courses in the first semester. For each student, the school is determined to enable him to teach the subjects available in the secondary and preparatory stages related to his specialization at the bachelor's level or something close to it. The course gives the student a field opportunity to practice the profession and apply what he has learned in classroom situations.

PPDT Educational Programme

Programme Mission

In accordance with the university's vision and philosophy as well as the mission of the College of Humanities and Sciences, the Department aims to prepare and train teachers for the intermediate stage (6-8) and the secondary stage (9-12).

Programme Goals

The Professional Postgraduate Diploma in Teaching gets its goals from the programme's mission, which reflects the educational philosophy that the University adopts. The programme's goals are as follows:

- To provide the learner with deep applied and theoretical knowledge of various educational fields.

- To enable the learner to have new visions in various fields of the educational process.

- To make use of the scientific research tools in solving problems encountered in the learning and teaching process.

- To be able to apply the appropriate skills in analyzing curricula, designing lessons and using technology in teaching.

- To acquire the basic professional competences and theories of critical thinking when solving educational problems.

- To be able to scientifically discuss new and old educational issues.

- To prepare a leading and qualified teacher who is effective in social communication and professional self-development in their field of interest.

Programme Learning Outcomes

Based on the international standards and aligned with the programme goals, CAA standard 2019, and UAE Qualification Framework. The programme learning outcomes is addressing Level 8 at knowledge, skills and aspect of competence components. On successful completion of this programme the graduate will be able to:

Knowledge

- Demonstrate concrete theoretical knowledge in different educational aspects which enables the student to do their work successfully.

- Create new ideas in the field of the specialization based on scientific thinking in solving educational problems.

Skills/Performances

- Acquire the appropriate tools and skills to analyze curricula, design courses and perform them using technology.

- Use the scientific approach in thinking and making judgements far from emotions.

- Apply the fundamentals and skills of scientific research in compliance with the ethics of scientific research.

Aspects of Competencies

Autonomy and responsibility

- Take responsibility for solving educational problems facing them as an individual or as a team leader.

Role in Context

- Suggest and develop individual and collective innovative projects in the field of scientific research related to the educational process,

Self-Development

- Self-evaluate and take responsibility for contributing to professional learning and teaching practices.

Programme Courses Mapped with Programme Learning Outcome

The current PPDT programme complies with criteria outlined by the Standards for Licensure and Accreditation (2019) and AU policies and procedures manuals 2021-2022, which include all academic requirements. The learning outcomes of the courses that are mapped according to QFEmirates programme outcomes.

Admission Requirements

Applicants to the Professional Postgraduate Diploma in Teaching programme in AU, College of Humanities and Sciences should meet the following conditions:

- A score of no less than 1250 in the Arabic Language EmSAT.

- A score of no less than 950 in the English Language EmSAT or its equivalents from the national or international tests which are approved by the CAA, like TOEFL ITP (450) or Academic IELTS (4.5).

- A bachelor degree or its equivalent, and it should be recognized by the Ministry Education in the UAE. The degree must be related to the specializations offered by the College with an AGPA of no less than 3 out of 4 or its equivalent.

- Applicants with a recognized bachelor degree with 2.5 CPGA to less than 3 out of 4 or its equivalent will be admitted on a condition that: applicants may register up to 9 credit hours during the conditional admission period and must achieve the minimum GPA 3 out 4.

- Applicants with a recognized bachelor degree with a CGPA 2.0 to less than 2.5 out of 4 or its equivalent will be admitted on condition that they may register up to 9 remedial credit hours and must get a minimum GPA of 3 out of 4.

Degree Completion and graduation Requirements

The minimum for the completion of the study programme is a full academic year and the maximum for the completion of the study is two academic years. A student will be awarded a Professional Postgraduate Diploma in Teaching after successfully completing the study of 24

credit hours. To be qualified for graduation, the student must complete the core and elective courses with at least 2.5 CGPA out of 4 and pass the practicum course with a minimum of 3 GPA (B grade).

2.2 Assessment

At Ajman University, program development and approval is a comprehensive process involving multiple stakeholders aimed at ensuring that the institution's academic programs are current, relevant, and responsive to student and industry needs: The process begins with a thorough analysis of the current academic landscape and an assessment of the institution's strengths and weaknesses. Based on this analysis, Ajman University identifies areas where it needs to develop or improve its academic programs and services.

The academic programs are then subjected to a rigorous review process in which internal and external experts are consulted and evaluated against established standards and criteria. The primary focus was to ensure that the programs are academically rigorous, relevant, and aligned with the university's strategic goals.

Once approved, the programs are implemented with the support of the institution's faculty and staff. The implementation process includes designing and developing instructional materials, recruiting students, and providing support services to ensure that students have a positive and engaging learning experience.

Overall, Ajman University focuses on a reliable program development and approval process, ensuring that the institution offers high-quality academic programs that are relevant, current, and meet the needs of students and the industry. The process involved multiple stakeholders, rigorous review and evaluation, and ongoing support and development.

The great academic output of the faculty is noteworthy and students express very positive comments about their mentoring relationship with faculty.

To further develop the curriculum and faculty, the institution organizes an international conference on teaching methodology. Faculty development is an important factor for the higher education institution. It provides financial support for conference participation and research activities. Thus, faculty development is encouraged and supported by the higher education institution. This assessment is also supported by the diversity of the faculty.

In the opinion of the expert group, the study programme is appropriately and purposefully structured, relatively broadly based and comprehensive in terms of discipline. Therefore, the review panel comes to a positive overall impression.

The structure of the study programme "Professional Postgraduate Diploma in Teaching Programme" is consistently oriented towards the study and qualification objectives. The content

of the modules is adequate in the view of the expert group and the sequence of the modules is coherent and follows a coherent internal logic.

The ratio of compulsory and elective courses is appropriate. The study contents justify the title of the degree programme and the proportion of scientific methodology justifies the degree designation.

A need for optimization is seen in the area of the use of English as the language of instruction.

In terms of further development of the degree program, additional specializations should be included in the curriculum: The diversity of options in the degree programme is still limited. This diversity could be expanded in cooperation with other departments to attract a broader range of students.

The programme should be made more attractive to international students: The current program is very much focused on the UAE itself. If the focus is to be broadened to attract international students, there should also be the possibility of offering regular study during the week.

2.3 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

3.1 Implementation

AU's learning and teaching strategy aims at making significant contribution towards achieving the University's mission of producing well-rounded graduates who are professionally competent, socially responsible, innovative and active contributors to sustainable development of the UAE and beyond. The learning and teaching strategy, supported by motivated staff and students, capitalizes on AU's commitment to employ innovative and effective teaching and learning methodologies, high-quality infrastructure and facilities, as well as sets out expectations of students' learning experiences.

The learning and teaching strategy has five strategic aims; the first three aims, graduating well-rounded minds, offering diverse and comprehensive programmes, and providing hands-on approach and innovation are particularly student-centered. The fourth aim relates to effective assessment and continuous improvement while the last one is related to continuous enhancement of learning infrastructure and facilities.

PPDT programme's learning and teaching strategies are defined in the course syllabus.

Delivery of Programme Courses

AU utilizes different modes for delivery of program e-courses. Depending upon the nature of various courses and the needs of different students, a variety of course delivery modes, as explained below, offer flexible learning paths to AU students.

Traditional Scheduled Classes

The primary mode of course delivery is conventional form of face-to-face teaching involving lectures given to groups of students in regularly scheduled class room sessions accompanied by tutorials, laboratories, clinics, workshops, and some independent learning. Courses are normally offered during two 15-week semesters in an academic year, the fall and spring semesters. Most of the postgraduate programmes, including PPDT programme, offer their courses during the weekend to provide working students with an opportunity to get a university degree.

Intensive Delivery Mode

AU also provides an intensive mode of course delivery. These are courses offered over a shorter duration than the normal 15-week semester. These may include short courses of a few weeks duration, and courses offered in a shortened summer semester. Students in courses offered through intensive modes of delivery have comparable duration of class contact time, and comparable expectations for out-of-class study time, as in the same courses offered during the regular semester.

Supervised Credit-Earning

AU has developed a procedure for supervised learning. Colleges may approve supervised credit earning of selected courses designed for advanced undergraduates that have completed at least 50 percent of the required credits for graduation. The purpose of such courses is to make it possible to study the course under the supervision of a faculty member on the basis of regular meeting sessions. The schedule of these meetings should not be less than 15 contact hours per semester. The supervised work should cover all the content of the course and meet its objectives. The supervisor must ensure that the course is devoted to advancing students' knowledge and skills as required in the course syllabus.

Independent Study

Independent Study is an opportunity for students to earn academic credit for learning outside the formal class structure, under the individual direction of a faculty member. Independent Study is a flexible mode of learning that offers the student an alternative to the classroom study. This mode is best suited to students who, for whatever reason, are unable to do resident work. Full-time students may find this mode a viable option to resolve scheduling conflicts, opportunity to raise their cumulative grade point average (GPA), and allowing students who do

not wish to attend summer courses the opportunity to continue their programme of study while off-campus.

Online Learning Management System - Moodle

In addition to face-to-face instruction mode, academic programmes at AU utilize Moodle as an online learning management system. The objective is to provide a complementary mode of course delivery to students. Moodle is used for uploading lecture notes, providing online access to textbooks, submission of students' assignments, conducting tests and quizzes, checking for plagiarism of submitted assignments, receiving feedback on courses and academic advisory, and other course-related activities.

Recognition of Prior Learning

Ajman University has developed a Prior Learning Assessment and Recognition (PLAR) policy with the objective of providing newly enrolled or transferred students with an opportunity to identify, demonstrate, and gain recognition for what they already know and can do. It is an assessment that determines if a student can receive credit based on his/her current level of knowledge, skills, and competencies.

Learner Autonomy and Guidance

The School Practicum is an integral part of PPDT programme as students have the opportunity to place academic work in the context of a practical school setting. Students will work to link effective practice to sound theory, practice and test theories and hypotheses related to teaching, develop teaching skills, and begin to develop and formulate a personal philosophy of education and an individual teaching style. The practicum also enables students to further develop their professional identity as it pertains to interactions outside of the University setting. Students are assigned a faculty supervisor as well as a field supervisor and the course is assessed as per rules and regulations described in the course syllabus and Practicum Handbook.

