CONSTRUCTOR UNIVERSITY



International Foundation Year

Quality Management Report 2026

CONSTRUCTOR UNIVERSITY

QM Cycle Process Map

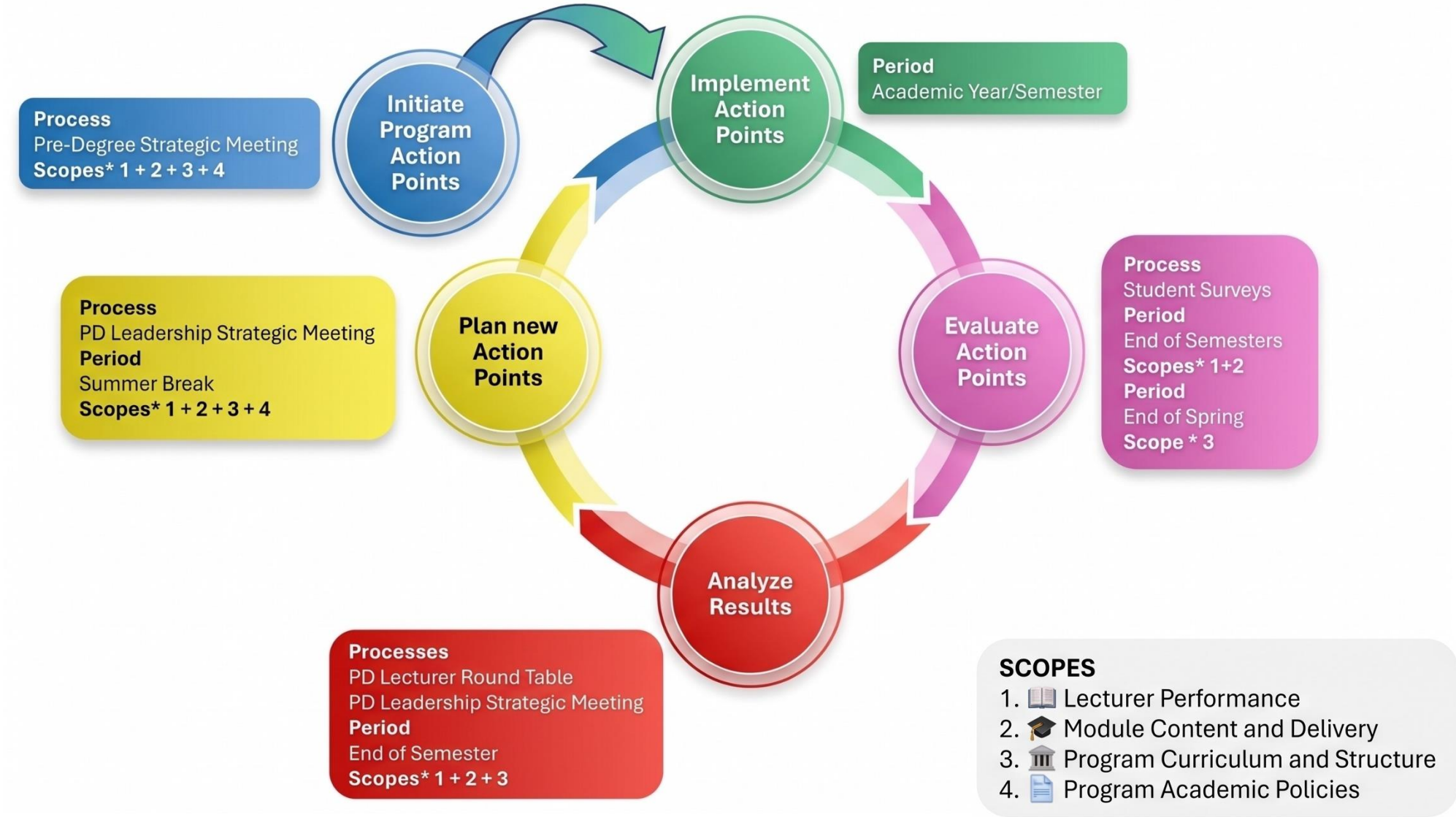


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Pre-Degree QM System

To ensure continuous improvement in academic and teaching quality, the Pre-Degree department undergoes rigorous yearly QM cycles for all its programs following the process map depicted above. These processes ensure a steady optimization of the program's structure and content alongside module delivery and improvement in teaching methodology and pedagogy. At the end of each academic year, a QM report is compiled reflecting feedback on action points from the previous cycle and presenting planned action points for the following new cycle. This report is representative of CU's commitment to transparency and academic excellence.

Feedback action points previous QM Cycle

Scope: Lecturer Performance + Module Content and Delivery

Action Point: the module 'Applied Excel Literacy' was assigned to a new lecturer and reviewed to better reflect the computer literacy content.
Status: successfully implemented
Outcome: Student survey results showed very positive perception of the course and evaluation of the lecturer, the module content and lecturer assignment will remain implemented.

Scope: Module Content and Delivery

Action Point: Placement tests for two modules, Applied Excel Literacy' and 'Computational Thinking and Coding', are offered to students wishing to be exempted from attendance after one month of the semester.
Status: successfully implemented
Outcome: no student wished to sit for the placement tests, they will only be offered only upon request for the following academic years.

