



جامعة عجمان  
AJMAN UNIVERSITY

# POLICIES AND PROCEDURES MANUAL 2024-2025





## TABLE OF CONTENTS

<b>1. Governance and Management</b> .....	<b>7</b>
AU Mission, Vision and Values .....	8
Board of Trustees Policy .....	10
Board of Trustees Conflict of Interest Policy .....	19
Board Performance Evaluation Policy.....	21
AU Organization Chart Approved by the Board of Trustees on 22 May 2024 .....	23
University Cabinet.....	24
Standing Committees.....	26
Policy on College and Department Councils.....	40
Institutional Planning Policy .....	44
Operations Risk Management Policy .....	47
Policy on Policies .....	66
<b>2. Quality Assurance</b> .....	<b>73</b>
Quality Assurance Policy .....	74
Policy on Adoption of Accrediting Agencies Policies and Procedures .....	82
Policy and Procedure on Surveys.....	83
Institutional Documents Revision, Approval and Archiving Policy .....	86
<b>3. Educational Programs</b> .....	<b>88</b>
Academic Program Development and Revision Policy .....	89
Substantive Change Policy .....	92
Collective Ownership of Curriculum .....	95
Program Specification Policy .....	97
General Education Policy .....	99
Undergraduate Completion Policy.....	102
Graduate Completion Policy .....	106
Policy on Double Major, Major/Minor and Second Degree .....	110
Joint/Dual Degrees Policy .....	112
Teach-Out Policy .....	114
Advance Standing and Prior Learning Assessment and Recognition (PLAR) Policy .....	116
Credit Hour Policy.....	119
Dual Credit Program Policy .....	120
Teaching and Learning Policy .....	121
Internship Policy .....	126
E-Learning Policy.....	131
Academic Progress Policy .....	138
Assessment and Grading Policy .....	147
Policy on Assessment Turnaround Time and Feedback to Students .....	151
Grade Entry Policy .....	152
Policy on Double Marking and Moderation.....	154
Policy for External Examiners and Reviewers .....	156
Independent Study Policy.....	160
Class Size Policy .....	161
Academic Probation Policy .....	163

## Quality Assurance Policy

Policy Owner	Executive Director - OIPE	Responsible Office	Office of Institutional Planning and Effectiveness
Approved By	Chancellor	Effective Date	March 2023
		Next Review Date	March 2026

### Purpose

The purpose of the Quality Assurance Policy is to ensure the effectiveness and continuous improvement of all offered programs, academic and administrative support services, and the overall governance at Ajman University. The successful realization of this objective will significantly contribute towards the attainment of University's strategic goals and its mission.

### Statement

As an institution that values excellence in teaching, research, and creative activity, AU shall develop a rigorous quality assurance program to maintain and further build upon the existing strengths of its academic programs, 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

### Quality Assurance Objectives

To maintain and further improve its level of commitment to academic standards, quality assurance, and continuous enhancement, the University shall strive to achieve the following objectives:

1. Development and promotion of a culture of evidence-based assessment and continuous improvement across all units in the University by:
  - a. Actively promoting a culture of evidence-based assessment, evaluation, and continuous improvement for all academic and non-academic units in the University;
  - b. Enhancing the understanding and implementation of new processes and procedures developed for continuous quality improvement and closing the loop;
  - c. Extensively involving faculty, staff, students and other internal as well as external stakeholders in the quality assurance process;
  - d. Increasing student representation and involvement in the decision-making process related to matters concerning their academic programs, relevant support services, and student life.
2. Assurance of academic integrity and upholding of academic quality standard through the preclusion of academic misconduct, including plagiarism and cheating.
  - a. Promote and implement academic integrity policy and procedures (for details refer to "Student Disciplinary and Academic Integrity Policy") to ensure that confirmed claims of plagiarism and academic dishonesty are recorded;

- b. Extensively educate and involve students and faculty in the application and use of Turnitin plagiarism detection software for text plagiarism.
- c. Ensure that there is an appropriate level of vigilance against academic fraud and the academic integrity guidelines are applied fairly and consistently while safeguarding individual privacy.
3. Promote the communication and implementation of AU's quality assurance mechanisms as outlined in its Quality Assurance Manual in order to achieve continuous quality enhancement across all units.
  - a. Provide relevant, pertinent and timely information for development and assessment of strategic and operational plans at units and the university level;
  - b. Make evidence-based recommendations to higher management, deans, and line managers for continuous quality enhancement;
  - c. Prepare effectiveness reports based on the analysis of institutional research data and suggest actions to help achieve the specified targets;
  - d. Provide assessment related training through various workshops on a regular basis;
  - e. Regularly involve faculty, students, staff, internal and external stakeholders in the quality assurance process;
  - f. Improve the process of collecting, organizing, and disseminating institutional research data.
4. The quality assurance mechanism at AU shall be implemented in a professional manner, safeguarding the diversity of students and staff, and preventing any kind of discrimination, harassment or intolerance of any kind.
  - a. Ensure implementation of equal employment opportunities in recruitment and selection processes;
  - b. Recommend measures to facilitate and address discrimination and intolerance complaints;
  - c. Assess the effectiveness of "student voice" complaints system and make improvements accordingly.