Student-Centered Learning and Teaching

Faculty are required to use a variety of pedagogical methods encouraging interaction with students in the classrooms, engaging them in the learning process, and developing their skills to become life-long learners. Recently, the University has initiated a Teaching and Learning Center (TLC) to develop faculty members' skills in innovative and up-to-date pedagogical methods focusing on student-centered teaching and learning. The TLC supports excellence and innovation in teaching and learning through professional growth of faculty. The Center also supports faculty research on issues of pedagogy, and faculty-student research collaborations and mentorship.

Teaching is the core obligation of faculty members at AU. To encourage a student-centered learning and teaching process, faculty evaluation takes into considerations the students' feedback on courses and instructors. Furthermore, the annual evaluation of faculty considers, among other things, the role of faculty in course design and delivery, appropriateness of teaching techniques and methodologies, and their consistency with course and programme learning outcomes.

Students are given feedback on the assignments, projects, lab reports, etc. to improve their understanding of the subject matter and strengthen the learning process.

Starting with fall 2019, AU has initiated a Student Success Center (SSC). The purpose of SSC is to offer a wide range of services to meet students' learning needs, including one-on-one tutoring, supplemental instruction, workshops, study skills, seminars, and more. AU has been awarded 5-stars rating in Teaching by QS Stars in 2022.

Assessment of Course Learning Outcomes

Course learning outcomes are assessed using appropriate assessment instruments. The mapping between the assessment instruments and the course leaning outcomes is provided in the course syllabi. To ensure the suitability of assessment methods, the course syllabi also contain: a mapping

between assessment methods and course learning outcomes to ensure that assessment instruments are aligned with the level, knowledge, and skills appropriate to each course learning outcome; a mapping between course learning outcomes and the detailed course topics comprising course content; and a list of specific course activities and their links to the course learning outcomes that they help the student to attain. The appropriateness of these mappings is part of the requirements to obtain accreditation for AU's academic programmes by the Commission for Academic Accreditation (CAA).

AU's emphasis on the proper alignment of course content and assessment methods with course learning outcomes is exemplified by criterion (a) of annual faculty evaluation with regard to teaching that requires a faculty member to demonstrate "Sound course design and delivery, appropriateness of course structure, thorough and current command of the subject matter, appropriate teaching techniques and methodologies, consistency with course and programme learning outcomes.

Grading and Assessment

AU has established a policy that describes the assessment of students' performance, grading process, grading scale, exams scheduling, and how final grades are submitted, modified, appealed and recorded on the University system by the Office of Admission and Registration.

The overall grade is normally distributed as: 50 % for semester tests and activities, 20% for the Mid-Semester Examination, and 30% for the Final Examination. The grading scale is made available to students during the first week of classes. Full details are provided in the Policies and Procedures Manual.

Student Grievance and Appeal

AU provides a grievance and appeal process for students to request reconsideration of an academic decision. The decision may be either that the academic judgment was fair or that the academic decision was applied incorrectly. The Student Grievance and Appeal Policy fully explains the process and guides the student through steps of filing an appeal for reconsidering or changing an academic grade or decision.

Unacceptable Academic Practices

AU has policies and procedures for dealing with unacceptable academic practices such as plagiarism, cheating in examinations, and violation of examination rules and regulations.

Mitigating Circumstances

Students absent from an examination with a valid excuse will be allowed to take an incomplete exam within no more than two weeks from the start of the following semester. Any excuse shall be submitted in no more than one week from the exam provided that this excuse is ratified by the authorized bodies in the University. A student who is absent from an examination without a valid excuse shall be deemed to have failed the examination.

Student Complaints

AU takes legitimate student complaints very seriously in relation to the provision of academic support and other services and attempts to resolve them in a clear, transparent, and objective manner. This policy applies to all enrolled students and is designed to enable them to lodge a complaint with full confidence, knowing that their complaints shall be dealt with in all confidentiality and assurance of no detriment to the student. All complaints are handled with discretion and confidentially to ensure that the interests of the student as well as the member of staff are respected and preserved.

3.2   Assessment

Students are exposed to a variety of teaching and learning methods that reflect both the nature of the program and the level. In doing so, Ajman University continuously evaluates and improves teaching methods through student feedback. Faculty share ideas with colleagues and program managers and explore other teaching methods.

Students have ample opportunities to voice complaints or suggestions for improvement regarding teaching methods. They are advised of their right to object to the results and also to provide feedback on each module.

Ajman University has established regulations and documents that clearly define the criteria and methods of assessment, and these are accessible to students and staff.

The assessment procedures and regulations are clearly described and the review process is transparent and workable while promoting reliable assessment. In this regard, the university-applied internal review process ensures valid and reliable assessment, with sampling to ensure standardization, reliability, and validity.

At Ajman University, student-centered learning is a key component of the institution's educational philosophy. The institution strives to create a learning environment that focuses on the needs of students and helps them achieve their learning outcomes in a way that is relevant and engaging.

To achieve this, Ajman University designs its academic programs with a focus on student learning outcomes. Learning outcomes were defined as specific and measurable statements of what students should know, understand, and be able to do at the end of a course or program. These outcomes were aligned with the strategic goals of the institution and the needs of students and industry.

Ajman University faculty members are responsible for designing courses and programs that were designed to achieve these learning outcomes. They employ a range of teaching and learning methods including lectures, discussions, group projects, etc. to ensure that students experience a variety of opportunities to achieve the learning outcomes. However, the review group suggests that the standardized teaching and learning methods could be more varied.

Also, Ajman University offers a range of support services to help students achieve their learning outcomes. These include academic advising services as well as technology support and access to online learning resources.

Anonymous student evaluations during the last two weeks of the semester and include course and instructor evaluations. Here, the evaluation reports are written by a single staff member and discussed at the faculty level. There is a committee for each course. This committee is responsible for ensuring that improvements are implemented after the evaluations.

However, the documentation of the study programme could still contain more detailed descriptions of the assessment criteria and methods. Nevertheless, the examination results are designed to be reliable and transparent, and the formats of the assessment correlate with the intended learning outcomes. A positive feature is the possibility of an "intermediate test" to

practice for the final exam. Exams often consist of different parts (oral/written, long/short answers, multiple choice, opinions, etc.).

Students feel well taken care of, especially with regard to the inclusion of their experiences as teachers and advice from their teachers and instructors, and are encouraged to bring in examples from their own teaching experience.

3.3 Conclusion

The criterion is **fulfilled.**

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

4.1 Implementation

AU has well-established and published regulations that cover all phases of student "life cycle", that is, admission, progression, recognition, and certification.

The University strictly adheres to its stated policies with regards to admission processes and criteria in a transparent manner. The policies and procedures for students' admissions, grading scales, required minimum Cumulative Grade Point Average (CGPA) for smooth progression, transfer of courses and recognition of prior studies and learning are published in PPM. Applications for admission are submitted online via AU website or directly to the Office of Admissions and Registration prior to the beginning of the fall and spring semesters. To be eligible for admission to PPDT degree programmes, a student must have a Bachelor degree issued in the UAE, or its equivalent as approved by the UAE Ministry of Education. Admission processes, procedures and conditions are posted on AU website, and published in AU Graduate Student Catalog.

AU website (www.ajman.ac.ae) is regularly updated to include any changes in its policies, procedures, or admission conditions so that prospective applicants are well- informed before applying for admission.

The admission requirements, tuition fees, and links to Graduate Student Catalog are provided at: https://www.ajman.ac.ae/en/admissions/graduate.html.

Detailed information about graduate transfer admission is provided at: https://www.ajman.ac.ae/en/admissions/graduate-transfers.html .

The University website 8www.ajman.ac.ae9 describes for each college, the types of degree programmes offered by it and the requirement of high school certificate with minimum required

score for admission in each program. It also provides an overview of the program, its objectives, programme learning outcomes, career opportunities, and graduation requirements.

AU has established an office for student recruitment, which co-coordinates all activities related to student recruitment making sure the University achieves its annual enrollment targets, helping to improve the diversity of AU's student body and increasing the quality of the intake by attracting talented students. This is done through various activities, which include school visits, participating in fairs and exhibitions, and inviting school students to the University.

Parallel to the academic learning environment, AU provides its students with various co-curricular activities that give them opportunities to develop skills that contribute in their academic, personal and professional development.

Upon completion of graduation requirements, each AU student is awarded a degree certificate that confirms the fulfillment of the study programme outcomes, states the Major and/or Specialization area, and the Merit.

Admission Conditions and Transfer Policies

Students from accredited institutions of higher education may apply for admission in the PPDT programme if they have been of good academic standing. AU policies, conditions and requirements for admission to graduate degree programmes are given on its website:

The transfer admission policy and associated rules and regulations for transfer of students from accredited institutions of higher education to AU are defined.

A Center for Higher Education Data and Statistics (CHEDS) has been established by the Ministry of Education, UAE. The primary responsibility of CHEDS is to assemble a comprehensive data set of the higher education sector in the UAE by gathering data from each higher education institution within the country. CHEDS has designed templates for collecting and assembling the required data items from higher education institutions. AU has been providing CHEDS with the required data for the last 10 years and as part of its internal quality assurance and institutional effectiveness policies.

AU has also been using the Ministry of Education's CHEDS Data Model to monitor various statistical indicators that relate to its student success, in order to take appropriate actions to deal with any shortcomings. These indicators include student-to-faculty ratio, first-year retention rate, year-on-year retention rate, continuation rate, success rate, graduation rate, employment rate, etc.

AU compiles an annual Fact Book that provides all such data. Some of these indicators are also provided on AU website for prospective students and other stakeholders. AU is currently working on developing a dashboard using Tableau to make all such data available online.

Student Progression

Students select courses for each semester in consultation with their academic advisors and in accordance with their study plans. The selection process of the courses takes place during both the early registration and the regular registration periods. The registration system will automatically check the selected courses based on the following criteria: the selected courses are listed in the student's study plan; the student has met prerequisites of the selected courses, if any; the student has met the minimum credit hours required to register the selected courses, if any. The minimum and maximum study loads of the student are also taken into consideration. Academically warned students have a reduced study load and their progression is monitored. More details are provided in AU Policies and Procedures Manual.