Action Points: A mathematics placement test is offered to interested students after one month of the semester. Those who pass the test will be exempted from class attendance but need to take the midterm and final exams.
Status: successfully implemented
Outcome: no student was able to pass the placement test; it will be offered only upon request for the following academic years.

Action Point: Students who score a minimum English proficiency level of B2+ are allowed to miss the first half of the module Academic English I until the midterm exam.
Status: successfully implemented
Outcome: most students were satisfied with this approach; it will remain in effect for the following academic year.

Scope: Program Curriculum and Structure

Action Point: the module 'Introduction to C and C++' is permanently offered in the IFY curriculum.
Status: successfully implemented
Outcome: the successful module will be also offered in the PBS program.

Action Point: A new computer literacy module for the Science subject area is planned for the Spring semester.
Status: successfully implemented, will be called 'Python for Sciences'
Outcome: feedback from student survey will be evaluated in the following cycle.

Scope: Program Academic Policies

Action Point: Three paper-based TestAS exams are to be offered in the IFY, one in Fall and two in Spring semester, with respectively three TestAS training rounds.
Status: successfully implemented.
Outcome: Will be permanently implemented for best administrative organization and academic support for the students.

Action Point: The maximal number of total absences is set to 10 absences for 5 CP modules and 5 absences for 2.5 CP modules, irrespective of excuses.
Status: successfully implemented.
Outcome: Will be permanently implemented as it simplifies the attendance monitoring process.

Action Point: The proven use of AI in any module assessment or assignment will lead to the failure of the entire module.
Status: successfully implemented.
Outcome: the approach created backlash from students, a new process is prepared for the next academic year.

Executive Summary new QM Cycle

The current report is based on the different processes of the academic year 2026-26 and involves a cohort of 153 students. The student surveys gave an overall positive evaluation of the IFY program, and its modules and faculty; students also felt challenged by the academic workload. From the cohort, 91 students achieved qualification for undergraduate studies, and 37 students were admitted to the Gateway Year program. At the end of the QM cycle, the following action points were planned for the next academic year.

Action points new QM Cycle

Scope: Module Content and Delivery

Process: Student Surveys + Lecturer Round Table
Input: students requested that the study sessions include suggested problems for the following modules: Basic Mathematics – Advanced Mathematics – Pure Mathematics – Foundation Statistics – Foundation Chemistry – Foundation Physics.
Action Point: A list of suggested problems for these module chapters will be created and submitted to the students for practice with the Teaching Assistant during the study sessions.

Process: Student Surveys + Lecturer Round Table
Input: for better support, students requested that the tutorials are individual for the following modules: Basic Mathematics – Foundation Statistics.
Action Point: Will be implemented for the following academic year.

Process: Lecturer Round Table
Input: Content of some modules needs to be updated for optimized topic delivery.
Action Point: Module Syllabi were adjusted for the following modules: Pure Mathematics – Foundation Statistics – Foundation Chemistry – Computer Systems. Thes changes will be reflected in the following academic year's syllabi.

Process: Lecturer Round Table
Input: Foundation Physics will be offered for students from two different subject areas: Science (Physical Sciences) and Technology (Engineering).
Action Point: The module content will be adapted to fit both subjects' areas, with common and subject-specialized topics according to the target student group.

Scope: Program Curriculum and Structure

Process: PD Leadership Strategic Meeting
Input: The Career Development module proved to be very successful among IFY students. It is currently only offered for students in the Society subject are.
Action Point: The module will be offered for all IFY students throughout the academic year and will be a project-based, non-academic module.

Process: Student Surveys + PD Leadership Strategic Meeting
Input: Students requested more specialized subject modules for their undergraduate studies. The undergraduate entrance policy requires two Spring subject module options per subject area to serve as entrance modules for qualification.
Action Point: One general subject module in Fall and two specialized subject modules in Spring will be offered per subject area, the change in curriculum will be reflected in the new program handbook.

Process: Student Surveys + PD Leadership Strategic Meeting
Input: Students in the subject areas Science and Society requested a more dedicated Computer Literacy module in the Spring semester.
Action Point: Two new modules, Python for Science and Introduction to R and SPSS, will be offered respectively to the students with the Science and Society subject areas.

Process: Student Survey + PD Leadership Strategic Meeting
Input: Students requested support in Mathematics and Physics related TestAS questions.
Action Point: A Teaching Assistant will be assigned to support students in TestAS questions related to Mathematics, Physics, and Engineering.

Process: Lecturer Round Table + PD Leadership Strategic Meeting
Input: Few students are attending the study sessions; a more structured approach is needed.
Action Point: Lecturers will provide students with assignments/homework/problems to solve with the Teaching Assistants during the study sessions.

Scope: Program Academic Policies

Process: PD Leadership Strategic Meeting
Input: Foundation Year-level students with weak English language proficiency require a rigid program to achieve the needed language qualification for university studies.
Action Point: A new program, the English Foundation Year (EFY) will be launched to cater for Foundation Year students requiring further support with their English language skills.

Process: PD Leadership Strategic Meeting
Input: The English language level of some IFY students is lower than expected, requiring further language support for them.
Action Point: All IFY students will sit an English proficiency test upon arrival; students with low English proficiency will be moved to the EFY program for adequate language support to ensure they achieve the needed English qualification.