## Application

This policy shall apply to all academic areas and key administrative, service and support units of the University operations. AU shall develop and utilize the necessary processes, templates/forms to regularly monitor, review and assess the effectiveness of all aspects of its operations and educational programs. The evidence-based outcomes of the quality assurance processes shall be used to make recommendations to college deans, office managers, and AU's higher management for continuous improvement in the academic and administrative areas.

### Assessment of Academic Programs

- Selecting and designing instruments for performance measurement (for direct and indirect assessment).



- Assessing the achievement of course learning outcomes (CLOs) for all offered courses in each semester
- Assessing the achievement of program learning outcomes (PLOs) of all academic programs
- Evaluating students' overall satisfaction with their academic programs, teaching, and administrative and support services provided to them
- Assessing alumni's satisfaction with the education received at the University
- Assessing students' participation and satisfaction with their activities
- Using assessment results to improve the teaching and learning environment at AU.

### **Assessment of Support Units**

- Data collection, analysis, and compilation of assessment results
- Assessment of units' key performance indicators (KPIs).
- Distribution of assessment results
- Reviewing assessment results and accordingly developing remedial and improvement action plans
- Setting a plan for implementing improvement and remedial actions
- Monitoring the implementation of the action plans
- Staff satisfaction surveys
- Students' satisfaction surveys.

### **Support to Higher Management**

- To provide analytical and technical assistance to AU's higher management to support strategic planning and operational decision-making
- Advise and oversee the preparation of self-studies and development initiatives.

## **Office of Institutional Planning and Effectiveness**

For effective implementation of its quality assurance policy, the University has established a separate quality assurance unit, 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 unit and who reports directly to the Chancellor. The OIPE is staffed with seven full-time qualified employees to support its organizational research and quality assurance systems. They are provided professional development opportunities on a regular basis in order to effectively discharge their duties. The role and responsibility of OIPE are summarized below.

### **Role and responsibility of OIPE**

The Office of Institutional Planning and Effectiveness (OIPE) is entrusted with establishing a culture of evidence-based assessment, evaluation, and continuous improvement for all academic and non-academic units of the University. It shall collect, analyze, and disseminate authentic institutional data, and monitor the assessment and continuous improvement processes of all units of the University, and evaluate their outcomes, with the ultimate aim of achieving the strategic goals and the mission of the University.

**The OIPE shall be responsible for:**

- Ensuring effective implementation of University's quality assurance policy across all units
- Monitoring, coordinating and providing support for all assessment processes for academic and non-academic units;
- Overseeing the functioning of all assessment related committees
- Evaluating students' overall satisfaction with academic and administrative services
- Evaluating satisfaction of faculty and staff concerning matters of their interest
- Overseeing the outcome of alumni's satisfaction with the education received at the University
- Analyzing assessment data and reviewing assessment reports
- Preparing the annual effectiveness report on the basis of effectiveness reports received from all academic and non-academic units
- Preparing assessment-based recommendations for Colleges, administrative and support units
- Monitoring the implementation of recommendations and remedial actions.

**Organization of OIPE**

In achieving its mission statement and supporting goals and objectives, the Office of Institutional Planning and Effectiveness (OIPE) is structured around four highly coordinated units; namely Institutional Research, Assessment and Effectiveness, Accreditation and University Ranking, and Compliance. The role/responsibilities of these four units are explained below.

**Unit of Institutional Research**

This unit is responsible for carrying out institutional research and providing support to the higher management and colleges with the results of institutional research. It shall also gather data, analyze it, and prepare the Fact Book on an annual basis. The unit is also responsible for preparing and submitting CHEDS data to the Ministry of Education as well as the required institutional research data to various accrediting agencies. The unit is also responsible for providing the data required by ranking agencies.

**Unit of Assessment and Effectiveness**

This unit coordinates with colleges for planning and carrying out the assessment of students' learning outcomes for all academic programs. It monitors and reviews the preparation of annual effectiveness reports for all colleges. It is also responsible for the assessment of non-academic units by carrying out balanced score card analysis of their assigned KPIs with specific targets. In addition, the unit carries out a number of feedback surveys for students, faculty and staff, analyzes the results, and submits the survey reports. It organizes workshops to enhance expertise of faculty in assessment related tasks.