Orientation Programme for New Students

Special orientation programme for new students has been designed to familiarize students with their programme, curricula, facilities, department activities, career opportunities, etc. The programme includes at least six orientation activities in the first academic year. These activities include lectures, meetings and gatherings between new students, faculty, and staff. Academic departments are required to engage the Deanship of Student Services (DSS) in at least one of these activities in order to provide students with more focused details about student life, clubs, student counseling, career services, etc. Senior students trained by the DSS are also engaged as mentors on non-academic issues.

Social and Cultural Activities

AU provides opportunities for its students to develop skills that enable their academic, personal and professional success which include informal learning, social engagement and voluntary work. The Office of Student Affairs (OSA) is responsible for planning, announcing and implementing social and cultural activities.

AU has formed two student councils; one for male students and the other for female students. Each council consists of 15 members, ten are nominated by colleges while the remaining five are chosen through campus-wide elections. The student council's mission is to represent students in meetings with University management and communicate their views and concerns so that students' opinions are included in the decision-making and development of academic programmes as well as in the enhancement of students' services. In collaboration with colleges, the Office of Student Affairs in the Deanship of Students Services is responsible for supporting student clubs within colleges or at the University level.

The Office of Student Affairs promotes the aesthetic and artistic aspects of student life through organizing exhibitions for student artworks to motivate talented students, and encouraging students to design wall magazines to show their written and artistic work, exhibited in the halls and corridors of the University.

The Deanship of Student Services is responsible for encouraging the participation of students in sport activities available at campus and to enhance their physical wellbeing through exercise. It manages student access to indoor and outdoor sport facilities, which include fields for football, handball, basketball and volleyball, and the gymnasium. It also supervises students' participation in sport competitions.

Student Appeals

AU policies give students the right to lodge complaints regarding their final grades within a period of fifteen days following the announcement of final examination results. Received complaints are transferred to the concerned college where an appropriate decision is taken. The Office of Registration notifies students, in due course, of the outcome of their complaints. In addition, AU students have the right to appeal any other disciplinary decisions by writing a letter addressed to the Chancellor or his authorized representative. The student shall submit the letter within seven working days after receiving the disciplinary decision, verbally or in writing. If the Chancellor or his authorized representative accepts the appeal on procedural grounds, he shall refer the case to the Disciplinary Committee for re-consideration/review. The final decision of the appeal is communicated to the student via email or via a text message sent to the student's mobile phone. Appealing a disciplinary decision will not lead to the aggravation of penalty against the appellant.

Degree Awards and Certificates

AU degree certificate indicates the degree level (B.Sc., M.Sc., Ph.D., etc.), the specialization major, concentration and the merit. For undergraduate degrees, a Minor field is added, if applicable. In addition to the degree certificate, a graduate is provided with an official transcript that shows all completed courses and their grades.

PPDT degree certificates are awarded upon meeting the following requirements:

- Completion of 24 credit hours with a CGPA of no less than 3 out of 4.

- Completion of the practicum course with a GPA of no less than 3 out of 4.

4.2 Assessment

The admission, progression, and certification of students at Ajman University are carefully managed to ensure that the institution admits qualified students, supports their progression

through its degree programs, and awards certifications that are recognized and respected by employers and other educational institutions.

The admissions process at Ajman University included an adequate assessment of applicants' academic qualifications as well as their personal and professional experiences. This process will ensure that the institution admits students who are capable of successfully completing their studies and who have the potential to make a positive contribution to their respective fields.

Once admitted, students will be supported by a range of services that should help them progress in their studies. These services included academic advising and mentoring, as well as access to online learning resources and technology support. In this regard, monitoring of student progress is at a satisfactory level, but could be stronger. Ajman University thus has a robust system in place to monitor student progress and ensure that students are on track to successfully complete their studies. This system included regular assessments of student performance and opportunities for students to receive feedback from their instructors and peers.

The accompanying policy for advanced degree credit and prior learning assessment and recognition (PLAR) is designed to be very effective, for example, allowing different amounts of credit hours to be recognized.

Finally, TRIAGON's certification process is designed to ensure that students who successfully complete the degree program receive certifications that are recognized and respected by employers and other educational institutions. Suggested by the review group is to also include a Transcript of Records with the transcript documents.

Overall, Ajman University's approach to student admission, progression, and certification focuses on ensuring that students receive a quality education that prepares them for success in their chosen fields. The institution strives to admit qualified students, support their progression through its programs, and award certifications that are widely recognized and respected.

4.3 Conclusion

The criterion is **fulfilled.**

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

AU employment policies are designed to ensure that qualified and competent faculty members with the required qualifications and experience are hired for all vacant or newly created positions. Faculty members are assigned academic ranks in accordance with their qualifications,

experience, and scholarly work. Their terms of contract are defined and appropriate procedures are followed for their periodic evaluation and professional development. Proportion of part-time faculty members is restricted, in accordance with CAA regulations, and they are required to have the same qualifications and scholarly preparation as full-time faculty members. The evaluation policy and procedures adopted by AU ensure thorough appraisal of each faculty member at the selection stage, for renewal of contract, and for promotion in the academic rank.

Faculty Recruitment

AU employment policy ensures that preparation and qualifications of all faculty members are appropriate to their teaching assignments. AU employs faculty members in the following ranks: professor, associate professor, assistant professor, and lecturer. Faculty members who do not hold the appropriate terminal degree shall be appointed as lecturers or lab instructors. AU is committed to employing faculty members from a variety of educational and cultural backgrounds who have obtained their terminal degrees from internationally recognized and broadly respected institutions and have contributed to, or demonstrated their potential for quality teaching, research and service to educational institutions and the community.

Faculty Professional Development

The University recognizes that its faculty members are its most valuable resource and that their competence, commitment and capacity to change are fundamental to the successful achievement of its mission. It is for this reason that the annual report of each faculty member should include development activities during the preceding year and should mention areas of progress and their impact. On its part, the University is committed to foster and support faculty development and thus set up a procedure/programme that provides opportunities for individual faculty to improve teaching effectiveness, maintain current academic and technical knowledge and skills, develop computer and technological proficiency skills, pursue research and creative projects, exchange information and ideas, engage in curriculum updating, and develop innovative and effective instructional and administrative techniques.

Faculty members from all disciplines are encouraged to participate and attend academic conferences, professional meetings, and engage in research activities both inside and outside the UAE.

AU has recently developed a Professional Development Plan (PDP) template. The template is an improvement over the earlier professional development process as it provides a more systematic procedure to plan for professional development of faculty members in three main areas (teaching, research, service). The template has been provided to all College Deans and has applied to be applied from the Fall 2019-2020 semester.

Development of Teaching Methods and Students' Learning Experience

The course syllabus contains a section that lists common teaching methodologies that an instructor may choose from for course delivery. Methodologies chosen primarily depend on course type and to some extent are influenced by the course learning outcomes. These methodologies include classroom lectures, laboratory work, projects, case studies, seminars, and any other delivery mode the course instructor finds appropriate. The Moodle learning management system is used as a complementary delivery mode.

Ensuring Excellence in Teaching and Learning is the first goal of AU Strategic Plan]. One of the objectives of this goal was to "Establish a Teaching and Learning Center to promote students' learning." As a result, the AU Cabinet approved the establishment of a Teaching and Learning Center (TLC) and a Student Success Center (SSC).

Both these initiatives will contribute towards enhancing teaching and learning at AU. These two Centers were approved by the AU Board of Trustees in their meeting held on 11 February 2019, and they have been implemented in fall 2019. The main aim of Teaching and Learning Center is to support excellence and innovation in teaching and learning through professional growth of faculty. The faculty development scheme offers a wide range of CPD activities, including seminars, workshops and training courses, and attendance at conferences.

Department of Education Faculty members are encouraged to participate and attend academic conferences, professional meetings, and engage in research activities both inside and outside the United Arab Emirates.

Indications from students' feedback obtained from Student Course Assessment Survey (SCAS) and Instructor Course Assessment Report (ICAR) provide valuable insights into student learning experience and teaching methods.

Performance Evaluation

Teaching staff are required to complete a Faculty Self-assessment Report before the end of the academic year. The self-assessment report is used as part of the annual performance review undertaken by Heads of Department. Student feedback obtained from the Student Course Assessment Survey (SCAS) and the Instructor Course Assessment Reports (ICAR) also contribute to the appraisal process. Faculty appraisal is based on three core criteria: Teaching; Research; Service - to the University, to students, and to the community. The procedures for the performance review of faculty are set out in the AU Policies and Procedures Manual. A faculty review committee is formed at the college level to coordinate and oversee the evaluation of faculty performance. Typically, the committee comprises the College Dean and Heads of Department and one external member from a different college. At the conclusion

of the committee's deliberations, the outcome of the performance evaluation and final recommendations are sent to the VCAA for approval.

Research and Scholarly Activities

Ajman University (AU) considers research a significant part of University's purpose and accordingly places strong emphasis on impactful research and scholarship. One of its key strategic goals is to enhance the quality, relevance, and impact of research and intellectual contribution by its faculty and students. AU's commitment to research, scholarship, innovation and creative activity is reflected through provision of appropriate physical, fiscal, and human resources. Its research strategy supports and promotes research and scholarly activities directed towards the creation, integration, and application of knowledge.

The Deanship of Research and Graduate Studies (DRGS) was established on January, 2017 with the mandate of developing policies and procedures for significantly enhancing the quality, relevance, volume, and impact of research carried out at AU and for enhancing the effectiveness of existing graduate programmes and development of new graduate programmes. It shall take all necessary steps to promote research and graduate studies at AU. This deanship has been fully operational with adequate human and financial resources. Apart from fulfilling other objectives this deanship is also entrusted to implement the AU's research strategy objectives. College of Humanities and Sciences is required to submit a report annually on research activity to the DRGS at the end of the academic year.

Authority and Responsibility of Faculty

AU employs four primary academic ranks: Professor; Associate Professor; Assistant Professor; and Lecturer. Each 'rank' has an associated job descriptor. New faculty receive an orientation and faculty handbook and are generally subject to a probation period of one semester. Faculty applying for promotion are evaluated against the quality and effectiveness of their teaching, the depth of scholarship and quality and impact of published research, and service. AU has specified criteria for promotion to a higher rank.

Faculty members at the Education Department are responsible for developing, evaluating, and periodically updating Programme Educational Objectives, course Curriculum, Course Learning Outcomes, and other aspects related to effective implementation, assessment and evaluation of the programme. Their role is under the leadership of the Head of the Department. They are also required to take part in services, which includes Department, College, and University services, academic and professional activities outside the Ajman University and contribution to students' co-curricular activities.

