

Postgraduate Programme Specification

2023-2024



Table of Contents

PROGRAMME DETAILS	3
MISSION, VISION, AND INSTITUTIONAL GOALS	4
Institutional Vision Mission Statement Strategic Goals and Objectives Values on campus	4 4
POSTGRADUATE COMPLETION REQUIREMENTS	7
SEQUENCING OF POSTGRADUATE PROGRAMME COURSES (PROGRAMME STRUCTURE)	8
SUPPORT FOR STUDENTS AND THEIR LEARNING	9
POSTGRADUATE ADMISSION	12
RESOURCES AND FACILITIES	16
METHODS FOR EVALUATING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING	20
ASSESSMENT PLAN FOR PROGRAMME LEARNING OUTCOMES	23
INDICATORS OF QUALITY & STANDARDS	24
PROGRAM SCHEMATICS	26
APPENDIX A: INDICATORS OF OUALITY & STANDARDS INSTRUMENTS	28

MASTER OF INTERNATIONAL HOSPITALITY MANAGEMENT

PROGRAMME DETAILS

PROGRAMME CODE 27.MS.0838

PROGRAMME NAME MASTER OF INTERNATIONAL HOSPITALITY

MANAGEMENT

CIP CODE 52.0999

DEPARTMENT Hospitality Management

AUTHORING TEAM Faculty
DELIVERY MODE On-campus

ACCREDITATIONS

Ministry of Education, UAE

Initial Programme Accreditation 14 July 2023

First Reaccreditation N/A

Institute of Hospitality, UK

Initial Programme Accreditation TBC First Reaccreditation N/A

International Centre of Excellence in Tourism and Hospitality Education, Australia

Initial Programme Accreditation TBC First Reaccreditation N/A

DATE OF PUBLICATION September 2023

THE EMIRATES ACADEMY OF HOSPITALITY MANAGEMENT

MISSION, VISION, AND INSTITUTIONAL GOALS Institutional Vision

"To be a world leader in facilitating university level learning, scholarship and applied research in the fields of tourism and hospitality management."

EAHM seeks to build the required human resource capacity for the regional and international industry by providing the highest possible standards of business, hospitality and tourism education, combined with the transfer of applied knowledge from industry, and access to high quality internship experiences.

Mission Statement

EAHM is committed to fulfilling its distinct mission:

"To deliver world-class, innovative, industry-relevant education and research in a contemporary, multi-cultural environment to equip the next generation of hospitality business leaders with competencies to succeed in a dynamic world."

Strategic Goals and Objectives

"To promote academic excellence in a professional context" and to:

- 1. Provide quality education in hospitality and tourism management.
- 2. Create innovative experiential learning environments conducive to student development.
- 3. Pursue and produce applied research in hospitality and tourism.
- 4. Foster partnerships with industry and government bodies and promoting international outreach with recognized universities and institutions.
- 5. Progress global recognition for high quality academic programs and graduate employability.

Values on campus

EAHM recognises and embraces the following values where the student is distinguished by the hallmarks which in combination ensure that our graduates are both recognised as highly professional and highly sort after by employers. We refer to these hallmarks or personal characteristics as the 'Three A's:

Attitude: An EAHM student is encouraged to show an exemplary and positive attitude towards themselves, their fellow students, EAHM staff, Jumeirah colleagues and all external stakeholders.

Attention: Attention is key in the culture of hospitality: attention to self, to the others, and ensuring people feel comfortable and respected.

Attire: Students across all programmes of study at EAHM wear business attire, as future professionals. The Grooming Guide guidelines illustrate what is expected daily on campus.

Programme Goals

One of the bases for programme design is the set of professional competencies which are needed to manage hospitality organisations. It is realised that in the world of work, each of these competencies is not demonstrated as a discrete element, but rather in an integrative manner which mirrors the situations managers are faced with – that is, that

problems, issues, and other "situations" do not arrive clearly labelled as "HRM", "Finance", "Ethics", "Communication", etc.

The programme modules are delivered over 18 months for full time students, in which each course acts as the coordinating mechanism for the variety of disciplines/subjects areas and skills. The taught part of each module is delivered over 15 weeks of teaching. Within this framework, the MIHM intends to:

- Provide students an appreciation of; and competency in; the range and complexity of applied management skills in a hotel and hospitality context;
- Develop critical and analytical problem-solving skills and general/transferable skills to prepare students for high level employment in the business world of the hotel and hospitality industry;
- Build upon students' previous undergraduate study experience in order to meet the knowledge, intellectual skills, technical skills and key competencies required in the industry.

Programme Learning Outcomes

Upon completion of this **QFE** <u>Level 9</u> qualification (in accordance with the Qualification Framework Emirates - QFE), graduates will be able to:

- PLO 1. Demonstrate advanced knowledge and skills to design and deliver sustainable, ethical, and innovative hospitality services and experiences. (QFEmirates Level 9, Knowledge)
- PLO 2. Conduct research in the hospitality industry, applying relevant investigative/enquiry modes, theories and methods, with a view to reaching reliable, valid and generalizable conclusions
- PLO 3. Apply advanced problem-solving skills to analyze highly complex issues in the hospitality industry, often with incomplete data, and develop innovative solutions and proposals (Level 9, Skill)
- PLO 4. Communicate effectively in oral and written modes as well as via technology to present, explain and/or critique highly complex matters to/with diverse stakeholders (Level 9, skill)
- PLO 5. Apply cognitive, creative, and reflective skills to collect, analyze and synthesize information at the interface between hospitality and different developments (Knowledge and Skill)
- PLO 6. Apply planning skills to develop and execute a major project or comparable activities with appropriate research to reach sound conclusions in an often highly complex environment (Skill, Role in Context)
- PLO 7. Function autonomously as well as in teams and assume leadership in professional hospitality practice or in systems that are highly complex and often unpredictable, requiring new strategic approaches and/or interventions or conceptual solutions (Autonomy and Responsibility)
- PLO 8. Critically reflect on the performance of oneself and others and take responsibility for contributing to professional knowledge and practice in dynamic hospitality settings (Self-development)
- PLO 9. Analyze and sensitively manage highly complex ethical issues leading to informed, fair, and valid decisions (Self-development)

		Aspects of Competance																
			Know	rledge				Skill			Autonomy & Responsibility		onsibility			Self	Develope	nent.
		963	962	963	3604	351	352	953	994	955	SART	5AT2	SARS	9RC1	9RC2	9501	9502	9903
PLO 1	Demonstrate advanced knowledge and skills to design and deliver sustainable, ethical, and innovative hospitality services and experiences. (QFEmirates Level 9, Knowledge)																	
PLO 2	Conduct research in the hospitality industry, applying relevant investigative/enquiry modes, theories and methods, with a view to reaching reliable, valid and generalizable conclusions																	
PLO I	Apply advanced problem-solving skills to analyze highly complex issues in the hospitality industry, often with incomplete data, and develop innovative solutions and proposals (Level 9, Skill)																	
PLO 4	Communicate effectively in oral and written modes as well as via technology to present, explain and/or critique highly complex matters to/with diverse stakeholders (Level 9, skill)																	
PLOS	Apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate and implement new ideas for solving complex hospitality problems.																	
PLO 6	Apply planning skills to develop and execute a major project or comparable activities with appropriate research to reach sound conclusions in an often highly complex environment (Skill, Role in Context)																	
PLO 7	Function autonomously as well as in teams and assume leadership in professional hospitality practice or in systems that are highly complex and often unpredictable, requiring new strategic approaches and/or interventions or conceptual solutions (Autonomy and Responsibility)																	
PLO8	Critically reflect on the performance of self and others and demonstrate initiative and leadership in dynamic hospitality settings.																	
PLO 9	Analyze and sensitively manage highly complex ethical issues leading to informed, fair, and valid decisions (Self-development)																	

Figure 1. MIHM PLO Mapping to QFEmirates Descriptor

Postgraduate Completion Requirements

A student on the Postgraduate – Master of International Hospitality Management programme will be conferred a degree if the five (5) following conditions are fulfilled:

1. Completed the required credits as follows:

Description	Credits
Core courses (3 CR) x 7 courses	21
Elective courses (3 CR) x 2 courses	6
Research Project (6 CR) x 1 course	6
Total Credit Requirement	33

- 2. Achieved a cumulative grade point average of no less than two points (2.00).
- 3. Achieved at least a grade of C on the Research Project (either Dissertation or Consultancy project).
- 4. The student must be in good financial standing with EAHM.
- 5. The student must have obtained the "Certificate of Equivalency CoE" from the Ministry of Education for their bachelor's degree, unless graduated from a CAA accredited institution in the UAE.