Process: PD Leadership Strategic Meeting
Input: Students are missing their TestAS training sessions, increasing the risk of failing the TestAS exam.
Action Point: A periodic warning letter will be sent to students at risk of failing TestAS due to missing the training sessions.

Process: PD Leadership Strategic Meeting
Input: The program needs to ensure that every student gets a full TestAS training before sitting for the TestAS exam.
Action Point: A TestAS training round will be offered before each TestAS exam to ensure all students get the proper exam preparation; the second round will be offered as hybrid, and the last round will be focused on weak and undergraduate deferral students.

Process: Student Survey + PD Leadership Strategic Meeting
Input: Students complained that the policy for plagiarism and AI usage is non-transparent.
Action Point: An 'Academic Integrity' document will be created, clearly clarifying plagiarism and the unethical usage of AI within the Pre-Degree programs.

Process: Student Survey + PD Leadership Strategic Meeting
Input: Students complained that the approach to penalize AI usage in assignment is unfair.
Action Point: All assignment-based assessments will include a discussion session to ensure the student submitted their original work, independent of AI flagging by Turnitin.

Appendix

Student surveys' average results for the academic year 2025-26

Head of Pre-Degree Academics
Prof Dr Bassem Bassil



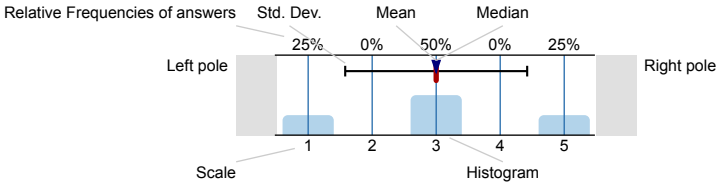
Foundation Year FS25

No. of responses = 390

Survey Results

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Subject Area

1.1) I am studying in the following International Foundation Year Subject area

n=390

Society	39,7%
Science	24,1%
Technology	36,2%

2. Course

2.1) The course was well structured.

Strongly Disagree — 1,5% 4,4% 23,3% 32,6% 38,2% — Strongly Agree

n=390
av.=4
md=4
dev.=1

2.2) The course syllabus was made clear to me.

Strongly Disagree — 2,6% 5,9% 21,6% 33,7% 36,2% — Strongly Agree

n=389
av.=4
md=4
dev.=1

2.3) The course content was too easy.

Strongly Disagree — 10,3% 21,9% 41,5% 16,5% 9,8% — Strongly Agree

n=388
av.=2,9
md=3
dev.=1,1

2.4) The workload for the course was too low.

Strongly Disagree — 14,8% 28,8% 38,1% 10,4% 8% — Strongly Agree

n=386
av.=2,7
md=3
dev.=1,1

2.5) The course was of interest for me in relation to my current and future study direction.

Strongly Disagree — 6,2% 7,5% 23,5% 27,4% 35,4% — Strongly Agree

n=387
av.=3,8
md=4
dev.=1,2

2.6) The assessments so far tested the course material in a fair way.

Strongly Disagree — 6,7% 5,2% 25,8% 34,3% 28,1% — Strongly Agree

n=388
av.=3,7
md=4
dev.=1,1

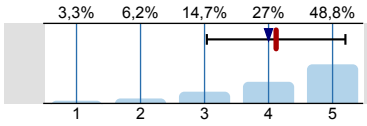
2.7) I found the course tutorials useful for my learning success.

Strongly Disagree — 4,9% 5,9% 26,8% 27,3% 35,1% — Strongly Agree

n=388
av.=3,8
md=4
dev.=1,1

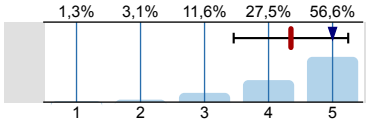
3. Instructor

3.1) The instructor explained well.



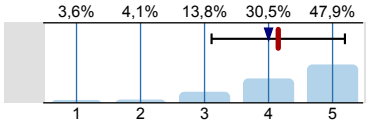
n=389
av.=4,1
md=4
dev.=1,1

3.2) The instructor explained in good English.



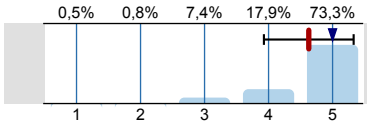
n=389
av.=4,3
md=5
dev.=0,9

3.3) The instructor provided course material of good quality.



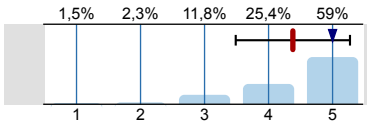
n=390
av.=4,2
md=4
dev.=1

3.4) The instructor was generally on time for class.



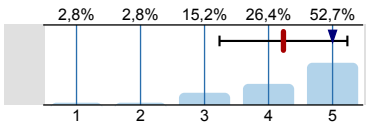
n=390
av.=4,6
md=5
dev.=0,7

3.5) The instructor used Moodle efficiently.



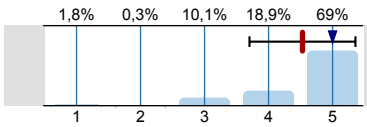
n=390
av.=4,4
md=5
dev.=0,9

3.6) The instructor was easy to reach.