Support Staff

PPDT as part of Humanities and Sciences College is expected to have a lab assistant support instruction of the various courses in laboratory sessions to provide technical support and maintenance related to hardware, software, and equipment related to the programme.

Part-Time Faculty

Part-time faculty may be appointed in accordance with the externally regulated cap of not exceeding 25% of overall faculty and a teaching load of up to six credit hours per parttime faculty member per week, as specified by the Ministry of Education of the UAE. Their appointment is subject to the same requirements of professional competence and experience as their full-time colleagues. Employment contracts for part-time faculty do not exceed two years but can be renewed subject to University regulations.

5.2   Assessment

Ajman University's human resource management includes attracting and retaining good talent, providing opportunities for professional growth and development, and creating a positive and engaging work environment. The institution has policies and procedures for recruitment, selection, and performance management that help ensure that faculty and staff are selected based on their qualifications and experience, and that their performance is regularly reviewed and evaluated.

Ajman University's teaching staff is composed of highly qualified and experienced professionals who are committed to providing students with a quality education. The institution's rigorous recruitment process ensures that only the most qualified and experienced individuals are selected for the teaching staff. Once hired, Ajman University faculty receive support to ensure they are able to deliver quality teaching and learning experiences.

The administrative staff is also sufficient, as evidenced by the statements made by university members and students in the discussion rounds.   However, the review panel was able to learn little about continuing education opportunities for administrative staff.

Ajman University's teaching staff strives to create a learning environment that is engaging, interactive, and student-centered. Faculty use a range of teaching and learning methods to ensure that students are provided with a variety of opportunities to engage with course content in a variety of ways and to apply their knowledge in real-world situations.

In addition to their teaching responsibilities, Ajman University faculty are also actively involved in research and other scholarly activities. They are encouraged to engage in research and publish their findings in leading academic journals, which helps to enhance the reputation of the institution and provide students with access to the latest research and findings in their respective fields.

Finally, Ajman University faculty members are committed to providing individualized attention and support to students. They provide academic advising, mentoring, and tutoring services to help students successfully complete their program of study and achieve their academic and professional goals.

In summary, the teaching staff is composed of highly qualified and experienced professionals who are committed to providing students with a quality education, create an engaging, interactive, and student-centered learning environment, and are actively involved in research and other scholarly activities.

5.3 Conclusion

The criterion is **fulfilled.**

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

AU provides its students with readily accessible learning resources and facilities that are sufficient, up-to- date and fit for purpose. These resources include physical facilities, learning and support services that are aligned with the needs of a diverse student population within a flexible student-centred learning environment. The learning facilities provided include the following:

- Lecture halls equipped with projectors, smart boards, white boards and flexible seating arrangements that enable interactive and group learning activities.

- Specialized laboratories equipped with modern and up-to-date experimental and practical equipment, instruments and tools (Microteaching lab, and physics lab).

- Computer aided design laboratories in the College of Architecture, Art and Design and College of Mass Communication.

- General-purpose computer labs.

- Exhibition facilities and areas.

- Facilities for seminars, workshops, exhibitions and conferences in Sheikh Zayed Center for Conferences and Exhibitions.

College of Humanities and Sciences allocated a budget for its learning resources in the capital expenditure section of its annual business plan. The budget is required to be aligned with AU strategic goal 1, which aims at ensuring excellence in teaching and learning, strategic goal 2,

which aims at recruiting, supporting and fostering the development of a bright and diverse student body and strategic goal 6, which aims at promoting cutting-edge and innovative support services

AU has a well-established information technology infrastructure to support its teaching/ learning environment and administrative operations and support services. The Office of IT is responsible for providing the IT technology as well as the required technical support to lecture halls, studios, laboratories and other learning spaces. To carry out this responsibility, the Office of IT is staffed with sufficient number of trained IT professionals.

AU provides various support services that take into consideration the needs of its student population. A wide range of services is available for AU students, which include academic advising, personal and career counselling, health, safety, housing, transportation, and sports.

To maintain the quality of the various services provided to students, feedback and satisfaction surveys are conducted regularly. The results of these feedbacks and surveys are analysed and remedial and improvement plans are decided and implemented accordingly.

AU hires qualified administrative and support staff in colleges, administrative offices and support service units. The performance of the administrative and services staff is annually evaluated in order to decide merit-based salary increases for the high performers and professional development plans for those with below average performance.

The Office of Information Technology is responsible for providing information technology infrastructure as well as the required technical support to all facilities in the campus including classrooms, library, studios, laboratories, administrative offices, hostels, etc. The technology support provided is quite adequate to meet the needs of learning, teaching, and research activities. In order to provide high-quality, flexible, and student-centered education, AU employs IT technology applications to allow interaction between faculty and students outside classrooms using an E-learning management system (Moodle).

Intranet and Internet services are provided to AU community members through an efficient and reliable LAN/WAN network infrastructure . The Office of Information Technology provides periodic maintenance of all computing and network resources to ensure continuous IT service for faculty staff, and students. Moreover, faculty, staff and students can contact the Helpdesk at the Office of IT for any urgent requests. Office of IT also upgrades the software on laboratory PCs, three times in their specified life cycle.

Each computing laboratory is staffed with a supervisor responsible for monitoring the operation of all hardware and software resources in the lab and coordinating their periodic maintenance and upgrading. The supervisor is also responsible for ensuring that students have no difficulty in accessing and utilizing IT resources. The Office of IT is also responsible for maintaining

required support for all major IT equipment such as network active devices. Office of IT has in place appropriate policies regarding computer usage, computer security safeguards, and licensure for all software applications. The health checks of IT services is ensured through support and audit agreements with Microsoft, Deloitte, and MDS PAC.

The Office of Information Technology provides its services to AU community through the following four units: Support Unit, Programming and Development Unit, Network and System Unit, Teaching and Learning Unit.

Library

AU has two separate libraries, one for male students and another for female students. The libraries are located on the second floor of the Student Hub Building on the campus with a surface area of 2291 square meters, total students capacity of 240 seats, and five group-study rooms, three of them located at the female library and two at the male library. Each library operates under the same system and provides similar hours of service and learning/information resources.

AU libraries provide anytime, anywhere access to its resources and services through the EBSCO Stacks & EBSCO Discovery Service. This online platform offers a full content management system that allows patrons to search all AU Library's subscriptions and resources as well as content indexed by EBSCO, and serves as the main portal to all AU library resources at the same time. The library has integrated all its third party software and downloadable files as well as remote access to all AU libraries databases. In the same interface, users search the Library catalogue and local content by using the Open Athens authentication system, which provides access to the library's licensed online resources via single sign-on (SSO) technology.

Both libraries have sufficient number of staffs to provide the services needed by the students, faculty, and staff of the University. Ajman University Library currently employs 12 full-time librarians, professional staff, and support staff. The professional staff at Ajman University Library is composed of six individuals including the Library Manager, and five full-time librarians (one head of public services, one head of technical services, one cataloguing librarian, and two reference librarians). Support staff is composed of six individuals and that includes (one acquisitions librarian, one acquisitions assistant, three reference assistants, and one circulation assistant). There are seven employees working at the public services unit including head of the unit. Each library has three public services staff who are working to provide information and circulation services needed by AU students, faculty, and staff.

An annual budget for library expenditure is prepared before the beginning of each academic year in consultation with the deans of the colleges [AU Library Budget and Evidence of Expenditure]. In the past two years, the number of books and other learning resources in the

library has increased significantly. Electronic learning and databases, such as ProQuest Central, EBSCO, E-Marefa, Scopus, IEEE (ASPP), ACM Digital, Emerald Insight, and others, have been added to the collection [AU Library Resources]. Details of e-learning resources can be found on the University Library Portal "website". Each Library can accommodate approximately 180 users at the same time. The Library is equipped with computers and photocopy machines for the use of students and staff. Libraries are also equipped with smart RFID solution, Self Service Machines, and security system to protect materials from theft.

Buildings and Facilities

AU campus is comprised of four main buildings, a sport complex and various supporting facilities. The campus facilities are designed to provide innovative teaching/learning spaces, research, conference, exhibition, and sport facilities to fulfil the needs of students, faculty, staff and the local community.

An indoor sport complex with a built-up area of 2100 m² opened in February 2016. The complex includes courts for volleyball, basketball and handball; a retractable spectator's seats; a semi Olympic swimming pool and two gymnasiums; changing rooms and showers. AU has a standard football ground, a basketball court and a volleyball court. The courts include changing/shower rooms and bleachers for spectators during sporting events.

Student Dormitories

AU has two student dormitories that are fully furnished with services. One of the dormitories is owned by the University and was built in 2015 to accommodate 500 female students; the other is a rented building, which accommodates 300 male students. Students are provided with a shuttlebus between dormitories and University. The female dormitory is comprised of six floors with a total area of 15,500 m². Students are provided with two different types of rooms: single (studio) and twin bed rooms with in-suite bathrooms and kitchenettes. The dorm also includes a multi-purpose hall, a cafeteria, study rooms, lounges, entertainment hall and a gym. Free Wi-Fi connection is available in all rooms.

Access for People with Disabilities

AU exerts considerable effort to ensure an accessible, welcoming environment for individuals with disabilities while ensuring compliance with UAE building regulations and facilities for the disabled. AU facilities are generally accessible to students who use wheelchairs. Automatic door openers are provided at the main entrances and some are accessible with assistance. Ramps, interior layout, circulations, lifts, classrooms and restrooms are designed to allow use by handicapped persons. Handicapped parking spaces with convenient access to the building entrances are reserved for students with disability.

Office of University Facilities

The Office of University Facilities is responsible for planning, developing, upgrading, maintaining and managing the University's physical infrastructure including buildings, engineering services and grounds. The Office also coordinates and supervises the implementation of contractual agreements with external companies in relation to construction of buildings, maintenance and safety.

Student Support Services

Student Counselling Unit

The Counselling Unit, under the Deanship of Student Services, is dedicated to helping students cope with personal and emotional issues that might affect their studies in the university. In delivering its services, it emphasizes trust, respect, confidentiality, and compassion. The overall goal is to maximize students' success by attending to any emotional or personal needs, which may impede their learning. Through personal counselling, students are supported to take charge of their lives, acquire skills necessary for adjusting to the demands of university life, and overcome difficulties that may prevent them from meeting their academic and career goals. Students receive counselling individually or in groups. Students can also get counselling and advice by emailing the Counselling Unit or making a direct telephone call.