Award Classification

Award	Grade Point Average
High Distinction	≥3.67 - ≤4.00
Distinction	≥3.00 - ≤3.66
Merit	≥2.67 - ≤2.99
Pass	≥2.00 - ≤2.66

Refer to the following policy: 03EP04 Postgraduate Completion Requirements 03EP10 Academic Progress

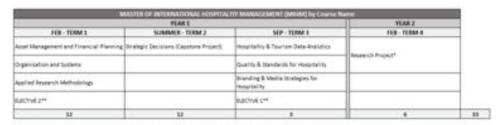
SEQUENCING OF POSTGRADUATE PROGRAMME COURSES (PROGRAMME STRUCTURE)

September intake



	TEAR 1	COLUMN SERVICE SERVICE (SMIRE) by Course	YEAR	
SEP-TERMS	FEB - TERM 2	SUMMER TERM I	SEP - TERM 4	
ocreos	PARCE	sreice		- 1
eceses	HIMO		RESIDUE / NESECUP*.	
wc404	MESONY			
ucwir-	BACTINE 2 ^{mm}			
11	12			99

February Intake



ĘĮ	YEAR1	YEAR2		
FOR-TORM 1	SUMMER - TERM 2	SEP - TERM 1	TEB-TERM 4	
PANCE	steeds	001108	Sample Carteria	
HIMBOI		HO1808	POSKI / ROSKI	
NESROS		WEST.		
escrieze.		EACTIVE 1**	598	
12	12			10

Curriculum

1. Core Courses (21 credits)								
Course Code	Course title	Credit	Pre-requisite					
DGT903	Hospitality & Tourism Data Analytics	3						
FIN903	Asset Management and Financial	3						
	Planning							
HOS903	Quality & Standards for Hospitality	3						
HRM903	Organisation and Systems	3						
MKG903	Branding & Media Strategies for	3						
	Hospitality							
RES903	Applied Research Methodology	3						
STR903	Strategic Decisions (Capstone Project)	3						

2. Research Projects (6 credits

1 Research Project to be chosen during the programme

Course Code	Course Title	Credit	Pre-requisite
RES906*	Research Project - Dissertation	6	RES903
RES916*	Research Project - Consultancy Project	6	KE3903

3. Electives (6 credits)

2 electives to be chosen during the programme

Course Code	Course Code Course Title			
BUS903	Hospitality Business Enterprise	3		
DGT913	Tech Transformation & Innovation	3		
HOS913	Advanced Food and Beverage Operations	3		
HOS923	Designing Unique Experiences	3		
STR913	Sustainable Value Creation	3		
Mata		•		

Note:

SUPPORT FOR STUDENTS AND THEIR LEARNING Learning Support Centre

Learning Support Centre

eMada (Student Information System - SIS)

This SISPortal provides access to online application, student transcripts, instructor and student schedules, grading, registration, course schedules and general administration for students as well as staff and faculty. The SIS is accessible on campus and off campus.

Moodle

Modular Object-Oriented Dynamic Learning Environment (Moodle), a popular open source Learning Management System (LMS). This simple, light weight platform provides an easy to use menu driven browser interface to the EAHM students, faculty and administration. Course materials and information as well as submission of assessments are facilitated through Moodle. This system is the primary source of information on EAHM announcements and events.

^{*} Student may choose to do a Dissertation or Consultancy Project

^{**} Elective courses offering subject to confirmation. Courses are offered based on fall/spring semester. The actual courses offered will depend on the availability of staff and number of students registering.

Personal Counselling

Counseling: EAHM provides personal counseling to its students. Any student who has the need for counseling should contact the Student Counsellor via email, the Counsellor Support link on Moodle or contact the Student Services to seek assistance in making an appointment.

The Counsellor provides consultation to students who are experiencing stress due to academic, career or personal problems. They may provide group and individual counselling sessions and may also be involved in consultation with Faculty & Staff.

EAHM also offers access to qualified psychologists for counselling. Please see Moodle for contact details for *My Conscious Mind* (counselling rates have been offered at a 50% discount for EAHM students).

Special Needs: The Students Services Administrator maintains a file on each special-need student. The requirements of special needs students are communicated to faculty at the second week of each academic term. The student counselor may be required to advise the student and faculty on the management of the accommodation.

To obtain any special facility or accommodation for a disability, a current medical certificate from a recognized medical practitioner needs to be submitted. The certification must not be older than one year from the date it is to be submitted to EAHM. All requests for special consideration, such as additional exam time, or other assistance, will be decided by the Programme Managers and communicated to the Student Services for implementation.

Academic Counselling Assignment of Personal Tutors

The Registrar Team will allocate personal tutors to all students during the admission and enrolment process. Any student who is unhappy with his or her tutor may request a change to the Dean and / or Registrar. A decision will be corroborated between the Registrar and Dean regarding tutor reassignment. Students will usually keep the same tutor for the duration of their studies.

Role of the Personal Tutor (on-campus Students)

The role of the personal tutor is to assist students in understanding and meeting the academic requirements of the program of study in which they are registered and to provide an update of EAHM actions as a response to student feedback.

The course faculty member is the first point of contact for any course-related issues. The personal tutor is the first line of contact for general student concerns and feedback. For more complex issues or for those requiring a more in-depth approach, tutors should refer their tutees as follows:

- For academic issues: first the Programme Manager, then second the Dean
- For study-abroad programme, internship, career, or job-related issues: The Manager of Industry Relations, Global Mobility and Training
- For personal issues: the Counsellor and/or the Program Manager
- For institutional surveys conducted by EAHM, policies, and procedures: The Registrar or Quality Assurance Manager.

The role of the Personal Tutor is not to personally own and/or resolve issues on behalf of the student. A Personal Tutor's responsibility is to advise students of the various sources

of information and assistance available. Personal tutors are, however, expected to be familiar with EAHM procedures and relevant policies. Personal tutors should be in contact with the relevant departments and share information, when necessary, in order to prevent any problems from arising or to tackle existing ones. Any information conveyed during individual academic tutoring sessions is confidential and will not be shared with other colleagues unless there are valid reasons for doing so. However, EAHM reserves the right to inform the parents, government bodies, or medical services if a student's situation is evaluated to be of a critical nature, infringes on the safety of others, or conflicts with EAHM policies or procedures.

The personal tutor's role is not to socialize with students or entertain them. Professional conduct should always be maintained. Personal tutors should only, in exceptional circumstances, meet with their tutees outside normal working hours.

Personal tutors will be granted access to their own tutees' files in order to access relevant information such as past academic performance and attendance. Any access to student's files must be granted by the Registrar.

Role of the Tutee

It is the tutees' responsibility to schedule individual meetings with their personal tutors if required and to attend the group advisory meeting when invited.

Tutees are responsible for disclosing to their tutors any issues that might impact their academic progress within EAHM. The personal tutor will then be able to advise the student of the relevant and appropriate action that may be taken to help them.

Tutees may approach their personal tutors with a variety of problems, ranging from those that may seem minor to those that are evidently of grave concern.

Personal tutors are not there to solve students' problems for them. Their role is to give advice and direction as well as to offer relevant information or liaise with other department heads and the School Counsellor.

Tutees need to acknowledge the fact that personal tutors might not be the most suitable or best-qualified person to deal with their specific issues and that they may also need to seek support from a trained professional (e.g. counsellor, medical personnel, etc.)

Career Counselling

Career Services at EAHM may be characterized as the provision of counselling, help, and information to aid students in choosing a suitable career path/employer and preparing for a variety of employment. Career Development classes are provided to EAHM students as an addition to Career Services in order to guarantee that all of their abilities and opportunities are utilized during and after their studies.

As an international institution, our students and alumni enjoy internship and career possibilities in the hospitality industry and related fields. The Industry Relations Office is entrusted with ensuring the following in order to prepare people for employment:

- Throughout the year, organize Industry Presentations with Industry Guest Speakers
- Provide CV writing courses and CV review sessions.
- Conduct courses on Professional Appearance and Industry Expectations
- Schedule sessions on Internship Skills and Interview Skills

- Organize one or more career fairs
- Have one-on-one meetings with job-seeking students, alumni, and recent grads (casual jobs, internships and full-time employment)
- Conduct career development related workshops
- Provide recommendations for job-seeking students (if suitable and applicable)
 List employment vacancies for students to apply for on the EAHM job site.
 Schedule interviews on and off campus.
- Facilitate internship opportunities for students of different academic disciplines (mandatory for Undergraduate students)
- Assist students and graduates with employment application procedures and offer appropriate guidance
- Update the department of Quality Institutional Effectiveness & Risk's internshiprelated career information.
- Establish, sustain, and increase the scope of placement options for students and graduates through networking and connection-building within the hotel, event, sport, entertainment, consultancy, and financial sectors, as well as luxury enterprises.
- Develop, maintain, and build productive, long-lasting connections and collaborations with the travel, tourist, hospitality, and service industries.
- Maintain a comprehensive database of all business partners

Career Placement Services

The Manager of Industry Relations & Global Mobility manages the EAHM links with the industry, the employment portals and the related social media page postings / updates. Their role includes establishing quality assured internships and short work experience exposure and the placement of the graduates in their first jobs. This office also organises the annual Career Fair that attracts companies all seeking to employ the EAHM graduates

POSTGRADUATE ADMISSION

Entry Requirements

To be accepted to the Postgraduate Degree, the applicant must have:

- A recognised Bachelor's degree with a minimum CGPA of 3.00 on a 4.00 scale or its established equivalent:
- Applicants with CGPA of less than 3.00 but greater than 2.50 may be accepted, subject to conditions set in the conditional acceptance section in page 16 of this catalogue
- Applicants with English score of IELTS 5.5 or its established equivalent may be accepted, subject to conditions set in the conditional acceptance section in page 16 of this Catalogue.
- Work experience or equivalent professional exposure of at least 6 months

English Language Proficiency

Proof of adequate English proficiency is required from all applicants. EMSAT, TOEFL and IELTS (Academic Test) are the most commonly used English proficiency tests that are accepted by EAHM.

The following scores can be submitted for admissions into the programmes:

			IELIS
Postgraduate	<i>EmSAT</i>	TOEFL*	(Academic)
Direct Entry	1400	550 (213 CBT, 79-80 iBT)	6

The TOEFL Institution Code of The Emirates Academy of Hospitality Management is **7116**. We recommend that students request that their result be sent to EAHM by the Testing Centre as soon as it is available. Scanned copies of the score certificates can be submitted along with the application documents (original score certificates need to be submitted to EAHM to complete the application prior to programme start). Every certificate received is officially verified and must be valid on the day that the student applies to the programme of study.

EAHM reserves the right to re-test any applicants or students' competence in English. Should a student refuse to be re-tested or fail to achieve the required score, their application will be deemed to be void and they will be automatically withdrawn from the programme. All students must complete an English Diagnostic test during orientation week.

UAE Nationals

All male UAE National applicants are requested to submit proof of clearance/completion from the UAE National Military Service, which permits them to commence their university studies. Both female and male UAE Nationals must submit a copy of their family book (Kholasat Qaid) or Marsoom when submitting their application documents.