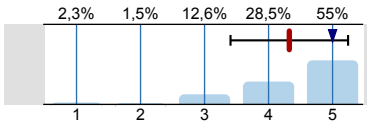
n=387
av.=4,2
md=5
dev.=1

3.7) The instructor treated students equally.



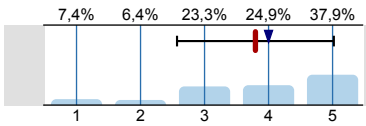
n=387
av.=4,5
md=5
dev.=0,8

3.8) The instructor encouraged the students to participate in the class session.



n=389
av.=4,3
md=5
dev.=0,9

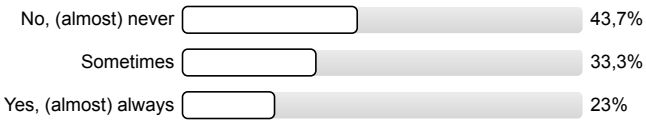
3.9) My interest in the course was enhanced by the instructor.



n=390
av.=3,8
md=4
dev.=1,2

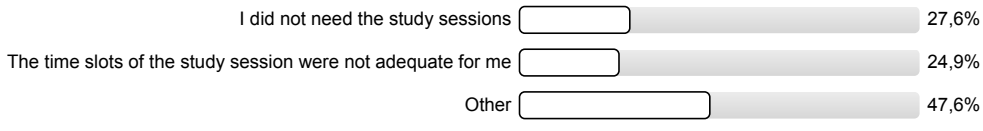
5. Study Sessions

5.1) Did you attend the study sessions of the course?



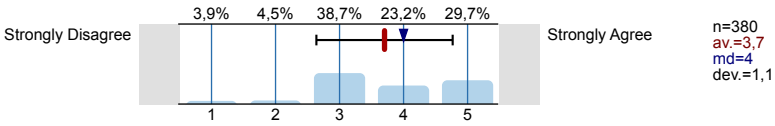
n=387

5.2) Why did you not (regularly) attend the study session?



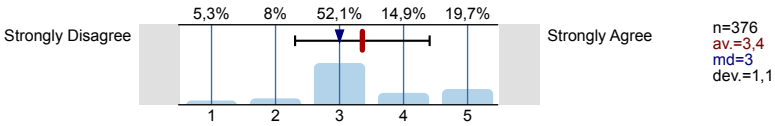
n=370

5.3) The number of study sessions per week is enough for this course



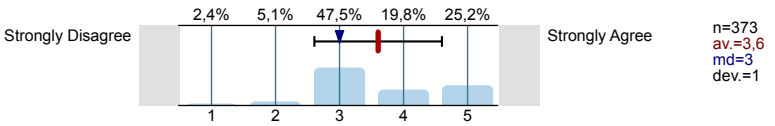
n=380
av.=3,7
md=4
dev.=1,1

5.4) The study sessions helped me perform better within the course.



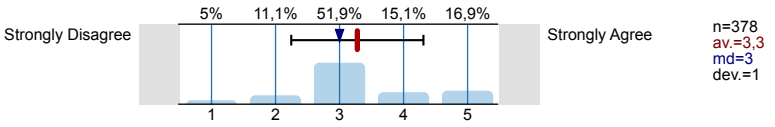
n=376
av.=3,4
md=3
dev.=1,1

5.5) The Teaching Assistant (TA) was easy to reach.



n=373
av.=3,6
md=3
dev.=1

5.6) The provided time slots for study sessions were adequate for me.