Health Services

The Office of Medical Services strives to keep the campus a healthy place. The University clinic provides primary medical care to students, faculty, staff and eligible dependents during working hours. The clinic also provides emergency medical care to the dormitories and campus residents after working hours, during weekends and on holidays. The University has also recently established an Office of Environmental Health and Safety for protecting the health and safety of all members of the AU community.

Transportation

The Transportation Unit is responsible for facilitating commute between student residences or residential halls and the University campus. The unit also provides students with transport to activities outside the University, such as visits to scientific and entertainment events, lectures or conferences. Two standby buses are available around the clock to cover emergency requirements.

Cafeterias and Printing and Photocopying Services

The cafeterias and restaurants in the campus offer a variety of meals and beverages. Separate dining areas are provided for male and female students. Female students living in the University Dorm have a private cafeteria. AU Smart Centre for photocopying and printing offers its services to students on weekdays from 8:30 am to 8:30 pm.

Advising Services

AU is committed to offering high quality academic advising in order to help students achieve their educational goals. Each student is assigned an academic advisor who is a faculty member. Students are encouraged, and sometimes required to meet their academic advisors regularly during the semester. Advisors have online access to their advisees' academic records in order to monitor their progress and guide them in planning course registration prior to the start of each semester.

AU requires all colleges to organize an orientation programme to all newly admitted students. The programme is intending to give students comprehensive information about the semester system, academic rules and regulations, grading and assessment policies as well as the various services offered by the University.

An online advising and registration system is available for all AU students. Students in good academic standing can register their courses online in accordance with their study plans while students with academic warnings (probation) are required to consult their advisors for guidance.

Advising is not limited to acquainting students with their academic programmes, but goes beyond that to future career opportunities in their fields of study and personal skills development.

At the end of each semester, students evaluate the performance of their academic advisors. This evaluation is used to review any shortcomings and thereby further improve the advising system in each college/department.

Community Engagement

The Office of Community Engagement (OCE) is comprised of three units: Units of Community Service, Public Relations, and External Relations. The OCE seeks to play a significant role in the community and endeavours to increase the University's involvement in the community through active participation of faculty, staff, students and alumni in various sustainable community events. The OCE acts as a gateway between AU and local government offices, civic associations, charitable associations as well as community leaders.

Ajman University Innovation Centre (AUIC)

The objective of the AUIC is to promote innovation and entrepreneurship in the UAE through engaging relevant stakeholders to address the nation's industrial issues, market requirements,

government expectations and societal needs. AUIC aims to play a significant role in the rapid and sustainable growth in the UAE national economy. AUIC hosts annually two AUIC idea competitions, and one AUIC design competition. In addition, the Center hosts the AUIC Monthly Global Workshops series to enhance the diversity of co-curricular activities for AU students. AUIC has supported a number of AU student innovation initiatives.

Ajman University Innovation Centre (AUIC)

The objective of the AUIC is to promote innovation and entrepreneurship in the UAE through engaging relevant stakeholders to address the nation's industrial issues, market requirements, government expectations and societal needs. AUIC aims to play a significant role in the rapid and sustainable growth in the UAE national economy. AUIC hosts annually two AUIC idea competitions, and one AUIC design competition. In addition, the Center hosts the AUIC Monthly Global Workshops series to enhance the diversity of co-curricular activities for AU students. AUIC has supported a number of AU student innovation initiatives.

Centre of Continuing Education and Enterprises (CCEE)

The Centre of Continuing Education and Enterprises (CCEE) provides effective, relevant and up-to-date training and testing services for the University students as well as for the external community. The CCEE ensures that students are ready to enrol at AU by providing English proficiency tests. CCEE also actively engages with the community and caters for local and regional market needs by providing high-quality continuous education and training programme.

Professional Development of Support Staff

Ajman University hires and retains a sufficient number of well-qualified administrative staff to facilitate the achievement of University's mission and goals. AU administrative staff have the appropriate skills, qualifications and training that enable them to effectively carry out their duties and responsibilities.

Ajman University is fully committed to ensuring that support staff have the opportunity to continually develop their knowledge, professional skills, competencies and expertise. The professional development of AU faculty and staff is achieved through training workshops and professional seminars. In the last five years, AU organized several training workshops and seminars for the professional development of its faculty members and staff. These training workshops are decided based on a training need analysis process conducted by each college/office at the beginning of the academic year. In addition, the Office of Human Resources is offering all AU employees a full, free, and unlimited access to Linkedin Learning an on-demand library of high-quality instructional videos covering a vast range of software, business and creative skills. With more than 5,000 training courses taught by industry experts and more added every week,

LinkedIn Learning is designed for all levels of learners, and is available whenever the trainees are ready to learn.

Quality Assurance of Support Services

In order to gauge the effectiveness of student engagement and satisfaction with AU services and cocurricular activities (including social, sports, and cultural activities), the Office of Institutional Planning and Effectiveness (OPIE) regularly conducts student satisfaction surveys. Results of these surveys are analysed and remedial and improvement actions are taken accordingly. In addition to students' satisfaction, the OIPE also conducts satisfaction surveys for faculty and staff.

6.2   Assessment

Ajman University's teaching and learning infrastructure is adequate and sufficient to meet the qualification objectives of the programme being accredited. The study programme is an excellent size for (heterogeneous) student-centered learning and faculty embrace this approach very profitably for students (flexible and open communication).

Sound human resource and financial management is critical to the success of Ajman University by ensuring that the institution's resources are used effectively and efficiently to achieve its strategic objectives.

The room and material equipment is appropriate and up-to-date and is described by the students in the interviews as satisfactory. The expert group was able to convince itself of the spatial conditions and framework conditions as well as the equipment during the inspection of the premises. The available spatial, material and technical resources are well suited for the adequate implementation of the study program.

The use of the library is rated as very good, but the physical book stock is outdated and should be updated. However, online access to the library and online databases is very good.

Ajman University also uses plagiarism software to ensure the originality of students' work.

The Ajman University`s financial management included establishing clear financial policies and procedures, ensuring effective and efficient management of financial resources, and regular reporting and analysis of financial performance. The financial resources or the budget and material resources are appropriate for the study programme objectives and are secured for the period of accreditation. Ajman University established policies and procedures for managing its financial resources that helped ensure that resources were used effectively and efficiently.

Considering the advancing digitalization processes, Ajman University could offer even more student services online to its students.

6.3 Conclusion

The criterion is **fulfilled.**

7 ESG Standard 1.7: Information management

> **Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.**

7.1 Implementation

AU utilizes various channels for faculty, students and other stakeholders to provide their feedback and suggestions to the University management, and thereby contribute in the decision-making process and continuous improvement of the institution. For faculty, the channels used are at various levels: department, college, and institution. At the institution level, feedback from faculty is sought on a yearly basis using online questionnaire that focuses on matters that are important to them. The Chancellor also holds a series of meetings with faculty members of individual colleges, in the presence of the VCAA, and learns from them first hand their issues and suggestions for taking appropriate decisions at the institution level. In addition, the Chancellor holds regular meetings (Majlis) with faculty and staff to share with them important developments at the institution level and seeks their input for making decisions for further improvements. Students' feedback is sought through many channels – Chancellor Majlis, online course feedback, online advisory feedback, student voice, online surveys, and student council.

Continuous improvement is possible through appropriate accessibility to valuable data, as an aid to strategic and operational decision making. Institutional research as an essential part of the OIPE activities shall play a very important role of promoting this development and delivering academic quality assurance. For this purpose, an independent Unit of Institutional Research has been established in OIPE.

The institutional research activities are carried out regularly in order to assess the institutional performance and determine the effectiveness of all academic and non-academic units and to ensure continuous quality enhancement. In achieving this objective, institutional research is responsible for systematic data collection, analysis and interpretation, in order to improve the quality of academic programmes as well as to enhance the performance of various units and operations supporting the academic programmes. As the sole upkeep of institutional database information related to student, faculty, academic programmes, and national higher education data, institutional research shall serve as the main voice of the University.

The activities of institutional research unit could be summarized as the following:

- To provide analytical and technical support to AU management to support strategic planning and operational decision-making.

- To produce the University FactBook, which includes analytical data about AU colleges and academic programmes. It is available for use by all members of the University community.

- To provide data to the Centre for Higher Education Data and Statistics (CHEDS).

- To create and maintain databases of student enrolment, academic performance, retention, attrition, and graduation rates, etc.

- To produce annual University report.

- Collect and analyse data related to global ranking activities at the University and submit appropriate data required by ranking agencies.

The career opportunities are provided under PPDT programme description in the graduate Student Catalogue and the University website (www.ajman.ac.ae).

While the Institutional Research Unit in OIPE is responsible for collecting and analysing the institutional data, it is the Quality Assurance Unit in OIPE that is responsible for ensuring the quality of the information provided in the institutional documents and that it is accurately represented on the University website. For this purpose, it liaises with all the Colleges on one hand and with the webmaster on the other.

ry recent initiative by OIPE is the use of the Laserfiche's cloud content services platform for content capture, document, and records management, to make institutional data accessible online for the higher management, Deans, and other administrators.

The Assessment and Effectiveness Unit of OIPE is responsible for collecting all relevant data and information in relation to academic programmes. The assessment reports gathered and reviewed by OIPE are used to monitor the progress made by the academic programmes in implementing the planned corrective and improvement actions with the ultimate aim of continuous improvement.

Information about different learning resources and student support services is available on University website (www.ajman.ac.ae) as well as in Student Handbook.

7.2 Assessment

Ajman University has a well-functioning information management system. The current and complete data structure is used very well for the internal quality management system. The analysis of data is accompanied by quality assurance measures and planning of follow-up

activities. Ajman University's information management system is comprehensive and several departments are responsible for statistics and data management at the university level.

The information collection, analysis and management system at the University is based on the use of information and communication technologies and software.

Ajman University has the necessary procedures for collecting and analyzing information on programs at all levels (including key performance indicators, student body information, academic achievement levels, student performance and examinations). Educational resources and student support services are made available to students. For most of the above criteria, the university has specific activities and uses the information received.

The expert group notes that Ajman University regularly collects and analyzes information about programs, students, graduates and its other activities as part of the quality management system and makes it available to the internal system for quality assurance.