Admissions procedure

All applications must be submitted online via the application portal: www.emiratesacademy.edu or www.eahm.ae

The Postgraduate application should contain:

1. Application Form

To be completed online in the application portal.

2. Coloured Passport Type Photo

One professional and coloured passport type photo in JPEG format with a white background (student should preferably be in professional attire). This photo will be used for any ID cards and visa formalities as well.

3. Identification Documents - PDF, DOC or JPG format

- Coloured Passport Copy
- Coloured Residency Visa Copy (front & back), if applicable
- Coloured Emirates ID Card Copy (front & back), if applicable

4. Education Documentation

- Bachelors' Transcripts (each year) & Final diploma/certificate (English version)
 with final grade as listed in the entry requirements
- Transcripts from final 3 years of senior secondary education & Final diploma/certificate (English version)
- Original English test score report (or equivalent as listed in the entry requirements)

5. Professional Documentation

- a. Curriculum Vitae (CV)
- b. Employment certificate(s)

6. Medical Information Form & Insurance Policy

- Medical Information Form, (with supporting documents for learning and/or medical conditions)
- Valid insurance policy in English (valid upon enrolment at EAHM), which covers medical care in the United Arab Emirates. Should the applicant require a local insurance, the admissions and enrolment team will be able to recommend an insurance company.

7. Application Fee

An application fee of AED 500 + 5% VAT is to be paid online via debit/credit card, in cash, by local cheque or via bank transfer.

8. Additional documents for scholarship applicants

Scholarship Application Form & Supporting documents.

When to apply?

Applications can be submitted at any time during the year, in anticipation of a specific intake. It is advised to start the application process **at least 2 months (8 weeks)** prior to the intake start date. Academic intakes are within the following months:

September and February

All applications must be submitted by the following dates:

February intake 1 December September Intake 1 July

Applications received after these dates will only be considered by the Admissions Committee and are subject to places being available on the programme.

Review of application

Applicants may be admitted if they meet the entry requirements for the programme. They will also be assessed on an individual basis. Applications are reviewed based on the following three criteria:

- Academic ability as evidenced by academic achievement to date;
- · Proof of adequate proficiency in English; and,
- Suitability for the industry in terms of personal characteristics, commitment, motivation, and knowledge and experience of the industry.

When considering candidates for Postgraduate admission, the Admissions Administrator looks at the entire profile of the candidate including their academic records, work experience, extracurricular activities, test scores and recommendations. The Admissions Administrator will first review the documentation submitted.

Applicant's interview

The applicant will then be scheduled for an interview with the Programme Manager or a Faculty member and an Admission Officer. In order to ensure that all applicants have the aligned discipline-based knowledge, the interviewer will ask specific questions to gauge the students' awareness of Finance, Marketing, Human Resources, Statistics and other Undergraduate subjects. After the successful interview, and a positive outcome of the documents review by the Programme Manager, the Admissions Committee endorses the application's approval.

Admissions Committee *

Dean	Dr Frederic Bouchon
Assistant Dean/Programme Manager	Dr Steve Burns
Head of Academic Services and Registry	Ms Maureen Ferre
Director of Marketing & Enrolment (non-voting)	Ms Daiane Lagger

^{*}The Admissions Administrator will normally attend weekly meetings to take notes and present application files. All application files are to be submitted to the Admissions office for initial review prior to meeting taking place.

Outcomes of the Admissions Process

There are three possible outcomes:

- 1. The applicant is successful in achieving all the entry requirements. In this case candidates are offered entry onto their programme of study.
- 2. The candidate's application is successful, but below the direct entry requirements at EAHM, yet within MoE, UAE entry requirements for Higher Education. In this case, candidates might receive a conditional offer, subject to the Admissions Committee decision.
- 3. The candidate's application does not meet the MoE, UAE entry requirements, and is not successful.

Upon successfully meeting the admissions criteria, the offer letter is sent to the applicant within two working days.

Conditional Acceptance

There are two circumstances in which a student may be offered a Conditional Acceptance:

 The student has completed a recognised bachelor's degree and an EmSAT score of 1250 or its equivalent to another standardised test approved by CAA, such as TOEFL score of 530 (197 CBT, 71 iBT) or 5.5 IELTS academic.

The terms of the Conditional Admittance are as follows:

- a) Must achieve an EmSAT score of 1400 or IELTS academic score of 6.00 by the end of the student's first semester of study.
- b) May take a maximum of six credit hours in the first semester of study, not including intensive English courses.
- c) Must achieve a minimum CGPA of 3.00 on a 4.00 scale, or its established equivalent, in the first six credit hours of credit-bearing courses studies for the graduate program.
- 2. The candidate has completed a recognised Bachelor's degree with CGPA between 2.50 and 2.99 out of 4.00 scale or its established equivalent

The terms of the Conditional Admittance are as follows:

- a) Must take a maximum of nine credit hours of courses studied for a graduate program during the period of the conditional admission.
- b) Must achieve a minimum CGPA of 3.00 on a 4.00 scale, or its established equivalent, in these nine credit hours of credit-bearing courses studied for the graduate program to progress to the graduate program or be subject to dismissal.

When the student meets the requirements of Conditional Admission, he/she will be eligible to be fully admitted (unconditional) into their programme of study after the first Semester grades have been released. Full admission is at the discretion of the Registrar, Dean and/or Examination Board.

When the student fails to meet the requirements of their Conditional Admission:

Students who fail to meet the requirements of their Conditional Admission within one semester will be withdrawn from EAHM. Student may be issued a Special Letter by the Exam Board/ Dean for an approved extension of one additional Semester if with mitigating circumstances, or availability of courses have not permitted the student to increase their CGPA as required.

Refer to Policy 06ST02 Postgraduate Admissions

Attestations and Certificate of Equivalency

Attestation of academic qualification is an admissions requirement which **MUST** be fulfilled prior to the commencement of the Postgraduate study programmes.

The Certificate of Equivalency must be obtained within the first semester of study. If it is not submitted during this time, EAHM reserves the right to withdraw the student from study.

EAHM is not liable if a student is not able to receive his/her Certificate of Equivalency.

TRANSFER CREDITS

EAHM recognises academic credits earned at other recognised and accredited institutions. Regulations relating to the award of academic credits are set by the UAE's Ministry of Education and may vary from time to time.

The Postgraduate applicant must have achieved a cumulative grade point average of 3.00 out of 4.00 and be in at least 'good' academic standing at the other institution from where they are transferring from. No more than 25% of the total number of credits at EAHM may be awarded based on prior academic study and no credits can be awarded for graduation projects and dissertation from other institution. Transfer credit cannot be accepted twice for substantially the same course taken at two different institutions and only for courses relevant to the degree that provide equivalent learning outcomes and in which the student earned a grade of B (3.0 on a 4.0 scale) or better.

Students wishing to transfer courses must provide a certified transcript showing which courses they have taken and passed, the completed EAHM transfer credit form and detailed course syllabi for each course. The applicant is required to submit any official transcripts showing all post-secondary work attempted at all institutions attended. These syllabi must show the level of the course, contact hours, course code and course name, its content in terms of learning outcomes, readings, and assessment. As part of the transfer credit application process, EAHM may contact the previous university to validate the transcript and syllabi provided by the student and request for an overview of the applicant's academic standing.

Credit is awarded at the discretion of EAHM and is subject to approval by the UAE's Ministry of Education. Candidates have no right of appeal over the extent of credit that is awarded to them.

Refer to Policy 06ST03 Credit Transfer Policy

RESOURCES AND FACILITIES

The Emirates Academy of Hospitality Management comprises of two buildings. The first building (Phase I) is where some of the classes and most of the administration takes place. There are three (3) classrooms including the innovation hub and one auditorium, which can seat up to one hundred fifty (150) people. Also, there is a Student Services Centre, conservatory, training restaurant and a kitchen where the students undertake the practical components of the Food and Beverage courses. The second building (Phase II) is where most of the academic courses are delivered. There are eight (8) classrooms and two (2) lecture halls, which can seat eighty (88) people each and the library.

Venue Capacity by type

	Seating arrangement									
Venue	Cocktail Reception	Set dinner	Buffe t	Theatre	Classroo	U-	Board			
Phase I	кесерион	unner	L		m	shape	room			
Auditorium				148						
710011011	150	100	100	tiered	80	36	-			
Board Room	-	-	-	-	-	-	10			
ICON Restaurant	50	36	36	-	36	20	-			
Culinary Lab	Equipped w	ith 10 inc	dividual	workstatio	ns					
Conservatory	60	50	50	-	-	-	-			
The Cafe	70	50	50	-	-	-	-			
Fountain & Lawn	40	40	40	-	-	-	-			
Classroom 9	-	-	-	30	22	16				
Classroom 10	-	-	-	30	22	16				
Classroom 9 & 10	-	-	-	50	40	30				
Phase II										
Classroom 1, 2,	-	-	-	30	24	16	20			
Classroom 4 & 7	-	-	-	30	24	16				
Classroom 5	-	-	-	-	22	16				
Classroom 6	-	-	-	-	22	16				
Classroom 5 & 6	-	-	-	50	40	30				
Lecture Theater 1, tiered	-	-	-	88	-	-	-			
Lecture Theater 2, tiered	-	-	-	88	-	-	-			
Innovation Hub	-	-	-	30	24	-	18			
Roof Lounge*	80	-	-	-	-	-	-			
Courtyard*	250	100	100	-	-	-	-			

Student Accommodation

The communal areas encourage a relaxed and informal atmosphere - places to share ideas and enjoy time out. EAHM offers students on-campus accommodation that is modern and spacious. Every studio is $21m^2$ ($3m \times 7m$) of living space, which provides single or twin occupancy. Each studio has kitchen, study area with direct dial telephone and broadband network connection / Wi-Fi, and en-suite bathroom with shower. Air-conditioning, electricity, Internet, TV, bed linen, towels, laundry facilities and gym & pool access are included in the accommodation rent.