**Unit of Accreditation**

This unit stands as a liaison between the University and the CAA, Ministry of Education, on all academic and non-academic issues, including approval of joint/dual degrees and progression Agreements. It coordinates with all colleges for the preparation of academic programs' self-study documents and site visits for the CAA's ERTs. It also provides support to academic departments in preparation of international accreditation of programs. In addition, it is responsible for organizing the inspection visits of the Ministry of Education. It also organizes workshops to enhance expertise in accreditation related tasks.

## Unit of Compliance

This unit is responsible for ensuring that all institutional documents including Policies and Procedures Manual, Catalogs, and Handbooks, etc. are in full compliance with the Standards of the CAA and relevant international accreditation agencies. It is also responsible to ensure that the institutional documents provided on the University website comply with those available in the electronic or hard copy formats. The unit provides full support to all units in developing and updating their policies.

## 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.

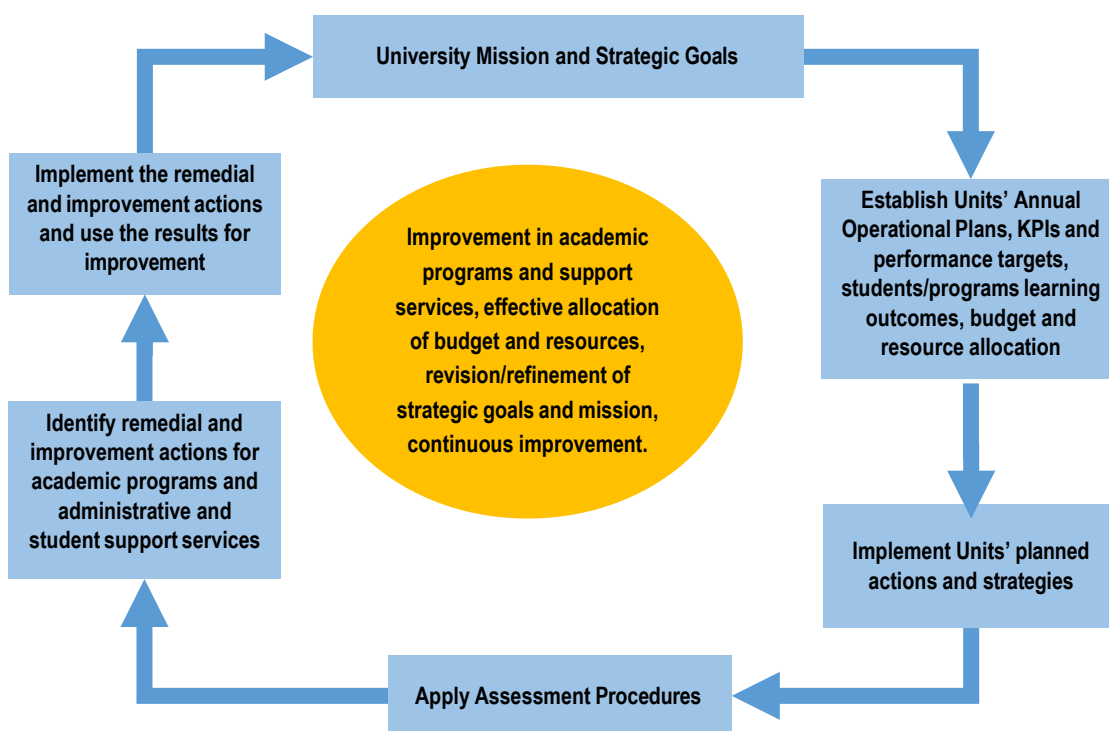
The institutional research activities shall be carried out regularly in order to assess the institutional performance and determine the effectiveness of all academic and non-academic units and to ensure continuous quality enhancement. In achieving this objective, institutional research shall be responsible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

The institutional research activities shall be carried out regularly to meet the assessment cycle of the University. The activities 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 Fact Book, which is available for use by all members of the University community.
- To provide data to the Center for Higher Education Data and Statistics (CHEDS).
- To create and maintain databases of student enrolment, academic performance, retention, attrition, and graduation rates.
- To produce annual University report.

## 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 programs as well as to enhance the performance of various units and operations supporting the academic programs. 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 programs and courses, are being met. The IE model, as shown in Figure 2 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.