Both students and faculty at Ajman University are involved in the processes through a procedure and existing structures at the university. In addition, graduates and employers are also involved in the process.

As part of Ajman University's quality management, data on students is collected and their assessment is carried out. Also, based on the university's self-evaluation report and discussions during the on-site visit, the expert group was able to confirm that the institution implements the necessary measures to evaluate the quality of teaching.

Information management includes the use of various methods to provide information to learners, employers, stakeholders, and faculty of educational programs.

Confidentiality of information is ensured. Management of information security in the educational process at all levels of education is consistent with the mission of the University.

7.3   Conclusion

The criterion is **fulfilled.**

8   ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1   Implementation

AU publishes information about all its activities, which is clear, accurate, objective and up-to-date. AU publications follow well-defined approval procedures, are internally consistent with

one another, and accurately portray the institution. For all institutional documents such as Catalogues, Handbooks, and Manuals, the Office of Institutional Planning and Effectiveness (OIPE) is responsible for updating the electronic and print versions as well as the material presented on AU website. The institutional documents are reviewed periodically to ensure their currency and accuracy.

Information about all graduate programmes offered by the University is provided in Graduate Student Catalogue and University website. This information includes admission requirements, the objective of the program, the programme learning outcomes, the graduation requirements, the qualifications they award, study plans, and catalogue course descriptions. Career opportunities and some key performance indicators such as recent pass rates and continuation rates are also provided on AU website. Information about learning resources is also provided.

All student recruitment policies, procedures and activities are published in print and/or electronic format and are consistent with the CAA requirements. Students' tuition fees and financial regulations are communicated to students, publicized on the website, and included in the Graduate Student Catalogue as well as in the financial policies in the Policies and Procedures Manual.

It is the policy of the University that all communication activities are the responsibility of the office of Marketing & Communications (OMC). These activities may include but are not limited to print and digital publications, advertising, logo and brand identity, press releases, social media, and AU website. This will ensure that Ajman University communication activities are coordinated through one central office. No other party or person is authorized to issue or release any of these activities without the prior approval from the OMC.

AU maintains a comprehensive and up-to-date website, which contains all institutional information (academic and administrative), policies, guidelines, announcements and the University's current news and events. The website is readily accessible by prospective students, parents, current students, faculty, staff, local community and website visitors. The website is revised periodically and updated with current news and activities on regular basis. It includes detailed information about each of the offered academic programmes that enable prospective students, their parents and families to make informed decision with regards to enrolment in these programmes. The website contents can be classified as follows: Institutional Information; Information about Departments/Colleges and Academic Programmes offered by each Department/College; Research, Scholarly Activities and Information about AU Innovation Centre; Online Student Services, Institutional Documents, Events and Current News.

AU recognizes social media as an important means of exchanging of information with its students, staff and the public. For this purpose, AU authorizes its colleges, departments, and offices to use its official social media accounts.

The Deanship of Student Services publishes a Newsletter on AU social media and for students by their AU email about their recent activities and upcoming events.

MEEM TIMES Magazine which is published by AU students under the supervised by the Deanship of Student Services allow students to share their experiences and success stories during their university life in order to create a stimulating and inspiring environment. The Office of Student Life oversees the publication of the students e-magazine in both Arabic and English, at the end of each semester.

Ajman University, in keeping with its mandate and core value of integrity, which relates to the guiding principles of honesty, trustworthiness, transparency and accountability, strives its best to represent itself accurately. AU ensures that all its institutional and programmatic documentation available to the public in print or electronic form is current, consistent and accurate. AU guided by relevant policies (Transparency and Institutional Integrity Policy Statement and Publications Policy), AU publishes accurate, consistent and current information about the University and its programmes in its student catalogs and other institutional publications as well as on its website.

Graduate Student Catalogues

The Graduate Student Catalogues are published annually in order to provide students updated information on their academic programmes. They are meant to be reference guides to students about the University, the programmes offered by each of the nine colleges, admission and registration procedures, services and resources, tuition fees, financial regulations and other important regulations and policies concerning them.

Student Handbook

The Student Handbook includes information on AU system of education, academic programmes, admission and registration policies and procedures, orientation programme for new students, academic. advising, change of major, academic evaluation, assessment and grading, attendance policy, academic probation, graduation requirements, student records, information technology and learning resources, health and safety, student services, student complaints, career counselling, financial regulations and the academic calendar.

Quality Assurance Manual

The Office of Institutional Planning and Effectiveness (OIPE) has developed and maintained a Quality Assurance Manual that provides guidance to academic, administrative and support

units for enhancing and improving the assessment processes within the context of continuous quality improvement. It describes the IE (Institutional Effectiveness) Model of the University and explains the assessment processes with particular focus on CLOs-based assessment of Programme Learning Outcomes (PLOs) and the processes used for assessment of non-academic units. It also provides the calendars for course assessment for both semesters as well as the calendar for the assessment of non-academic units. Some assessment-related templates and sample survey forms are also included in the Manual.

Policies and Procedures Manual

AU has developed a comprehensive policies and procedures manual that contains various policies and procedures classified as follows: Governance and Management, Quality Assurance, Educational Programmes, Research and Scholarly Activities, Faculty and Professional Staff, Students, Health, Safety and Environment, Learning Resource Center, Fiscal Resources, Financial Management and Budgeting, Legal Compliance and Public Disclosure and Community Engagement.

Faculty Handbook

The Faculty Handbook is designed to serve as a general guide about policies and procedures concerning faculty members. It contains information about faculty hiring procedure, terms of contract, job description, role and responsibilities, rights, workloads, development and promotion policies, performance review policies, and grievance and appeals.

Staff Handbook

The Staff Handbook is designed to serve as a general guide to AU staff members. It contains information about staff hiring procedure, terms of contract, role and responsibilities, benefits and allowances, policies of attendance and leaves, disciplinary policy, grievance and appeals.

8.2 Assessment

Ajman University's high level of digitization stands out in general. Stakeholders can easily access all relevant information. The university's website provides general information about the College of Humanities and Sciences and the degree programmes offered by the college. The "Professional Postgraduate Diploma in Teaching" website provides information about the mission and goals of the programme, as well as the requirement of a high school diploma with a minimum score for admission. It also provides a summary of programme objectives, learning outcomes, and graduation requirements.. The following information is not yet listed or accessible on the website regarding information about the programme structure, credit hours, and course descriptions. This information should always be presented in a transparent and up-to-

date manner: The webpage is in English, and the information on the sub-pages linked to it is in Arabic. However, all information should be provided in both languages.

Ajman University is active on various social media platforms, especially the information about the "Professional Postgraduate Diploma in Teaching" should be more visible on social media.

Faculty and student engagement in research and the results of research activities should be visible to peer groups and the public.

Students who are enrolled are notified of new information/announcements via Moodle and directly via messaging communications.

The College of Humanities and Sciences has an alumni newsletter and magazine to connect more closely with alumni. This newsletter should be visible on the programme homepage/social media. There is room for improvement in the area of promoting the program to the public using other forms of communication to reach target audiences, such as social media, listservs, etc: The programme should therefore increase the visibility of the programme to the public in order to attract even more students. In order to attract future students within and outside the UAE, the university should ensure that the programme's goals and actions are more visible to the public. This could be done primarily by posting information on the website that is consistently written in Arabic and English.

Information about the programme should address student diversity by providing specific information for prospective international students and students with disabilities or special needs.

Program activities in communities and schools should be featured on the website.

8.3   Conclusion

The criterion is **fulfilled**.

9   ESG Standard 1.9: On-going monitoring and periodic review of programmes

> **Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

9.1   Implementation

Ajman University engages in an ongoing, integrated, comprehensive and inclusive research-based planning and evaluation processes to assess and improve the institution's quality on a regular basis. These processes include a systematic evaluation of the achievement of institutional goals in order to ensure that the University is effectively accomplishing its mission. The Executive Director of OIPE heads the Assessment Planning Committee (APC) at the university

level. The APC is responsible for planning, directing, and monitoring the assessment, continuous improvement, and evidence-based planning and budgeting across all units in the University. The processes described below illustrate how monitoring and review processes are periodically conducted externally and internally to ensure the quality and the relevance of AU's academic programmes.

Assessment and Continuous Improvement of Academic Programme

The assessment process at AU is comprised of the parts: assessment of academic programmes and assessment of administrative and support (non-academic) units. For academic programmes, the assessment process is defined in detail in the Quality Assurance Manual. It covers both direct and indirect forms of assessment. The Manual also explains how assessment results shall be used to define corrective and improvement actions to be carried out in the following semesters with the main objective of achieving continuous improvement of all academic programmes. The Effectiveness Reports submitted at the end of the academic year demonstrate "closing the loop" for all academic programmes at AU.

Roles and Responsibilities for Programme Assessment

The Institutional Effectiveness Committee (IEC), at the University-level, has a mandate to ensure institutional effectiveness and continuous quality improvement in all areas in accordance with local and international accreditation standards and best practices. Each member of the IEC has been designated as Institutional Effectiveness (IE) Coordinator for the assigned unit. The IE coordinator for each college is the Head of College Effectiveness Committee (CEC) and shall provide support and guidance to all Assessment and Continuous Improvement Committees (ACICs) operating at the department levels in that college. The roles and responsibilities of the Co-Chairs of the academic and non-academic units as well as IE Coordinators are explained in the Quality Assurance Manual.

Monitoring and Review of Programme Content

The Professional Postgraduate Diploma in Teaching programme obtained a renewal of accreditation in 2021 from CAA of the Ministry of Education in the United Arab Emirates, for a period of four years ending on August 31, 2025, after which reaccreditation is necessary. This means that the programme undergoes a review process on a four-year cycle. This is supplemented by an annual monitoring process involving scrutiny of the course files, which are maintained by the staff member responsible for delivering each course and which contain the syllabi of the current and previous versions of the course, and copies of all teaching material and assessments. Each file also contains an Instructor Course Assessment Review that comprises a comprehensive review of the delivery of the course and quantitative analysis of student performance.

The Instructor Assessment Reviews are submitted to the Education Department's Assessment and Continuous Improvement Committees that check that all the necessary information has been supplied and review the reports. Following this review, the reports go to the College's Effectiveness Committee and on to the Institutional Effectiveness Committee, which is ultimately responsible for oversight of all aspects of monitoring and enhancing the effectiveness of the programme, including continuous quality improvement.