Emirates Academy Lodging

Emirates Academy Lodging studios are licensed by DTCM (Dubai Department of Tourism and Commerce Marketing) as guest housing and are composed of 45 units of 21m². These newly refurbished studios consist of 33 Queen and 12 Twin studios each a has a fully equipped kitchen, study area with direct dial telephone and broadband network connection / Wi-Fi and an en-suite bathroom with shower. Air-conditioning, electricity, Internet, TV, bed linen, towels and gym & pool access are included in the accommodation rate. EA Lodging rates vary based on seasonality.

Campus Facilities

The clubhouse is composed of a recreation/ social area called *Barza*, the Pool Side Restaurant, "*Cioccolillys*" and is adjacent to the gym. *Barza* offers our students a relaxed facility to hang out and relax, to play pool or to enjoy sports or to watch any of the five major football leagues and other sports that are being broadcasted. Our Pool Side Restaurant offers students and guests a selection of snacks and hot meals, ranging from Salads to Pizzas as well as selection of grab-an-go items for those students with limited time for lunch or dinner.

The campus has comprehensive sports and leisure facilities, including a swimming pool, gym, multi-sports facility and tennis courts. The multi-sports facility allows EAHM students to use it for basketball, football and volleyball, as well as extended group training sessions such as Yoga. In addition, public beaches are within walking distance of the campus and numerous sporting clubs and associations in Dubai offer students an opportunity to participate in a wide range of activities off campus.



EAHM Campus map

Legend

- 1. Main Entrance
- 2. Security/Logging gate
- 3. EAHM Main Reception
- 4. Auditorium
- 5. ICON restaurant
- 6. Cafeteria
- 7. Conservatory
- 8. Academic Suite & Library
- 9. EAHM Reception phase 2
- 10. Student Accommodation (F-block)
- 11. Student Accommodation (E-block)

- A. Welcome centre
- B. Barza (Student lounge)
- C. Gym
- D. Mini Mart
- E. Prayer room
- F. Attibassi Café
- G. Swimming pool
- H. Tennis court
- I. Multi-sports court
- J. Innovation Hub
- K. Badminton court
- L. Pool Cafe (Cioccolillys café)

METHODS FOR EVALUATING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Assessment of Student Learning

Assessment is the continuous process of gathering and discussing information from multiple sources about what students know, comprehend, and can do because of their educational experiences, as well as what they value and believe, and then using the results to improve subsequent learning.

Rationale for Assessment

The assessment of students involves an evaluation of evidence (provided by the student) that they have achieved the learning outcomes associated with that course and with the programme. This evidence of achieving learning outcomes can take a variety of forms including formal examinations, case studies, independent or group projects, poster presentations, business reports, and the production of a thesis.

The methods of assessment that are used within this programme are balanced so that students encounter a range of assessment methodologies to test their overall level of academic achievement and to ensure that they possess the full set of analytical and cognitive skills that are used by senior managers.

Assessment is also a part of the learning process and EAHM uses mid-course assessments to inform students of their progress towards the achievement of the learning outcomes.

Prior to the delivery of the programme each year a matrix of assessments and assessment submission dates may be developed to ensure that the student workload is balanced.

Key Components of Assessment

In this program, assessment will be:

- Focused and derived from the learning outcomes within each course
- Used to align the curriculum of each course with the overall programme learning outcomes;
- Based on appropriate measures to assess the evidence that learning outcomes are achieved;
- Used to inform students of their progression towards the achievement of course and program learning outcomes;
- Used to inform curriculum and programme review, planning, budgeting and faculty development.

Postgraduate Research Project

In the final Semester, students will need to complete their final Research Project (either Dissertation or Consultancy Project). Full time students will be given three (3) to five (5) months to complete the Thesis (subject to supervisor approval).

The appointment of a supervisor for the Research Project is decided by the Research Committee. In the event a student wishes to change supervisor, the student is required to fill in the form and send the request to the Research Project Coordinator, the Programme Manager and Registrar. The change will be examined by the Research Project Coordinator and Programme Manager. The outcome will be notified to the student only once the original supervisor and the desired supervisor convey their written consent on the form.

Research Projects are graded by the respective supervisor and a second marker (usually nominated by the Research Project Coordinator). Should the difference between the supervisor's and second marker's grade be within 10%, the average will be treated as

final, unless by mutual consensus, another value is agreed upon. In the event of the grade difference exceeding 10%, the supervisor and the second marker will hold a consultation to identify a 'common ground'. In the event of a lack of consensus, the concerned dissertation will be referred to a third marker. The third marker can call for the original grading reports of the supervisor and second marker. The final grade will be the average of the supervisor's or second marker's grade and the third marker's grade, whichever is closer to the latter.

Late submissions

Late submission of a course assignment, consultancy project or research project/Dissertation is subject to the following penalties:

- 1. Up to 24 hours after of the original deadline: maximum grade 60%
- 2. Later than 24 hours after the original deadline: 0% (F grade)

Final Examination and oral defense

The final examination will take the form of review of the written component and an oral defense of the dissertation. The course coordinator will schedule the Final Examination, in consultation with the programme manager.

The written research project will be submitted by students two weeks before the scheduled oral defense. The document should demonstrate the candidate's familiarity with the literature of the field. If it is a work of scholarly rather than creative nature, it will reflect the student's reasoned selection and careful execution of research methodology. The review and assessment is made by the supervisor and another faculty member nominated by the programme manager.

The defense part of the session must be open to all interested parties, will be publicized on campus by the Academic Services and Registry team, before the end of the semester of graduation, (normally the last week of the semester).

The candidate must have an active registration during the semester in which the final examination is taken.

The Oral Defense Jury will consist at least of the following:

- Another EAHM faculty member (Chair of the Jury)
- Another EAHM faculty member or an external examiner
- Student's supervisor (non-grading)

These members are selected upon the recommendation of the student's supervisor, and approved by the Programme manager and the Dean. Furthermore, all academic examiners must hold a doctorate degree in a discipline related to the student's research.

The oral defense is open to the public, and the jury could also comprise of industry representatives. These members must either have a terminal degree justifying a formal inclusion in the grading academic jury.

Immediately after the presentation, the Jury will convene in a closed meeting to deliberate the student's dissertation and overall performance. It will then prepare and submit a report stating the outcome of the examination, as well as the Jury's recommendation to the instructor coordinating the course. The course coordinator will submit copies of the report to the Programme manager and Dean. Based on the outcome, the Programme manager will also submit the relevant grade to the Registrar.

In case of a research project that requires amendments, the Jury may recommend the following:

• Approve the research project after minor amendment and verification by the research project supervisor. Submission of modified research project to supervisor within 5 working days of being informed of the decision. After making these final changes, the candidate must submit to the library an electronic version along with other digital documents related to the research project. These materials must be received no later than 10 working days before the due date for grades for the semester as set by the Academic Services and Registry.

In case of a research project that fails to meet the passing requirements, a resubmission of the study is required, and adjourned to the following term. The student may file a written appeal to the Dean within 5 working days from the date of being informed of the decision. The following additional re-submission conditions apply:

- The resubmission research project continues from the initial submitted research proposal in place;
- A student who wishes to avail themselves to re-submit must indicate their intention before the start of the next Semester via the Academic Office/Registry;
- When a student re-submits the dissertation, the initial grade will be voided, and the final grade will be the grade recorded for the course;
- An examination fee will be required
- The re-submission will take place in the next term or later.

All other dissertation conditions remain effective; please refer to the dissertation handbook and/or dissertation syllabi.

Refer to Policy 03EP09 Dissertation Supervision and Examination

Re-sit and Repeat cases

Re-sit

Students may re-sit exams or resubmit final assessment for courses in which they have received an ongoing assessment mark above 50% AND their resulting final course grade is between 50% - 59%.

Grading

Following completion of the resit final assessment, the student must achieve a final resit assessment mark of over 60 % and their final resulting course grade will be capped at a Grade C band.

The re-sit exam takes place in the first week of the next trimester, (week-1), and is taken in accordance with the academy's exam regulations. Exceptions will be made for students on internship and the re-exam will take place in the trimester from which they return from internship.

Re-sit exam results will replace the original final exam grade, and only the highest grade achieved will be counted towards the course total grade.

Therefore, any cumulative coursed-based percentage work (the combination of coursework, examination and other assessments in a course) which is lower than sixty percent (60%) will be awarded a Fail (F) grade, subject to review during the Examination Board meeting.

Re-sitting a final exam/assessment have financial implications and students are advised to consult with the EAHM's Academic Services before registering for a re-sit.

Repeat

Students may repeat courses in which they have received an overall failing grade (F). The repeat course must be taken during the next available academic term, in accordance with the course regulations.

Only the grade achieved in the repeat course will be counted towards the final cGPA.

Repeating a course may have financial implications and students are advised to consult with the EAHM's Academic Services before registering for a repeat course.

Time Limits:

Students are generally allowed to re-sit exams within the same academic term or immediately after.

Students are allowed to repeat courses within a specified time period, usually one academic term after the initial course completion, or when that course is next offered.

When a student fails the course due to mitigating circumstances (bereavement, illness, etc.) which are recognized and approved by the Examination Board, or when they fail their re-sit opportunity, they may repeat the entire course.

When a student fails more than two courses in a trimester and has a cGPA of below two (2.0), the student may petition the Faculty/Examination Board to repeat the entire academic trimester; however, a student may repeat a trimester only one (1) time during his / her academic program of study. Upon repeating a trimester, the entire repeated trimester results will replace the original trimester results. Repeating a trimester may necessitate a temporary deferment of studies.

Under exceptional circumstances, a student may petition the Examination Board to repeat an entire Academic Year provided it fits within the maximum duration allowed for the programme. Upon repeating an Academic Year, the entire repeated academic year results will replace the original academic year results.

