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Entitled

*FACULTY PERCEPTIONS OF THE UNITED ARAB EMIRATE'S QUALIFICATIONS FRAMEWORK (QF  
EMIRATES) IN FEDERAL HIGHER EDUCATION INSTITUTIONS*

by

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Abstract

The introduction of qualifications frameworks has been witnessing a growing interest across the globe in the past few decades. Despite widespread awareness and support, there are not enough studies exploring how qualifications frameworks resonate with different stakeholders. The main objective of this study is to examine faculty perceptions of the implementation of the United Arab Emirate's Qualifications Framework (QF Emirates). In particular, the study explores faculty perceptions of: (a) the QF Emirates general purpose and structure; (b) the impact of implementing QF Emirates on academic practices; and (c) some key factors that could facilitate effective implementation of the QF Emirates at the institutional level. Using a descriptive approach, the study captures feedback from a random sample of 180 faculty members from two of the largest higher education institutions in the county, namely the UAE University (UAEU) and the Higher Colleges of Technology (HCT). Quantitative data was gathered using a 5 Likert scale questionnaire. The study reveals that faculty members have an overall high perception of the general aim/structure of the QF Emirates and its impact on teaching, learning, and assessment. Moreover, the study reveals that faculty from the HCT have a significantly higher perception of the QF Emirates implementation compared to faculty from the UAEU. Finally, the study concludes with identifying leadership support, faculty involvement in policy-making, and continuous dialogue among stakeholders as some of the key factors that could facilitate effective implementation of the QF Emirates at the institutional level.

**Keywords:** Qualifications Framework, Higher Education, Faculty Perceptions, Academic Practices.