Externality is also provided through the involvement of alumni, employers, external internship supervisors and other external experts in the preparation of submissions for reaccreditation, a process that begins around two and a half years into the four-year cycle. CAA also appoints external members onto its reaccreditation panels.

In addition to accreditation by the CAA, one programme (Bachelor of Arts in Sociology and Social Work) delivered by the College has international accreditation. This provides another external dimension to the continuous improvement process.

The University has effective mechanisms in place for gathering student feedback on its courses and programmes. At the end of each course there is an evaluation survey and an exit survey, the Senior Students' Feedback Questionnaire. These have recently been supplemented by the introduction of a requirement for meetings between staff and student representatives to seek feedback on the quality of the learning and teaching experience, and the learning outcomes and contents of the courses and programmes. Professional support services Such as Deanship of Student Services, Deanship of Research and Postgraduate Studies, Library, and Counseling Unit, are also involved in the preparation for reaccreditation.

The Changing Needs of Society

The Professional Postgraduate Diploma in Teaching Programme (PPDT) is kept up to date at each reaccreditation cycle to take into account the changing market, societal needs, evolving professional practice as well as advancement in science and technology. Here are the latest modifications to the programme that have been approved by the CAA:

1. Amended the name of the programme to be:

A. In Arabic: دبلوم الدراسات العيا المهني في التدريس

B. In English: Professional PostGraduate Diploma in Teaching .

2. Amended the names of the following courses:

A. Fundamentals of Curriculum and Instruction (CUR 550) to Fundamentals of Curriculum (CUR 550)

B. Psychological and Educational Measurement and Evaluation (EVA 553) to Educational Measurement and Evaluation (EME 553)

C. Methods of Teaching Graphic Design to Methods of Teaching Design, Technology and Innovation.

3. Transferring the Educational Measurement and Evaluation course (EME 553) from the list of compulsory courses to the list of elective courses.

4. Transferring the Basics of Scientific Research and its Applications in Education course from the list of elective courses to the list of compulsory courses.

5. Adding remedial courses (9 hours maximum) for conditional admission students.

6. Transferring the elective course to the first semester.

7. Include in each of the specialized teaching methods courses a subject related to measurement and evaluation.

8. Modifying the content of the Graphic Design Teaching Methods course to Teaching Design, Technology and Innovation, in line with the newly developed study materials for the Ministry of Education.

9. Adjusting the distribution of assessment marks: class work 50 marks, midterm exam 20, final exam 30,

10. The PLOs have been reformulated according to the UAE National Qualifications Authority system.

Policies of Students' Workload, Completion, and Progression

Students' Workload and Completion

All students have to complete the programme requirements as per the study plan. The minimum for the completion of the study programme is a full academic year and the maximum for the completion of the study is two academic years. A student will be awarded a Professional Postgraduate Diploma in Teaching after successfully completing the study of 24 credit hours. To be qualified for graduation, the student must: a) Complete the core and elective courses with at least 2.5 CGPA out of 4 and b) Pass the practicum course with a minimum of 3 GPA (B grade).

Graduate students from other accredited Institutions can join AU programmes as per AU's transfer policies and procedures that comply with the CAA's Standards.

Student Progression

Students select courses for each semester in consultation with their academic supervisors and in accordance with their study plan. The selection process of the courses takes place during both the early registration and the regular registration periods. The registration system will automatically check that the selected courses are listed in the student's study plan, the student has met prerequisites of the selected courses, if any, and the student has met the minimum credit hours required to register the selected courses, if any. The minimum and maximum study loads of the student are also adhered to. Academically warned students have a reduced study load and their progression is monitored by their academic advisors. Relevant details are provided in the Policies and Procedures Manual.

Student Teach-Out Policy

Ajman University has implemented a Teach-out Policy that explains the process adopted by Ajman University in case of discontinuation of an academic program offered by the University or closure of the institution as a whole. This policy applies to all academic programmes offered by Ajman University, including Professional Postgraduate Diploma in Teaching program, as well as students enrolled in these programmes and the University as an institution. All academic programmes offered at Ajman University, including Professional Postgraduate Diploma in Teaching program, are abide by the 'Teach-out Policy" that addresses the University's responsibility to make necessary arrangements for students to complete their academic programmes in cases where institutions are closed or programmes discontinued. For further details, refer to AU Policies and Procedures Manual, Teach-out Policy. Based on the Professional Postgraduate Diploma in Teaching program's history and robust performance since its inception and the trends going forwards, the College does not need or intend to phase out the program in the short term. However, if it becomes imperative to phase out the program, the College does possess all the resources to fulfill all commitments towards the teaching out of the program, as per the existing policy approved by the CAA

PPDT Programme Effectiveness

Programme outcomes assessment and evaluation is becoming an important process in providing improved education to students through modified curriculum and instruction. It has also become an important element of any academic programme accreditation review. To this end the College of Humanities and Sciences (CHS) has established procedures and tools for assessing and evaluating the outcomes of the programme according to the institution's effectiveness (IE) model

Self-Assessment of PPDT Programme's Goals and Learning Outcomes

The PPDT Programme's assessment flowchart is designed on the basis of the following guidelines:

• The assessment model is meant to be comprehensive in the sense that it endeavors to assess both inputs and outputs of the programme from the viewpoint of all stakeholders including instructors, students, graduates and employers.

• Furthermore, the model uses a combination of assessment tools to make up for any deficiencies of some of these tools.

• The assessment process is meant to be an on-going one to facilitate change and development of the PPDT Programme.

Assessment instruments used to evaluate PPDT programme outcomes

To evaluate the outcomes of the programme, a number of assessment instruments are used, which are categorized as Direct and Indirect Assessment Tools:.

Direct Assessment Instruments

1. Course-Embedded Assessment

2. Tests and Examinations

3. Portfolio Evaluation

4. Microteaching

5. Practicum Evaluation

Indirect Indicators of Learning

1. Exit Survey and Exit Interviews

2. Alumni Survey

3. Employer Survey

4. Internship Survey

The overall effectiveness of the PPDT programme is assessed regularly to ensure that it remains educationally effective and valid and continues to meet the requirements specified by the University and CAA.

Assessment of the learning outcomes of each course of the programme

The CHS aims to maintain and improve the overall quality of the PPDT programme through continuous improvement of the curriculum. This can be obtained through the integration of outcomes assessment and continuous improvement. It focuses on feedback from each stakeholder group. Appropriate instruments are selected for direct and indirect assessment of

course learning outcomes (CLOs) and the required data are gathered using a variety of assessment instruments including tests, projects, exams, etc. A computer programme named CAP (CLOs-based Assessment Program) was developed by OIPE. For each course, the instructor will provide marks obtained by students for each CLO in that course. Multiple assessments of individual CLOs can also be incorporated. A CLO is considered achieved (through direct assessment) if: Average marks of course students for a CLO ≥ 80% These are minimum possible threshold values. In addition to the above achievement criterion based on direct assessment, students' feedback on the achievement of CLOs is also sought. In case of any noticeable difference in the results of direct assessment based on the average marks of course students for CLOs and the results of indirect assessment based on students' feedback on achievement of CLOs, the instructors are required to provide their feedback using the Instructor Course Assessment Report (ICAR), on possible reason(s) for noticeable difference and any actions needed to minimize such differences.

Achievement of Programme Learning Outcomes (PLOs)

A combination of both direct and indirect assessment instruments are utilized. These instruments include the following: Average marks of students mapped to a PLO using CLOs-based assessment; Exit survey of senior students; Employers' survey and Alumni survey.

PLO is considered achieved (through a combination of both direct and indirect assessments) if the percentage score of a PLO is ≥ 80% weight for direct assessment score and 20% weight for indirect average assessment score of the above three surveys. For further explanation on assessing a PLO, refer to Assessment Process for Academic Programmes on AU Quality Assurance Manual 2021-2022.

Planning for Programme Improvement

College of Humanities and Sciences (CHS) is committed to excellence and is fully engaged in ongoing quest for continuous self-assessment, critical evaluation and self-improvement of academic programmes in accordance with the process described in the Quality Assurance Manual that provides tools and guidance to academic departments for developing and implementing their assessment plan for continuous improvement and the PPDT programme is of no exception. The process is a requirement for all academic departments and its implementation is monitored by OIPE with the support of various standing committees such as the Institutional Effectiveness Committee (IEC), the Continuous Improvement Committees (ACICs), and the College Effectiveness Committees (CECs). The IE Model is consistently applied for assessment and evaluation of the PPDT programme leading to continuous quality improvement of the PPDT programme as well as of administrative and support services through closing the loop with the ultimate aim of achieving the strategic goals and the mission of the University.

The processes and procedures used to effectively implement the quality assurance policy are described in the Quality Assurance Manual (QAM). It explains the assessment processes with particular focus on CLOs-based assessment of Programme Learning Outcomes (PLOs). It also provides the calendars for course assessment for both semesters as well as the calendar for the assessment of non-academic units. The processes and procedures are comprehensive as they are applied to both academic and non-academic units including all administrative and student support services.

The Effectiveness of Procedures for Assessment of Students

The course syllabi provide a wide range of assessment methods that a course instructor may choose from to assess students' performance depending on the nature of the course. Assessment methods that a course instructor may choose are one or more of the following:

• Formal examinations, such as quizzes, tests, midterms, and final examinations.

• Practical examinations conducted in Computer lab, Microteaching , etc.

• Course projects, assignments, seminars, case studies, etc.

To ensure the suitability of assessment methods, the course syllabus also contains:

• A mapping between assessment methods and course learning outcomes to ensure that assessment tools are aligned with the level, knowledge, and skill appropriate to each course learning outcome.

• A mapping between course learning outcomes and the units comprising course content.

• List of specific activities that are used to assess course learning outcomes.

Every course instructor has the opportunity to comment on the effectives of the assessment instruments and their suitability for assessing the CLOs and may provide suggestions for improvement in the Instructor Course Assessment Report (ICAR). The ICAR compares students' perception of their attainment of CLOs, collected through surveys, with their attainment of CLOs as measured by the assessment instruments. Large persistent discrepancies between the two can provide an indication of the relevance of assessment methods and instruments and their effectiveness.