Teaching methods

EAHM's approach to teaching and learning endeavours to be in alignment with the reality of the hospitality management and tourism phenomenon. This focuses on a balance between equipping students with management competences and the ability to apply them through live experiences. That means that *experiential learning* is central in the way students are stimulated and challenged by their trainers to think and process knowledge, in an environment equipped with spaces that allow them to apply their theoretical knowledge & develop solutions to real-life problems while being actors in their learning. In that sense, a student-centered learning experience is the key to teaching and learning at EAHM. Please see EAHM Policy 03EP15 - Teaching and Learning Methodologies.

ASSESSMENT PLAN FOR PROGRAMME LEARNING OUTCOMES

The programme learning outcomes are assessed/reviewed on a regular basis and most recent review was conducted in 2023 when all PLOs across all degrees were updated and aligned with the new institution mission statement. All courses implemented course learning outcomes (CLOs) accordingly. Assessments across all courses have been mapped

to these PLOs. Modes of assessment are linked to the learning outcomes and deadlines and are shown within the published syllabi. Student assessment includes student works, observations, and points of view, as well as tests. Students are assessed in terms of both the knowledge dimension as well as the cognitive process dimension. The feedback from student assessments is aimed at improving student learning.

INDICATORS OF QUALITY & STANDARDS

The Emirates Academy of Hospitality Management (EAHM) is committed to striving for excellence through effective institutional research that informs all developments and improvements. EAHM constantly monitors and rigorously researches its performance through a systematic process of stakeholder feedback. Quality issues that are identified will then be fully explored to determine the factors generating the issues and that action that can be taken to improve performance.

The process is a dynamic activity that recognises that issues will arise and change over time and that there are no static solutions to assuring quality. This process and approach sees quality as something that is defined by the stakeholders and, as these individuals changes, the issues relating to quality will also move.

As EAHM's main stakeholders are the students, we have systematically collected the Student Focused Effectiveness Data through the following mechanism:

• **Course Evaluations** – conducted upon the completion of every class by every student enrolled in the class. During the last few weeks of courses, the QA Unit sends a link to the online survey for each course and visits every class. During this time, the member of faculty running the course is not present in the room. One survey is completed for each course therefore a student taking 4 courses in one semester will complete 4 Course Satisfaction Surveys by the end of the semester. The course surveys collect data from the students on their satisfaction with the course organisation, the impartment of knowledge, course workload, the effectiveness of the instructor(s), the use of resources, and open-ended questions relating to the most liked, or disliked areas of the course and areas of improvement.

The results of this survey are reported to the Managing Director, Dean, Program Manager and the relevant member of faculty. The results are then used during an individual faculty members' performance appraisal. The faculty should reflect on the course feedback and course statistics to then recommend changes for further course development and improvements and submit a course review form as part of the electronic course file submission to the QA Department.

The average target of 3.75 out of a maximum possible score of 5.00 has been set & any faculty member failing to meet this target is reviewed and advised on how to improve. Continuous low scores can result in disciplinary action or even termination.

• Student Satisfaction Survey – The International Student Barometer and Student Barometer (ISB-SB), managed by the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE), and facilitated by the International Graduate Insight Group, Student Satisfaction Survey tracks decision-making, expectations, perceptions and intentions of international and domestic students from application to graduation. At the core of the ISB-SB™ is an online questionnaire, which has been tailored by THE-ICE for its members. The survey is completed by students across all levels and all years of study. Students respond in confidence to i-graduate. Responses

are then analysed and aggregated to deliver comparative insights and reported back in confidence by THE-ICE to each member institution.

The results of this survey are initially presented to the HODs and then cascaded up and down to both the faculty, staff and to the Board of Governors. The content of this survey is reviewed annually by the Dean and QA Unit and outcomes from the student feedback are presented to the study body at the campus meetings.

- **Graduation Destination Survey (GDS)** After every graduation exam board, students who will be graduating are invited to complete the Graduation Survey. The survey is given to students to complete 6 months after their final term and is produced by the Ministry of Education. The QA returns the survey results (construction of survey) to the Ministry, after completion. This survey is one of the most comprehensive of all surveys distributed at EAHM, asking students about their overall experience, academic (teaching) experience, EAHM's contribution to competencies, students' planned future careers and job application processes, the support provided by EAHM in finding a job, and if students are pursuing further studies where they are studying. The data is collected via the Ministry survey system and the raw data is shared with the SM-QIR for further analyses, which is then included in the institutional effectiveness reporting to the HODs and Board of Governors.
- Longitudinal Graduation Destination Survey in November 2020, the Ministry of Education introduced the Longitudinal Graduation Destination survey that aimed to provide opportunity to collect graduates' retrospective opinions on the university they have attended and the program they have completed about 3½ years ago. The target graduates for the survey are drawn from the previous GDS respondents. The survey questionnaire is very similar to that of the GDS questionnaire. The primary difference is that the questionnaire routing depends upon whether a graduate self-identified as employed, in further studies, seeking employment or undertaking another activity (others).
- Evaluation of Course Results and Statistics the mean and standard deviations of the grades awarded, per course, are evaluated by the Examination Board. Minutes are kept of this meeting and any set action points are required for courses which fall out of synchronisation with EAHM norms. Typically, the board is looking for an average Grade Point of 3 (75 to 79%) and a standard deviation of about 10. Any actions to be taken are noted by the Head of Academic Services and Registry in the minutes. All faculty members are required to include the results when going for their appraisals, must reflect on the results when completing the course review form and when proposing changes to the course plans.
- SCEM Student Council Management Meetings (SCEM) are be conducted with Student Council Board and at least four (4) representatives of the EAHM Management, (Director of Operations, Program Manager(s), Dean, Industry Relation Officer, and Managing Director), once a semester, or more if required. Minutes will be taken by the EAHM operations team and Student Council Secretary and are discussed during the faculty meeting and concerned departments and staff members will be informed.

PROGRAM SCHEMATICS

				F	MANDATO	RY				
SEM	Course / PLO	PL01	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
1	DGT903									
1	FIN913									
1	HOS903									
1	HRM903									
1	MKG903									
1	RES903									
1	RES906									
1	RES916									
SUM	STR903		·							

			ELECTIVE	E - may be o	delivered in	either Sen	nester 1 or	2		
SEM	Course / PLO	PL01	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
1,2	BUS903									
1,2	DGT913									
1,2	HOS913									
1,2	HOS923									
1,2	STR913									

1	Demonstrate advanced knowledge and skills to design and deliver sustainable, ethical, and innovative hospitality services and experiences. (QFEmirates Level 9, Knowledge)
2	Conduct research in the hospitality industry, applying relevant investigative/enquiry modes, theories and methods, with a view to reaching reliable, valid and generalizable conclusions
3	Apply advanced problem-solving skills to analyze highly complex issues in the hospitality industry, often with incomplete data, and develop innovative solutions and proposals (Level 9, Skill)
4	Communicate effectively in oral and written modes as well as via technology to present, explain and/or critique highly complex matters to/with diverse stakeholders (Level 9, skill)
5	Apply cognitive, creative, and reflective skills to collect, analyze and synthesize information at the interface between hospitality and different developments (Knowledge and Skill)
6	Apply planning skills to develop and execute a major project or comparable activities with appropriate research to reach sound conclusions in an often highly complex environment (Skill, Role in Context)
7	Function autonomously as well as in teams and assume leadership in professional hospitality practice or in systems that are highly complex and often unpredictable, requiring new strategic approaches and/or interventions or conceptual solutions (Autonomy and Responsibility)
8	Critically reflect on the performance of oneself and others and take responsibility for contributing to professional knowledge and practice in dynamic hospitality settings (Self-development)
9	Analyze and sensitively manage highly complex ethical issues leading to informed, fair, and valid decisions (Self-development)