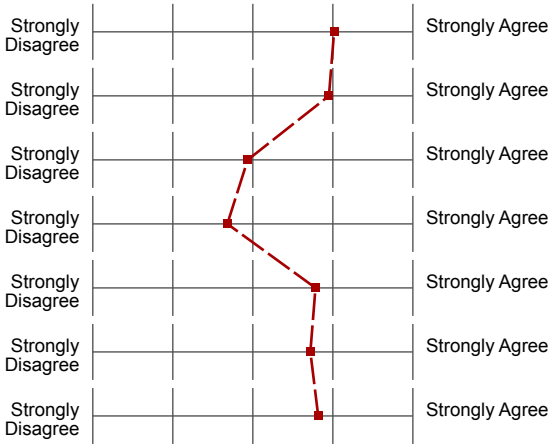
n=378
av.=3,3
md=3
dev.=1

Profile

Compilation: Foundation Year FS25

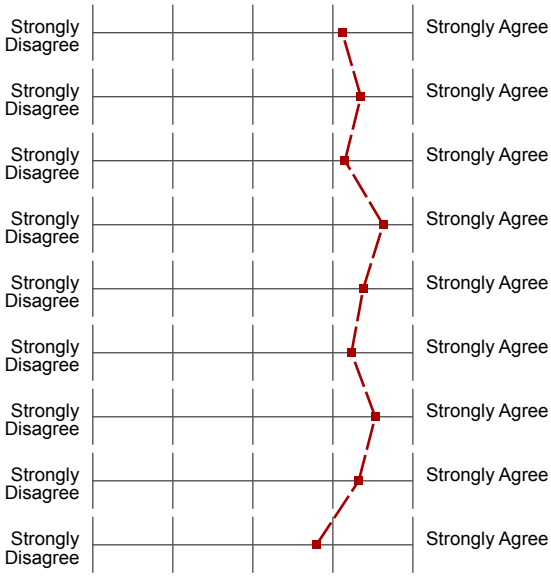
Values used in the profile line: Mean

2. Course



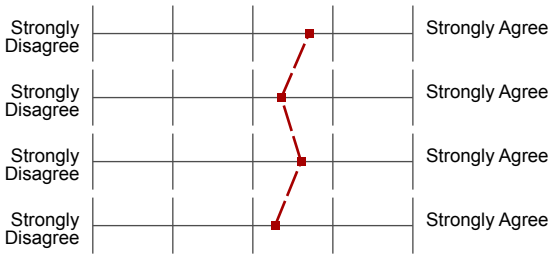
2.1)	The course was well structured.	Strongly Disagree	Strongly Agree	n=390	av.=4	md=4	dev.=1
2.2)	The course syllabus was made clear to me.	Strongly Disagree	Strongly Agree	n=389	av.=4	md=4	dev.=1
2.3)	The course content was too easy.	Strongly Disagree	Strongly Agree	n=388	av.=2,9	md=3	dev.=1,1
2.4)	The workload for the course was too low.	Strongly Disagree	Strongly Agree	n=386	av.=2,7	md=3	dev.=1,1
2.5)	The course was of interest for me in relation to my current and future study direction.	Strongly Disagree	Strongly Agree	n=387	av.=3,8	md=4	dev.=1,2
2.6)	The assessments so far tested the course material in a fair way.	Strongly Disagree	Strongly Agree	n=388	av.=3,7	md=4	dev.=1,1
2.7)	I found the course tutorials useful for my learning success.	Strongly Disagree	Strongly Agree	n=388	av.=3,8	md=4	dev.=1,1

3. Instructor



3.1)	The instructor explained well.	Strongly Disagree	Strongly Agree	n=389	av.=4,1	md=4	dev.=1,1
3.2)	The instructor explained in good English.	Strongly Disagree	Strongly Agree	n=389	av.=4,3	md=5	dev.=0,9
3.3)	The instructor provided course material of good quality.	Strongly Disagree	Strongly Agree	n=390	av.=4,2	md=4	dev.=1
3.4)	The instructor was generally on time for class.	Strongly Disagree	Strongly Agree	n=390	av.=4,6	md=5	dev.=0,7
3.5)	The instructor used Moodle efficiently.	Strongly Disagree	Strongly Agree	n=390	av.=4,4	md=5	dev.=0,9
3.6)	The instructor was easy to reach.	Strongly Disagree	Strongly Agree	n=387	av.=4,2	md=5	dev.=1
3.7)	The instructor treated students equally.	Strongly Disagree	Strongly Agree	n=387	av.=4,5	md=5	dev.=0,8
3.8)	The instructor encouraged the students to participate in the class session.	Strongly Disagree	Strongly Agree	n=389	av.=4,3	md=5	dev.=0,9
3.9)	My interest in the course was enhanced by the instructor.	Strongly Disagree	Strongly Agree	n=390	av.=3,8	md=4	dev.=1,2

5. Study Sessions



5.3)	The number of study sessions per week is enough for this course	Strongly Disagree	Strongly Agree	n=380	av.=3,7	md=4	dev.=1,1
5.4)	The study sessions helped me perform better within the course.	Strongly Disagree	Strongly Agree	n=376	av.=3,4	md=3	dev.=1,1
5.5)	The Teaching Assistant (TA) was easy to reach.	Strongly Disagree	Strongly Agree	n=373	av.=3,6	md=3	dev.=1
5.6)	The provided time slots for study sessions were adequate for me.	Strongly Disagree	Strongly Agree	n=378	av.=3,3	md=3	dev.=1

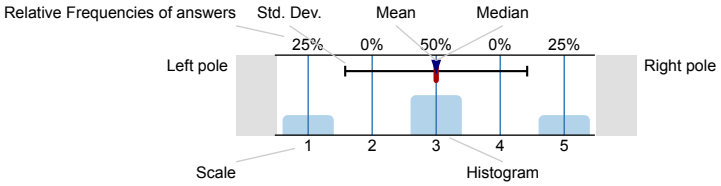
International Foundation Year General SS26

No. of responses = 345

Survey Results

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Subject Area

1.1) I am studying in the following Pre-Degree Program:

n=345

Pre-Bachelor Semester (PBS)	0%
International Foundation Year (IFY)	100%

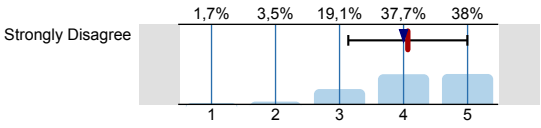
1.2) I am studying in the following International Foundation Year Subject area

n=344

Society	42,4%
Science	27,3%
Technology	30,2%

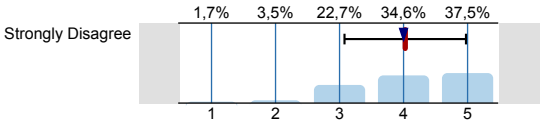
2. Course

2.1) The course was well structured.



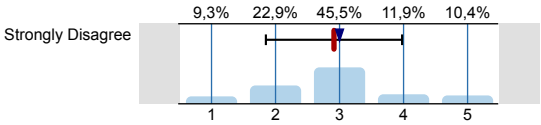
n=345
av.=4,1
md=4
dev.=0,9

2.2) The course syllabus was made clear to me.