The reports prepared by the ACICs (Assessment and Continuous Improvement Committees) are reviewed by the HoDs and the CECs (College Effectiveness Committees) for any needed actions. The Curriculum Committees and Departmental Council Meetings also discuss the recommendations of the ACICs. The systematic process, as defined in the Quality Assurance Manual, ensures continuous quality enhancement in all aspects of the PPDT programme.

Student Expectations, Needs and Satisfaction in Relation to the Programme

Students Course Evaluation

Students' feedback with regard to courses, instructors, library resources, and e-learning services are collected on line each semester by the Office of Institutional Planning and Effectiveness (OIPE) and made available to Deans, HoDs and faculty members. For the PPDT programme, the survey questions are divided into three categories: course-related questions, instructor-related questions, and lab/studio/clinic instructor-related questions. Feedback results are reported for each course in the Instructor Course Assessment Report (ICAR) and faculty members are required to address issues indicated by this feedback in the next offering of the course.

Evaluation of Academic Advising

As part of its dedication to academic success, CHS is committed to providing high quality academic advising in order to help students in the development and pursuit of academic objectives consistent with their goals. CHS evaluates the effectiveness of its advisory services through an online advisory evaluation form every semester. Specifically, students provide a response with yes or no for a number of questions relating to their knowledge of study plan, course selection, and the advisor's role. Results of this evaluation are provided to the to the concerned faculty members to improve on their advising in areas identified by the feedback.

The learning environment and support services and their fitness for purpose for the Programme

Students' feedback with regard to the learning environment and support services is sought through the use of many channels – course feedback, student satisfaction survey on AU Services, student support platform, Student Council, etc.

The student support platform (Kayako), managed by the Office of Strategic Communication, Marketing and Student Recruitment, provides a very effective opportunity for students to voice their concerns and complaints. The Contact Center Agent in AU Contact Center makes an attempt to resolve the issue or complaint to the satisfaction of the students. If this does not happen then the complaint or issues will be raised to the concerned Line Manager for their prompt action.

9.2 Assessment

Quality assurance is a basic component of Ajman University`s academic strategy, as the institution was committed to providing high-quality education and support services to its students. To ensure that its academic programs and services met the highest standards of quality, Ajman University has established a robust quality assurance framework.

The framework involved regular monitoring and evaluation of the institution's academic programmes and services, as well as the implementation of continuous improvement initiatives. Ajman University used a range of tools and techniques, such as student surveys, faculty evaluations, and academic audits, to assess the quality of its programs and services.

Ajman University also had a rigorous process for program development and review, which involved input from faculty members, industry partners, and other stakeholders. This ensures that the institu-tion's academic programs were up-to-date and relevant to the needs of the students and the industry.

Moreover, Ajman University has established partnerships with other institutions, industry partners, and professional organizations, which helped to enhance the quality of its academic programs and services. These partnerships provided opportunities for collaboration, knowledge sharing, and joint initiatives, which helped to keep Ajman University at the forefront of the education industry.

Finally, Ajman University had a strong commitment to transparency and accountability, which was evident in its regular reporting and dissemination of information about its academic programe and services. This helps to build trust and confidence among the institution's stakeholders, and it also helped to identify areas for improvement and further development.

Overall, Ajman University`s quality assurance framework is instrumental in ensuring that its academic programs and services met the highest standards of quality. This commitment to quality helps to enhance the institution's reputation, attract top talent, and provide students with the knowledge and skills they needed to succeed in their careers.

To ensure the ongoing quality of its programme, the institution conducts ongoing and periodic reviews of its courses. While these reviews have been effective in maintaining the quality of the institution's programe, there are areas where the institution could improve its review processes to further enhance the quality of the study programme "Professional Postgraduate Diploma in Teaching": In the spirit of a transparent understanding of quality, evaluation results should be fed back to students: Confidence in a university's quality assurance system usually implies general feedback to the students themselves. This completes the general measures in the university's QA system and strengthens the quality of feedback in all directions of the stakeholders. This should possibly be done at the level of the lecturers themselves in a conversation with the students.

Overall, while Ajman University conducts ongoing and periodic reviews of its courses to maintain the quality of its programs, there are areas where the institution could improve its review processes to further enhance the quality and relevance of its courses. By focusing on student learning outcomes, leveraging data and analytics, and engaging more actively with external

stakeholders, Ajman University could ensure that its programs meet the needs of students and the broader community even more and remain relevant in the fast-changing job market.

9.3 Conclusion

The criterion is **fulfilled.**

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

Ajman University considers quality assurance as an ongoing process and in this respect it highly values the external feedback that has always contributed it in enhancing the quality of academic programmes as well as various support services.

Ajman University received its first institutional accreditation (Licensure) in the year 1994 and since then it has been undergoing periodic reviews for Renewal of Licensure. These reviews have contributed in improving the curricula, delivery methodologies, assessment instruments, learning resources and support services.

Ajman University is accredited by the UAE CAA at both institutional and programme levels. All higher education institutions in the UAE are required to meet common expectations for academic and institutional quality. These common expectations are set out in the National Standards . The Standards have two key elements: Standards for Institutional Licensure (SIL); and Standards for Programme Accreditation (SPA). A National Register of Licensed higher education institutions is maintained and published by the UAE Ministry of Education [CAA website]. Once approved, all licensed higher education institutions are then subject to a periodic monitoring and review process undertaken by CAA. Recognition of academic programmes through accreditation can only take place when the institution itself has been licensed.

In compliance with the CAA Standards, all academic programmes offered by Ajman University, after their initial accreditation, are periodically reviewed by external review teams for their full accreditation/reaccreditation. The CAA decides the period of these external reviews, which is usually five years. In addition, some of Ajman University academic programmes have received international accreditation. Each of these internationally accredited programmes shall be periodically reviewed in accordance with the policies of the respective accrediting body.

Every five years, AU must apply to CAA for renewal of its licensure. AU has gained CAA accreditation on multiple occasions, the latest being November 2019. The evaluation reports provided by the CAA teams following the site visits to AU contribute to AU's continuing quality enhancement processes.

International Accreditations, Rankings and Ratings

AU is globally accredited at the institution-level by the Quality Assurance Agency (QAA) of the United Kingdom. AU is one of the first six in the world, only three universities in the entire MENA region and among the first in the UAE to hold global accreditation from the Quality Assurance Agency (QAA).

In addition, 14 of AU's academic programmes have also gained international accreditation from reputed international accreditation agencies, such as ABET, AACSB, ACPE, ACCA, UNESCO-UIA, AQAS and Hcéres for Electrical Engineering, Biomedical Engineering, Pharmacy, Accounting, Architecture, Law, and Sociology and Social Work . AU is globally ranked by QS World University Rankings and rated by QS Stars University Ratings QS Fact File – Ajman University.

Accreditation/Reaccreditation of the PPDT Programme by CAA

All academic programmes offered by AU are accredited by the CAA. The CAA accreditation process of academic programmes has three phases: initial accreditation full accreditation and renewal of accreditation (two phases in the newly revised Standards 2019; initial accreditation and renewal of accreditation). In each of these phases, an External Review Team (ERT), appointed by the CAA, reviews the self-study report prepared by the college/department. The Professional Postgraduate Diploma in Teaching programme was launched after obtaining the initial accreditation from the CAA in 2010, and the first class was enrolled in the 2010/2011 academic year. It obtained the full accreditation from CAA in 2014, then the programme obtained a renewal of accreditation in 2021 from CAA, for a period of four years ending on August 31, 2025. The recommendations and suggestions given in the ERT reports have significantly contributed in many improvements over the past decade.

10.2 Assessment

Ajman University as an academic institution that is committed to providing high-quality educational programs to its students. To ensure that the quality of its programs remains high, the institution conducts ongoing and periodic reviews of its courses. While these reviews have been effective in maintaining the quality of the institution's programs, there is a need for the institution to con-duct cyclical reviews by external experts to ensure that its programs remain relevant and of high quality.

External experts bring a fresh perspective and a wealth of experience that can help institutions to identify areas for improvement and to make informed decisions about program revisions and updates. By engaging external experts in cyclical reviews, Ajman University could gain valuable insights into emerging trends in its fields of study, as well as best practices and innovations in pedagogy and program design. External experts could also provide feedback on the relevance and effectiveness of the institution's programs, as well as recommendations for improving the quality and impact of these programs.

In addition to the benefits of engaging external experts, cyclical reviews can also help to ensure that Ajman University meets the standards of its accrediting bodies. Many accrediting bodies require institutions to undergo periodic reviews by external experts to ensure that their programs meet the standards of the accrediting body. By conducting cyclical reviews by external experts, Ajman University could ensure that it remains in compliance with the standards of its accrediting bodies and that its programs continue to meet the needs of its students and the broader community.

Overall, while Ajman University conducts ongoing and periodic reviews of its courses to maintain the quality of its programs, cyclical reviews by external experts are conducted as well. By engaging external experts in cyclical reviews, Ajman University could gain valuable insights into emerging trends and best practices, as well as feedback on the relevance and effectiveness of its programs. Further-more, cyclical reviews by external experts could help to ensure that the institution meets the standards of its accrediting bodies and that its programs remain of high quality and relevant to the needs of its students and the broader community.

10.3 Conclusion

The criterion is **fulfilled.**

IV   Recommendation to the Accreditation Commission of ACQUIN

1   Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)

The study programme **„Professional Postgraduate Diploma in Teaching Programme"** **(Graduate Diploma)** was assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG)

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled.**

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled.**

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled.**

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled.**

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled.**

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled.**

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled.**

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled.**

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled.**

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled.**

2   Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation of **„Professional Post-graduate Diploma in Teaching Programme" (Graduate Diploma)** with following **recommendations**:

1. The programme should increase the visibility of the program to the public in order to attract even more students.

2. In the sense of further developing the programme, additional specializations should be introduced within the curriculum.

3. In the sense of a transparent understanding of quality, evaluation results should be fed back to students.

4. The programme should be made more attractive to international students.

V   Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statements of the Higher Education Institution the Accreditation Commission of ACQUIN makes on the 19 June 2023 the following decisions unanimously:

The study programme Professional Postgraduate Diploma in Teaching Programme (Graduate Diploma) at the Ajman University is accredited without any conditions.
The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programme:

- The programme should increase the visibility of the program to the public in order to attract even more students.

- In the sense of further developing the programme, additional specializations should be introduced within the curriculum.

- In the sense of a transparent understanding of quality, evaluation results should be fed back to students.

- The programme should be made more attractive to international students.