Figure 1 MIHM PLO Mapping

Mapping of Course Learning Outcomes to Programme Learning Outcomes

**************************************	Anni Management and Process of Pro	CLOS CLOS	Cleaning translating the translation of the control	PRATE OF	10.2	N/0 8	P(-) 4	Mat 1	PLP 4	20.0	21,0 0	PLG 9
POWERS	Anal Management and Proprietty	CLOS CLOS CLOS CLOS	hourses soldetts to collect, oleys, manipulate, and assessed tested. Budget and interpret foresteding and forested by with all insights and reform closings: decision- making in the relactive. Demonstrate fracting and mights from total analysis to different classification in the foresteding and bushes relatives, oning data analysis from total and entirespect to different signaturations in the foresteding. Analysis and ortically exists all different board classes, three-latin-instruments, and investment.									
econolici montanti	Anal Management and Proprietty	cute cute cute	Analysis and interpret functivity and forces data to sensed roughts and refune cludage, documentaling in the industry. Communitate findings and implified from take analysis to different states before the inspitality and found in the company and inspitality and found in the company of the insulation hosts and inchinence to difficulty project complex data. Analysis and critically estimate different point change. Shaped institutions, and investigate to refer the control of the contr									
MONANG S	Anal Management and Francisco Management (Management (Managemen	cute cute cute	Communitate Bridings and insights from take analysis to different states before the broughtelp and souther industry, song data ansaktation took and techniques to effectively protect complex data. Analysis and critically existent different point disposit, financial institutions, and investment.									
miranca	Management and Francial Floreing Money	culti-	Analyse and critically evaluate different point classes, financial restriction, and treatment	-								
MONANG S	Management and Francial Floreing Money	cales					-		-	_		
-	and Francial Flaming		ranges, and passes their containing for amounts regard of reaction and transcal expenses. Things weak arts the official and usual responsibilities of acust rearranges, and free range attention or					-	-	-	-	_
	Negrialty		Chinally evaluate the others and count responsibilities of each resingue, and frantish planners and assess the repetit of their decounts on the central performance. Assessment has one some or report sources in recovering any other in user management and transaction.									
		CUBB	planning problems and communicate complex financial information and recommendations to contributions.						-			
		ounc	Symmetric a critical uninvaliding of different quality have general models, and tools in a distingly content.									Г
			Essinate quality management agrams in the houghtstip reducing in onterto effectively enhance									
	Management	Curri	Note that y management that and process to minimize practice against on all tragentity									
			pullip navagement (annuals and models. Paskuda the role of furnary recovers management in organizational surveys and identify least		-			_	-	_	_	+
STREET, SQUARE, SQUARE,	Organizations	CURL	practices or further below/ser thanagement.		_		-		-	-		-
	and Sprittering. The Studyes the ringsoft of describy and inclusion on regurstational cultures and performance.								-		ш	
		CLRR	Origination the rote of technology and Artificial intelligence in number Resource Management and analyse foliate transit.					8				
	- 8	CHR	Charle Bouse the epickanus of branking and nanketing drategies in thisping the republish of hispitality furtherisas			1						Г
	Standard &	rake	Assess offerfine branching strategies; within the portract of longitivity board management									
MICHEL	Media Stranger for Househilly	1000	Orthodia exelusiva criticale cond to called social mode charments, by effectively communicate with							-	-	$^{+}$
	-	1004	larget authence. Demonstrate and understanding of the requirements of a houghfully learners needs company.		+						_	\vdash
	- 1	7	including context creation, distribution, and resolution of the effectiveness of the plan. Critically analysis the Mandyles and the month of different respects methods to distribute their					-		-	-	⊢
		O(R)	appropriate on the agreement of parties.	-	_			-			-	⊢
M01000	Applied Research	0000	Design a respect visus that extens appropriate techniques and total called techniques.		4		_			_		╙
	CALL DE CO.	0000	orderprint and analyse research data using appropriate statement techniques.									
	1	0,04	Parkado efficial consideration, in repeach, and thereby strategies to encoun compliance with official goalstoner.									
	1 5	OURU.	Collect and analysis data and interpret repeated findings									
-	Research Propert	0.00	Seeing more projection and thesing material conclusions				3					\vdash
	Distriction		Seducits a large of teasurit methods become the restor of the dissertation, its findings, analysis.				-					
		0000	and onebuige					-	-			-
	- 4	0000	Systectic are expect to a troughterly expensation, explang exprograms looks, tracker, frameworks at a	-								
ACTORNO.	Depart Project	0000	the last temperature for application of project reprograms processes and accounted to the									L
		cuón	is effected and appropriate communications feelingues to solitive the research photoss, present the findings/solutioned and make recommendations.									
		0000	End-use fundamental procupios of strategy development to real world consensus based by hospitality devices on will black.	į.								П
steem	Sestage: Decisions	nusu	Dissipate a interest business strategy that startifies was to achieve outsolvides competitive			9						\vdash
	Project	0.01	Johannager. Danaling cultural controllerates and global perspections to discrete settings to gare since							- 3		+
in/fives			colorsaming of the global hospitality is obvious.									
SCHOOL STREET	S. S				o penga	1	No.	900A00		Decision in		
oproe Code	Course Name		Course Learning Outcomes (CLDs)	PURE	Philip.	PLOX	PLD4:	9.09	PLOS	ror	PLDE	10.00
	aman	0000	program process of business management to a new mountainty venture.									┖
80590)	Storytolity Storyess Solveprise	(100)	makya saa shubacid sucaashii haqabidhi astapastaan, idashiiyag lay sucaas fattan, cantaan shubanga, and nonwataa proteen udang sahnayaa.									
	1	G(60)	Citically restures a featurescraphs, using agreement tech, and techniques, for reporting to patiential resention, planeticalism, and partners in the hopefuling reduction.									Т
		0,00	stantify and analyse respective harmodyge solutions to address business problems in the busyllighty.					16				$^{-}$
062913	Tech Transferonmen	0.00	lestadity. Descriptions skillets plant and washink technology projects, banditing the implicable business in the			1						+
7	& inneretion	-	tulit and bispoilt.					-				\vdash
		0000	Critically evaluate, digital enoughts to improve the use of inclinality in the brogensity relativy		_		-		-	-	-	⊢
	Advanced hand	Oste:	Dissellus di ariegini is enhalice que allonal performanse and profitability is fluid and lessenge. Intereform.			4					_	╙
HONTET		0.007	Desirabe the effectiveness of book and beeings control options.									
	1	0,00	Committees an understanding of facilitated bearings qualify programmes and integration of guest,									Г
		Quen.	Terroritate at advanced understanding of the principles and concepts of trapitality experiences					4				
			Trun a prince marketing perspective.									
	Decimalia	CLOSS.	developer the role of culture and discrete to thaping hospitality experiences				-		-			
moyeas	Designing - Designer -	0.00										
moyeat		0.00	Demonstrate you of investion in temporal and implementing unique augmentum that the limits and equilibrium of guests.		-			-				-
movest	Strikent.		Demonstrate use of investment imaging and repletering union expensions that their the			e e						
71/10//	Strikent.	osea	Demonstrate you of investion in temporal and implementing unique augmentum that the limits and equilibrium of guests.			6;						
100/401 5/4013	Colories	0.007	Demonstrate use of investion is disagong and injuteneous guides experience. Put head the medicand expectations of guests. Seedade the officionesis of experiences and use feedback to continuously strander the guest appearable. Budget bourget systems and their regard on trapholity breakgonard is districtions from a contentability programma.			C:						
711121/	Strikent.	0000 0004	Demonstrate and of invention is designing and implementing unique experience. Not head the levels and expectations of queets. Sendent the offenderson; of experiences, and we headlight to continuously strained the gent properties. Problem to strain systems and their respect on inceptainly development in distribution from a			c						

APPENDIX A: INDICATORS OF QUALITY & STANDARDS INSTRUMENTS A. Course Feedback Survey

* 1. Please tick (V) the	appropriate box to i	ndicate your an	swer to each stateme	nt	
	Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree
The teaching and learning objectives were presented at the beginning of the course.	0	0	0	0	0
The assessments for this course were explained at the beginning of the course.	0	0	0	0	0
The course study materials shared were well organised to support the learning outcomes of the course.	0	0	0	0	0
The Learning Management System (Moodle) contained all instructional materials needed to support my learning and skills development.	0	0	0	0	0
The lecturer was available throughout the term to support my learning	0	0	0	0	0
* 2. Please tick (√) the	appropriate box to i	ndicate your an	swer to each stateme	nt	
	Not at All	Not Much	Moderately	Mostly	Completely
The course assessments (exams, assignments, projects) adequately reflect the course content and learning objectives.	0	0	0	0	0
The course delivery engaged you in your own learning process through critical thinking and problem solving.	0	0	0	0	0
I had the opportunity to reflect and learn from complex situations.	0	0	0	0	0
I delved deeper into the subject through personal research.	0	0	0	0	0
The syllabus has supported me to plan my learning effectively during the course.	0	0	0	0	0
* 3. Identify recommer supported or limited yo					

B. Library Graduate User Survey

 The EAHM Library is(Please select all the words that come to mind when you think of the EAHM Library)
○ Useful
Quiet
○ Helpful
O Busy
○ Spacious
○ Resourceful
○ Organised
○ Comfortable
○ Calm
○ Clean
○ Well-lit
○ Secure
Other (please specify)
2. On average, how often have you used the new Quiet Zone in the library for focused study or research purposes?
Daily
Once a Week
2 -3 times a week
4 - 5 times a week
☐ Never
3. What specific amenities, atmosphere, resources would you like to see added or improved in the new Quiet Zone of the Library?

4. How often do you us	e the Library's	study rooms for	group or individ	dual study sess	ions?
Daily					
Weekly					
Monthly					
Yearly					
Never, I prefer to sta	ay in Bazar or at	home			
Never					
☐ If never, tell us more	•				
5. How would you rate collaboration and idea			_		brary for
Absolutely Essentia	l.				
Very Important					
Of Average Importa	nce				
Of Little Importance	è				
Not Important at Al	l				
6. Rate your overall exp	perience with t	he printer/scann	er/copier in tern	ns of reliability	and ease of use.
Very Satisfactory	Satisfactory	Neutra	ıl Un	satisfactory	Very Unsatisfactory
0	0	0		0	0
7. On a scale of 1 to 5, h	now satisfied ar	e you with the in	creased hours o	of operation for	the Library?
1 Very satisfactory	2 Satisfactory	3 Neutr	al 4 U	nsatisfactory	8 Very Unsatisfactory
0	0	0		0	0
8. Indicate your level o specific databases (e.g					
	Absolutely	Somewhat agree	Partially disagree	Disagree	Never used
EBCOHost	0	0	0	0	0
Emerald	0	0	0	0	0
Global Data	0	0	0	0	0
Taylor & Francis	0	0	0	0	0