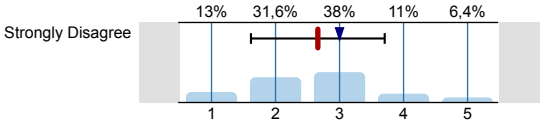
n=344
av.=4
md=4
dev.=0,9

2.3) The course content was too easy.



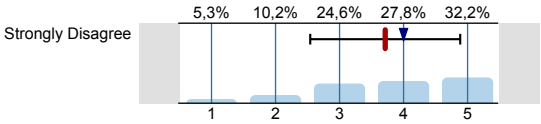
n=345
av.=2,9
md=3
dev.=1,1

2.4) The workload for the course was too low.



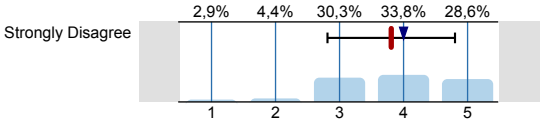
n=345
av.=2,7
md=3
dev.=1

2.5) The course was of interest for me in relation to my current and future study direction.



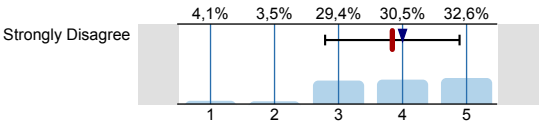
n=342
av.=3,7
md=4
dev.=1,2

2.6) The assessments so far tested the course material in a fair way.



n=343
av.=3,8
md=4
dev.=1

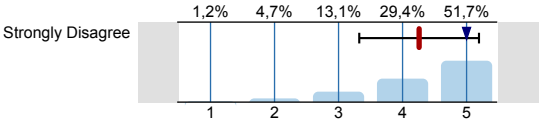
2.7) I found the course tutorials useful for my learning success.



n=344
av.=3,8
md=4
dev.=1,1

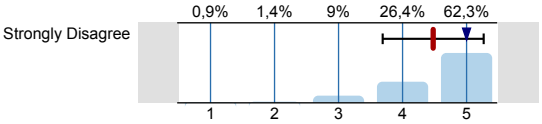
3. Instructor

3.1) The instructor explained well.



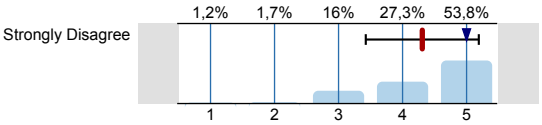
n=344
av.=4,3
md=5
dev.=0,9

3.2) The instructor explained in good English.



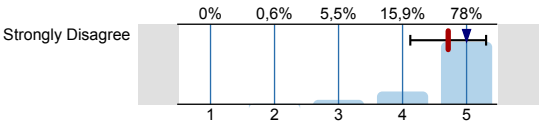
n=345
av.=4,5
md=5
dev.=0,8

3.3) The instructor provided course material of good quality.



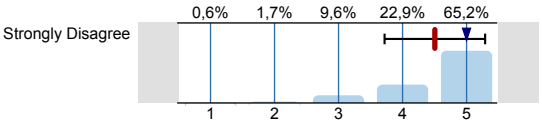
n=344
av.=4,3
md=5
dev.=0,9

3.4) The instructor was generally on time for class.



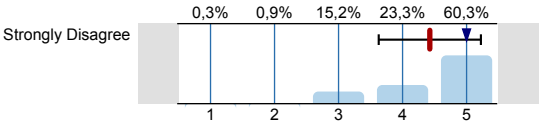
n=345
av.=4,7
md=5
dev.=0,6

3.5) The instructor used Moodle efficiently.



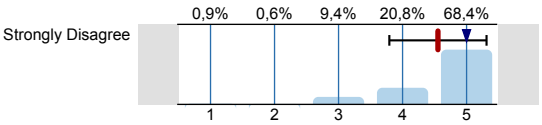
n=345
av.=4,5
md=5
dev.=0,8

3.6) The instructor was easy to reach.



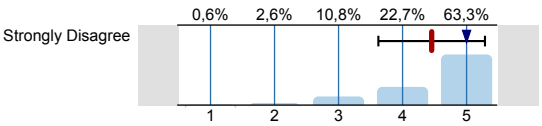
n=343
av.=4,4
md=5
dev.=0,8

3.7) The instructor treated students equally.



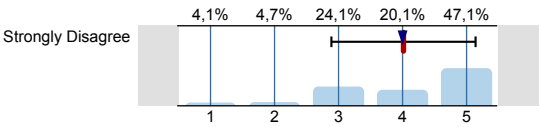
n=342
av.=4,6
md=5
dev.=0,8

3.8) The instructor encouraged the students to participate in the class session.



n=343
av.=4,5
md=5
dev.=0,8

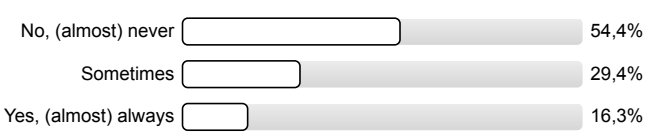
3.9) My interest in the course was enhanced by the instructor.



n=344
av.=4
md=4
dev.=1,1

4. Study Sessions

4.1) Did you attend the study sessions of the course?



n=344

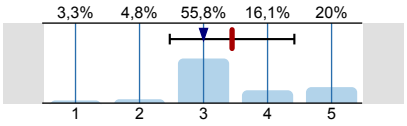
4.2) Why did you not (regularly) attend the study session?

n=331

I did not need the study sessions	39%
The time slots of the study session were not adequate for me	45%
Other	16%

4.4) The Teaching Assistant (TA) was easy to reach.