**Figure 2: The Institutional Effectiveness Model (IE Model)**

**The main components of the assessment process are as follows:**

1. Development of College mission and goals aligned to University mission and goals.
2. Development of Department/program mission and goals aligned to the College mission and goals.
3. Development of program learning outcomes (PLOs).
4. Ensuring that the programs learning outcomes (PLOs) are aligned to UAE's QF-Emirates and consistent with the CAA standards.
5. Developing course learning outcomes and their mapping matrix to the program learning outcomes.
6. Selecting and designing assessment instruments for program learning outcomes and course learning outcomes. This applies to all programs and courses irrespective of the mode of delivery (face-to- face and online/blended learning):
  - a. Direct assessment instruments
  - b. Indirect assessment instruments
7. Setting benchmarking criteria for the achievement of program goals, program learning outcomes and course learning outcomes.
8. Detailed assessment cycle.
9. Data analysis and assessment results.
10. Distribution of assessment results.
11. The process of reviewing assessment results and developing remedial and improvement actions as well as highlighting best practices to be sustained or adopted.
12. Setting a detailed plan for implementing improvement and remedial actions.
13. Monitoring the implementation of the actions and closing the loop.



## Assessment Process

The OIPE shall continually assess all programs and support services in accordance with the process described in the Quality Assurance Manual that provides tools and guidance to academic, administrative/supporting departments for developing and implementing their assessment plan for continuous improvement. The process is a requirement for all units 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). To assist the faculty and staff in properly carrying out the assessment process, OIPE organizes assessment workshops.

## Assessment Outcomes

- a. The assessment procedures shall evaluate the extent to which the KPIs of units and PLOs of academic programs have been achieved.
- b. On the basis of the evaluation results, remedial and improvement actions for academic programs as well as administrative and student support services shall be identified.
- c. The loop shall be closed by assessing the impact of these remedial and improvement actions.
- d. The evaluation results help in improving the academic programs as well as the support services, effective allocation of budget and resources, revision/refinement of strategic goals and mission, and above all continuous improvement of programs and services.

The IE Model shall be consistently applied for assessment and evaluation of all academic and non-academic units leading to continuous quality improvement of academic programs 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.

## Contribution of Feedback in Quality Assurance

AU recognizes the significant contribution of periodic feedback, from all relevant stakeholders, for quality assurance and continuous enhancement of academic and non-academic processes and systems. It is for this reason that its Policies and Procedures Manual (PPM) specifically includes a “Policy and Procedure on Surveys”. These surveys include Student Course Assessment Survey (SCAS), Academic Advisory Survey (AAS), students’ perception of achievement of CLOs, senior students’ exit survey and interviews, alumni survey, employers’ survey, advisory board survey, different types of faculty surveys, administrative staff satisfaction survey, satisfaction surveys for all support services offered by the University, KPIs-associated surveys, and ad-hoc surveys, etc. A schedule of these surveys is provided in the “Policy and Procedure on Surveys”. The objective of these surveys is to obtain and analyse the feedback obtained from various stakeholders, identify the strengths and weaknesses, and take corrective as well as improvement actions for continuous enhancement.

In addition to these periodic surveys for obtaining feedback and taking appropriate actions accordingly, the University encourages and supports obtaining feedback through other sources and means. These include feedback from external subject matter experts for improving the curricula, pedagogy, and support services to enhance students’ learning experience and advance higher education in general. In this regard, the feedback of the External Review Teams (ERTs) of the Commission for Academic Accreditation (CAA) and other international accreditation bodies such as Quality Assurance Agency (QAA), WSCUC, AACSB, HCERES, AQAS, etc. is always taken into consideration for making appropriate changes in course syllabi, assessment instruments, and pedagogy. Furthermore, it is recommended that for the sake of overall improvement of academic programs, the colleges and departments seek students’ feedback through specifically arranged meetings about curricula and teaching methodologies, etc., where students’ representatives can be

involved in program-level management committees and engaged in curriculum design, content, and delivery aspects, as and when required.

#### Document History

Version	Date	Update Information	Author/ Reviewer
V 1.0	24/10/2010	Initial policy on Institutional Effectiveness	QAIRU
V 1.1	20/09/2012	Minor change - reporting responsibility	QAIRU
V 2.0	13/03/2019	New Quality Assurance Policy	Executive Director - OIPE
V2.1	09/08/2021	Inclusion of OIPE units' description	Executive Director - OIPE
V2.2	05/09/2022	Inclusion of section on the role of feedback	Executive Director - OIPE
V2.3	27/03/2023	Inclusion of joint/dual degrees and progression Agreements' CAA approval in the Unit of Accreditation liaison responsibilities.	Executive Director - OIPE