Very Satisfied, the Library provides excellent support	Somewhat satisfic additional support wo appreciated	uid be	eutral, no opinion	Somewhat dissa could use more g	tisfied, I L	ry dissatished, the brary's support is inadequate
10. For each of these	subscription da	tabases,	select the phrase	that best de	scribes you.	
	Use it all the time	Using it mon lately	e Using it less lately	Used to use it	Never used it	hiever heard o
Books in print	0	0	0	0	0	0
Electronic Books (ProQuest ebook central, loH eLibrary & Sharepoint)	0	0	0	0	0	0
eJournals Databases (Emerald, ProQuest, EBSCO)	0	0	0	0	0	0
Newspaper & Magazines (ProQuest, EBSCO)	0	0	0	0	0	0
Market Research Reports & Statistics (Euromonitor, GlobalData, UN-WD	0	0	0	0	0	0
eLibrary)						
	ite the following			esources?	Fair	Poor
eLibrary)	PARTIE DE LA CONTRACTION DEL CONTRACTION DE LA C				Fair O	Poor O
eLibrary) 11. How would you ra Library Catalogue	PARTIE DE LA CONTRACTION DEL CONTRACTION DE LA C				~	-
eLibrary) 11. How would you ra Library Catalogue (Liberty)	PARTIE DE LA CONTRACTION DEL CONTRACTION DE LA C				~	-
eLibrary) 11. How would you ra Library Catalogue (Liberty) Open Athens Moodle (Library Page) 12. How often do you Zotero, Endnote etc.	Excellent O O use citation ma	c: (((unagemen	O (orge O O your assignm	O O O ents? e.g.(1	O O Mendeley,
eLibrary) 11. How would you ra Library Catalogue (Liberty) Open Athens Moodle (Library Page) 12. How often do you	Excellent O O use citation ma) tently, and I've org	co ((((() () ()	od Ave	your assignm	O O O ents? e.g.(1	O O Mendeley,
eLibrary) 11. How would you ra Library Catalogue (Liberty) Open Athens Moodle (Library Page) 12. How often do you Zotero, Endnote etc. O I use them consis	Excellent O ouse citation ma) tently, and I've org	consisted my	od Ave	your assignment of the control of th	O O O ents? e.g.(1	O O Mendeley,
eLibrary) 11. How would you ra Library Catalogue (Liberty) Open Athens Moodle (Library Page) 12. How often do you Zotero, Endnote etc. O I use them consis	Excellent O ouse citation ma tently, and I've org	configuration of the second of	od Ave	your assignments.	O O O ents? e.g.(1	O O Mendeley,

13. Rate your level of comfort and capability in using Mendeley as a citation management tool for organising and citing your research references.

	Very comfortable, I have extensive experience with Mendeley and find it easy to use	Somewhat comfortable to use Mendeley to	Somewhat uncomfortable, I have a basic understanding but would benefit from further use	Not comfortable at all, I have little to no experience using Mendeley
Organise you library	0	0	0	0
Import references accurately	0	0	0	0
Utilise Medeleys PDF annotation features	0	0	0	0
Added Mendeley plugins to Microsoft word / Google Docs	0	0	0	0
Sharing your Mendeley library and collaborate with them members	0	0	0	0
Use of additional features such as generating citation metrics, related articles and creating reading lists	0	0	0	0

14. What do you use these generative AI tools for?e.g. Jais, Bard AI, ChatGPT, Dall-E2, Synthesia etc.

	Almost always (daily or multiple times a day)	Frequently (once a week or more)	Regularly (2 -3 times a month)	Occasionally (once a month or less)	Rarely or never
To. brainstorm research ideas	0	0	0	0	0
To proofread or grammar assistance	0	0	0	0	0
To help write code	0	0	0	0	0
To help with presentations	0	0	0	0	0
To create images / graphics	0	0	0	0	0
Within search engines and databases	0	0	0	0	0
To help revise for exams	0	0	0	0	0
Conducting literature reviews	0	0	0	0	0
To write proposals	0	0	0	0	0
Others	0	0	0	0	0
N/A (Never used them)	0	0	0	0	0

15. Ethical use of Al: Is assignments written t			of generative Al t	ools when subr	mitting
O Strongly agree, it is transparency.	s essential to dis	close the use of gen	erative AI tools to n	naintain academi	ic integrity and
O Agree, disclosing to of the assistance r	_	tive AI tools demon:	strates honesty and	ensures proper	acknowledgment
Neutral, I am unsu assignments.	re of the importa	nce of disclosing th	e use of generative	Al tools when su	bmitting
O Disagree, I do not my own.	believe it is neces	ssary to disclose the	e use of generative /	AI tools as long a	s the final work is
O Strongly disagree, authenticity of my		o need to disclose t	he use of generative	AI tools as it do	es not affect the
16. Would you attend	a 2-hour works	hop on responsib	le use of generati	e Al tools in ac	ademic writing?
O Yes					
O No					
suggestions of tools y			pects of the Libra	ry?	
	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Borrowing books / magazines	0	0	0	0	0
Academic information and research support services	0	0	0	0	0
Library spaces and atmosphere	0	0	0	0	0
Equipment	0	0	0	0	0
Study Rooms	0	0	0	0	0
Libray Staff	0	0	0	0	0
Hours of Operation	0	0	0	0	0
19. Are there any spec Library's databases, b your overall experience	book collection,				

C. Graduate Destination Survey*

GDS Questionnaire Q4_2023

ELEMENT	ENGLISH
CATI Item	INTRO
CATI Text	Good morning / afternoon / evening. My name is [INTERVIEWER NAME] and I am calling from [INSTITUTION NAME/CAMPUS NAME] about a survey of recent graduates in the UAE,
	Could I please speak to [NAME]?
	[IF SPEAKING TO THE NAMED GRADUATE]
	Higher education institutions conduct this survey in collaboration with the Ministry of Education. It's an opportunity for you to tell us about your experience after graduation. All information that you provide will help improve the quality of learning and teaching. Your information is confidential and you will not be individually identified.
	The survey should take around 10 minutes to complete.

CATI Item	INTRO1
CATI Text	Can you help with this important study?
CATI Response	Continue
CATI Response	Make appointment
CATI Response	Refusal
CATI Response	Named respondent not at this number
CATI Response	Provides alternative number
Item Conditions	ONLY SHOWN IF INTRO=Yes
CATI Item	INTRO1a
CATI Text	Thank you, we will call again later.
CATI Instruction	RECORD PREFERRED DATE AND TIME IN THE SPREADSHEET AND CALL BACK
Item Conditions	ONLY SHOWN IF INTRO1=Make appointment
CATI Item	INTRO16
CATI Text	Would you prefer to complete a short online survey instead?
CATI Response	Yes
CATI Response	No
Item Conditions	ONLY SHOWN IF INTRO1=Refusal
CATI Item	INTRO1c
CATI Text	What is your email address?
CATI Response	RECORD EMAIL ADDRESS IN THE SPREADSHEET IF DIFFERENT FROM THE ONE GIVEN
Item Conditions	ONLY SHOWN IF INTRO1=Refusal & INTRO1b=Yes.
CATI Item	INTRO1d
CATI Text	Thank you for your time, I will send you a link to the online survey.
	4 NEW HOLD HOLD NOT
CATI Instruction	END CALL

CATI Item	INTRO1e
CATI Text	Would you please tell me the main reason why you do not wish to participate?
CATI Response	No comment / just hung up
CATI Response	Too busy
CATI Response	Never do surveys
CATI Response	10 minutes is too long
CATI Response	Claims to have completed survey already
CATI Response	Other [OPEN]
Item Conditions	ONLY SHOWN IF INTRO1=Refusal & INTRO1b=No.
CATI Item	INTRO1f
CATI Text	Thank you for your time
CATI Instruction	END CALL.
Item Conditions	ONLY SHOWN IF INTRO1=Refusal & INTRO1b=No.
CATIltem	INTRO1g
CATIText	I'm sorry, but we must have the wrong contact details. Thank you for your time.
CATI Instruction	END CALL.
Item Conditions	ONLY SHOWN IF INTRO1-Named respondent not at this number.
CATI Item	INTRO1h
CATI Text	Thank you for providing that number and for your time.
CATI Instruction	RECORD ALTERNATIVE NUMBER IN THE SPREADSHEET AND END CALL.
Item Conditions	ONLY SHOWN IF INTRO1=Provides alternative number.
CATI Item	CI
CATI Text	Thank you for agreeing to participate. Refore we get started, there are a few details about your study

CATI Item	a
CATI Text	Thank you for agreeing to participate. Before we get started, there are a few details about your study that I need to check. Firstly, did you graduate from <institution name="">?</institution>
CATI Response	Yes
CATI Response	No
Item Conditions	ONLY SHOWN IF INTRO1-Continue.
CATE IN	

CATI Item	C1a
CATIText	Thank you for your time, but we need to speak with graduates from [INSTITUTION NAME].
CATI Instruction	END CALL.
Item Conditions	ONLY SHOWN IF C1-No.

CATI Item	C1b
CATI Text	What is the best mobile number and email address to contact you, if necessary?
CATI Response	MOBILE NUMBER [OPEN]
CATI Response	EMAIL ADDRESS [OPEN]

CATHREM	CZ (QUESTIONS FROM CZ ONWARDS ARE ONLY SHOWN IF C1=Yes)
CATIText	Was the level of your study [LEVEL OF STUDY]?
CATI Response	Yes
CATI Response	No

CATI Item C2a

CATI Text What was the level of your study?

Response Option Doctorate Response Option Masters

Response Option Postgraduate Diploma

Response Option Bachelor
Response Option Higher Diploma
Response Option Other [OPEN]

Item Conditions ONLY SHOWN IF C2=No.

CATI Item C3

CATI Text Did you study [MAJOR]?

CATI Response Yes CATI Response No

CATI Item C3a

CATI Text What did you study?

CATI Response [OPEN]

Item Conditions ONLY SHOWN IF C3=No.

CATI Item INTRO2

CATI Text Thank you for confirming those details.

Item D1

Item Text

Response Option Male Response Option Female

Instruction FILL IN RESPONDENT GENDER WITHOUT ASKING RESPONDENT.

Item D2

Item Text Which country are you living in?
Response Option Autocomplete List of Countries

Item D2a

Item Text Which Emirate are you currently living in?

Response Option Abu Dhabi
Response Option Dubai
Response Option Fujairah
Response Option Ras al-Khaimah
Response Option Sharjah

Response Option Umm al-Quwain

Item Conditions ONLY SHOWN IF D2-UAE

item D2b

Item Text Which part of Abu Dhabi are you currently living in?

Response Option Abu Dhabi Response Option Al Ain Response Option Al Dhafrah

Instruction IF NECESSARY "Are you currently living in Abu Dhabi, Al Ain or Al Dhafrah?"