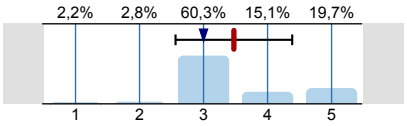
Strongly Disagree — Strongly Agree



n=330
av.=3,4
md=3
dev.=1

4.5) The Teaching Assistant (TA) was generally on time for the Study sessions.

Strongly Disagree — Strongly Agree



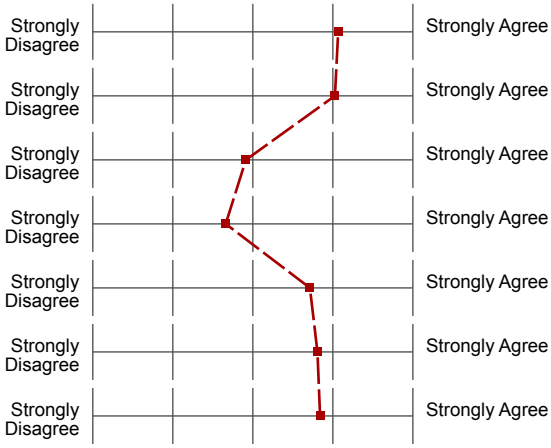
n=325
av.=3,5
md=3
dev.=0,9

Profile

Subgroup: International Foundation Year General SS26

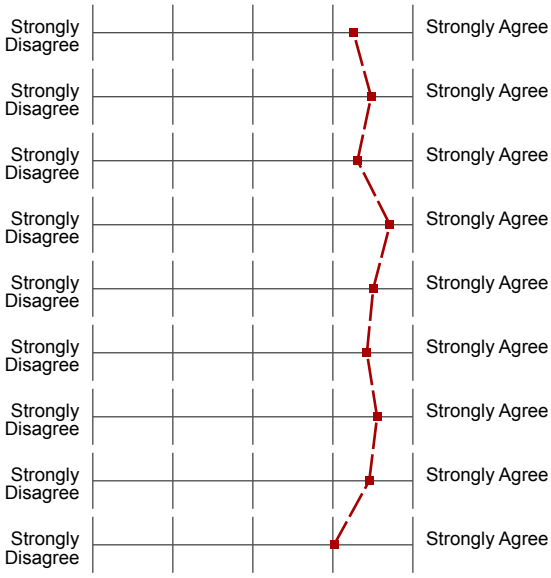
Values used in the profile line: Mean

2. Course



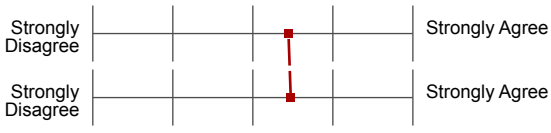
2.1)	The course was well structured.	n=345	av.=4,1	md=4	dev.=0,9
2.2)	The course syllabus was made clear to me.	n=344	av.=4	md=4	dev.=0,9
2.3)	The course content was too easy.	n=345	av.=2,9	md=3	dev.=1,1
2.4)	The workload for the course was too low.	n=345	av.=2,7	md=3	dev.=1
2.5)	The course was of interest for me in relation to my current and future study direction.	n=342	av.=3,7	md=4	dev.=1,2
2.6)	The assessments so far tested the course material in a fair way.	n=343	av.=3,8	md=4	dev.=1
2.7)	I found the course tutorials useful for my learning success.	n=344	av.=3,8	md=4	dev.=1,1

3. Instructor



3.1)	The instructor explained well.	n=344	av.=4,3	md=5	dev.=0,9
3.2)	The instructor explained in good English.	n=345	av.=4,5	md=5	dev.=0,8
3.3)	The instructor provided course material of good quality.	n=344	av.=4,3	md=5	dev.=0,9
3.4)	The instructor was generally on time for class.	n=345	av.=4,7	md=5	dev.=0,6
3.5)	The instructor used Moodle efficiently.	n=345	av.=4,5	md=5	dev.=0,8
3.6)	The instructor was easy to reach.	n=343	av.=4,4	md=5	dev.=0,8
3.7)	The instructor treated students equally.	n=342	av.=4,6	md=5	dev.=0,8
3.8)	The instructor encouraged the students to participate in the class session.	n=343	av.=4,5	md=5	dev.=0,8
3.9)	My interest in the course was enhanced by the instructor.	n=344	av.=4	md=4	dev.=1,1

4. Study Sessions



4.4)	The Teaching Assistant (TA) was easy to reach.	n=330	av.=3,4	md=3	dev.=1
4.5)	The Teaching Assistant (TA) was generally on time for the Study sessions.	n=325	av.=3,5	md=3	dev.=0,9

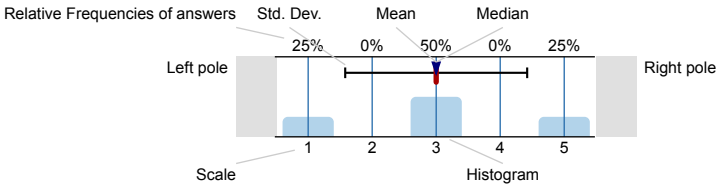
IFY Satisfaction

International Foundation Year - General Survey (IFY Satisfaction)
Semester = SS26
No. of responses = 94(0%)

Survey Results

Legend

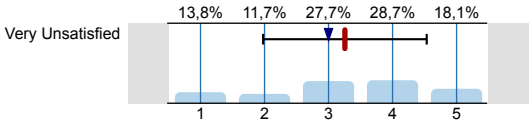
Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

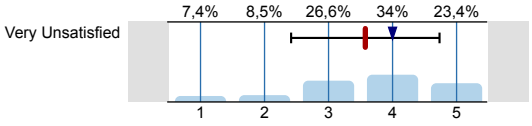
1. Your General Satisfaction

1.1) In general, how satisfied are you with the IFY program?



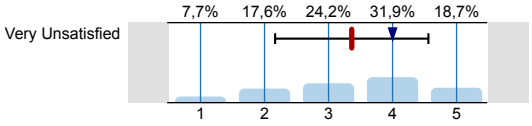
n=94
av.=3,3
md=3
dev.=1,3

1.2) In general, how satisfied are you with the overall quality of teaching in the IFY program?



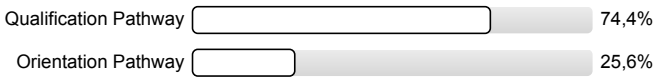
n=94
av.=3,6
md=4
dev.=1,2

1.3) In general, how satisfied are you with the overall organization of the IFY program?



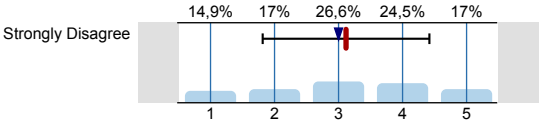
n=91
av.=3,4
md=4
dev.=1,2

1.4) Please indicate which Pathway you are in:



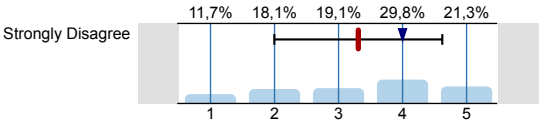
n=90

1.5) Would you recommend the IFY program to students from your home country?



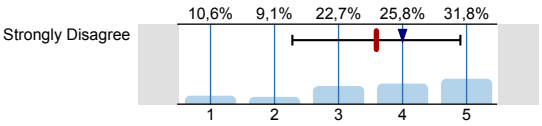
n=94
av.=3,1
md=3
dev.=1,3

1.6) Would you support other potential students to apply to the IFY program in the future?



n=94
av.=3,3
md=4
dev.=1,3

1.7) The TestAS Training course prepared me for the exam.



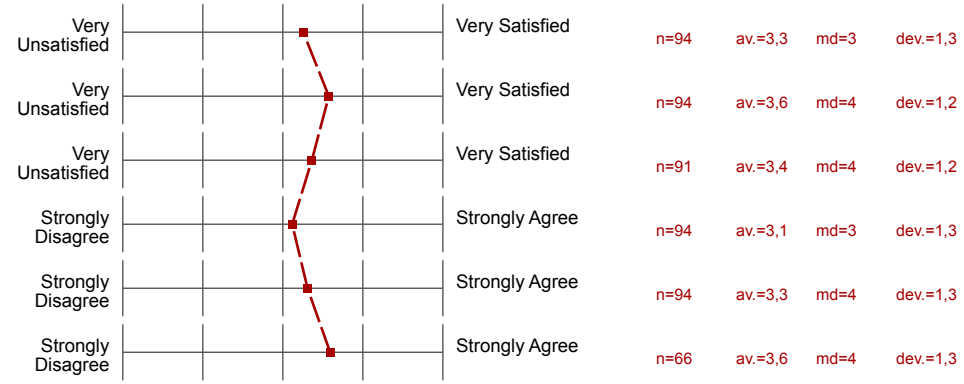
n=66
av.=3,6
md=4
dev.=1,3

Profile

Subunit: Pre Degree
Name of the instructor: IFY Satisfaction
Name of the course: (Name of the survey) International Foundation Year - General Survey

Values used in the profile line: Mean

1. Your General Satisfaction



1.1)	In general, how satisfied are you with the IFY program?	n=94	av.=3,3	md=3	dev.=1,3
1.2)	In general, how satisfied are you with the overall quality of teaching in the IFY program?	n=94	av.=3,6	md=4	dev.=1,2
1.3)	In general, how satisfied are you with the overall organization of the IFY program?	n=91	av.=3,4	md=4	dev.=1,2
1.5)	Would you recommend the IFY program to students from your home country?	n=94	av.=3,1	md=3	dev.=1,3
1.6)	Would you support other potential students to apply to the IFY program in the future?	n=94	av.=3,3	md=4	dev.=1,3
1.7)	The TestAS Training course prepared me for the exam.	n=66	av.=3,6	md=4	dev.=1,3