Item Conditions ONLY SHOWN IF D2a-Abu Dhabi.

Item INTRO A

Item Text Now I am going to ask you some questions about what you are currently doing.

Item A1

Item Text Are you currently working?

Response Option Yes Response Option No

Item Ala

Item Text Were you employed while studying at [INSTITUTION NAME]?

Response Option Yes Response Option No

Item A1b

Item Text Are you still in the same position?

Response Option Yes

Response Option More senior position in the same company

Response Option Has moved to a different company

Response Option Move to a different job function in the same company

Item Conditions ONLY SHOWN IF A1=Yes and A1a=Yes.

Item A2

Item Text Are you currently looking for another job?

Response Option Yes Response Option No

Item Conditions ONLY SHOWN IF A1-Yes.

Item A3

Item Text Are you currently looking for a job?

Response Option Yes Response Option No

Item Conditions ONLY SHOWN IF A1=No.

Item A4

Item Text Are you currently studying?

Response Option Yes Response Option No

Item A5

Item Text If you are not currently working, looking for a job or studying, what other activity are you currently

doing?

Response Option Children/Family Commitments

Response Option Medical Reasons
Response Option Personal Reasons
Response Option Taking Time Out
Response Option Volunteering
Response Option National Service
Response Option Other [OPEN]

Instruction MARK ALL THAT APPLY.

IF 'OTHER', RECORD VERBATIM

IF NECESSARY, READ OUT RESPONSE OPTIONS

Item Conditions ONLY SHOWN IF A1, A3 & A4 = No.

Item INTRO_W (SECTION W (W1 to W9) ONLY SHOWN IF A1=Yes)

Item Text Now I am going to ask you some questions about your job.

Item W1

Item Text Is this your first job since completing your study at [INSTITUTION NAME]?

Response Option Yes Response Option No

Item Conditions ONLY SHOWN IF A1 = Yes AND A1a = No

Item W2

Item Text How long after completing your study at [INSTITUTION NAME] did you get your first job?

Response Option One month or less

Two months
Three months
Four months
Five months
Six months
Seven months
Eight months
Nine months

Response Option IF NECESSARY, READ OUT RESPONSE OPTIONS.

Item Conditions ONLY SHOWN IF A1 - Yes AND A1a - No

Item W3

Item Text Where is your main work location?

Response Option Abu Dhabi

Response Option Al Ain (Abu Dhabi Emirate)
Response Option Al Dhafrah (Abu Dhabi Emirate)

Response Option Ajman
Response Option Dubai
Response Option Fujairah
Response Option Ras al-Khaimah
Response Option Sharjah

Umm al-Quwain Response Option Response Option Other [OPEN]

Instruction IF NECESSARY "Are you mainly working in Abu Dhabi, Al Ain or Al Dhafrah?"

Item

What is the name of your employer? Item Text

Response Option [AUTO-COMPLETE FROM EMPLOYER UST PROVIDED]

Response Option [OPEN]

Instruction IF MORE THAN ONE EMPLOYER MENTIONED, ASK RESPONDENT TO FOCUS ON MAIN/PRIMARY

EMPLOYER AND JOB

ttem: WS:

Item Text What sector is your employer in? Would you say...

Response Option Federal government, Response Option Local government, Response Option Semi government, Response Option Private sector, or I'm an entrepreneur Response Option

Response Option NOT SURE

Instruction READ OUT RESPONSE OPTIONS. IF A PROMPT REQUIRED FOR SEMI GOVERNMENT SAY'A government-

owned entity like ADNOC or Mubadala"

Instruction 2 IF A PROMPT IS REQUIRED FOR ENTREPRENEUR SAY "For example have you started your own

business?"

W6 Item

Item Text What is your occupation?

[AUTO-COMPLETE FROM OCCUPATION LIST PROVIDED]

Response Option [OPEN]

Instruction IF NECESSARY "For example, Teacher, Nurse, Technician, Administrator, Business Analyst". RECORD.

RESPONSE VERBATIM

Instruction 2 IF THE ANSWER TO W5 IS ENTREPRENEUR THEN "Entrepreneur" CAN BE WRITTEN IN THE [OPEN]

RESPONSE

Item

Item Text Are you receiving NAFIS salary support in addition to your monthly salary?

Response Option

No - I'm not an Emirati citizen Response Option

Response Option No - I'm not employed by a private sector company

Response Option [OPEN]

Item W9

How much is the NAFIS salary support each month? Item Text

AED 1,000 Response Option Response Option AED 2,000 AED 3,000 Response Option Response Option AED 4,000

```
Response Option
                  AED 5,000
Response Option
                  AED 6,000
Response Option
                  AED 7,000
Response Option
                   AED 8,000
Response Option
                  AED 9,000
                   AED 10,000
Response Option
Response Option
                   Don't know
                   Refused to Respond
Response Option
Item Conditions
                   ONLY SHOWN IF W8 - Yes
```

Item	W10
	What is your monthly salary (without Nafis salary support)?
Response Option	Less than AED 5,000
Response Option	AED 5,000 - 9,999
Response Option	AED 10,000 - 14,999
Response Option	AED 15,000 - 19,999
Response Option	AED 20,000 - 24,999
Response Option	AED 25,000 - 29,999
Response Option	AED 30,000 - 34,999
Response Option	AED 35,000 - 39,999
Response Option	AED 40,000 - 44,999
Response Option	AED 45,000 - 49,999
Response Option	AED 50,000 - 54,999
Response Option	AED 55,000 - 59,999
Response Option	AED 60,000 - 64,999
Response Option	AED 65,000 - 69,999
Response Option	AED 70,000 or more
Response Option	No salary
Response Option	Refused to respond
Instruction	IF NECESSARY: "This is excluding benefits."
Item Conditions	ONLY SHOWN IF W8 = Yes

Item Item Text What is your monthly salary (i.e. take home pay)? Response Option Less than AED 5,000 AED 5,000 - 9,999 Response Option Response Option AED 10,000 - 14,999 Response Option AED 15,000 - 19,999 Response Option AED 20,000 - 24,999 AED 25,000 - 29,999 Response Option Response Option AED 30,000 - 34,999 Response Option AED 35,000 - 39,999 Response Option AED 40,000 - 44,999 Response Option AED 45,000 - 49,999

AED 50,000 - 54,999

AED 55,000 - 59,999

AED 60,000 - 64,999

Response Option

Response Option

Response Option

Response Option AED 65,000 - 69,999
Response Option AED 70,000 or more

Response Option No salary

Response Option Refused to respond

Instruction IF NECESSARY: "This is excluding benefits."

Item Conditions ONLY SHOWN IF W8 = "No - I'm not an Emirati citizen" or "No - I'm not employed by a private

sector company" or "[Open]"

Item W12a

Item Text Thinking about your current job, would you say you are...

Response Option satisfied Response Option dissatisfied Response Option NOT SURE

Instruction READ OUT FIRST TWO RESPONSE OPTIONS

Item W12b

Item Text Why are you dissatisfied?

Response Option Low job status
Response Option Low salary
Response Option Routine job
Response Option Long working hours

Response Option Work location (far from where I live)
Response Option No training or development
Response Option Uncomfortable work environment

Response Option Job required different major or specialization

Response Option No promotion Response Option Heavy work load

Response Option The position requires lower qualifications

Response Option Does not take previous experience into consideration

Response Option [OPEN]

Instruction MARK ALL THAT APPLY

IF NECESSARY ASK RESPONDENT TO FOCUS ON MAIN REASON FOR DISSATISFACTION.

Item Conditions ONLY SHOWN IF W12a-dissatisfied.

Item W13

Item Text Would you say the specialization you studied at [INSTITUTION NAME] is relevant to your current job?

Response Option Yes
Response Option No
Response Option NOT SURE

Item INTRO_S (SECTION S (S1 to S8) ONLY SHOWN IF A2=Yes OR A3=Yes)

Item Text Now I am going to ask you some questions about job seeking.

Item 53

Item Text How many jobs have you applied for?

 Response Option
 0

 Response Option
 1 - 4

 Response Option
 5 - 9

 Response Option
 10 - 14

 Response Option
 15 - 19

 Response Option
 20 and over

Item 54

Item Text How many interviews have you had? Response Option 0

 Response Option
 1 - 4

 Response Option
 5 - 9

 Response Option
 10 - 14

 Response Option
 15 - 19

 Response Option
 20 and over

ttem 55

Item Text. Have you been offered a job ?

Response Option Yes Response Option No

Instruction AN OFFER SHOULD BE RELATIVELY FORMAL, IDEALLY IN WRITING, WITH THE IMPLICATION OF AN

EMPLOYMENT CONTRACT. A CASUAL SUGGESTION IS NOT SUFFICIENT.

Item 55a

Item Text How many jobs have you been offered?

Response Option 1
Response Option 2
Response Option 3
Response Option 4+

Item Conditions ONLY SHOWN IF S5-Yes.

Item S5b

Item Text Why didn't you take the job offer?

Response Option Low job status
Response Option Low salary
Response Option Routine job
Response Option Long working hours

Response Option Work location (far from where I live)

Response Option No training or development
Response Option Uncomfortable work environment

Response Option Job required different major or specialization

Response Option No promotion Response Option Heavy work load

Response Option The position requires lower qualifications

Response Option Does not take previous experience into consideration

[OPEN] Response Option

Response Option

Instruction MARK ALL THAT APPLY

IF NECESSARY ASK RESPONDENT TO FOCUS ON MAIN REASON FOR NOT TAKING THE JOB

Item Conditions ONLY SHOWN IF S5-Yes.

Item I'm going to list some job-seeking strategies. Which of these strategies have you used? Item Text Response Option Referrals from family and friends Responding to job advertisements Response Option Using recruitment or employment agencies Response Option Response Option Social networking websites, for example LinkedIn Response Option Directly contacting companies Response Option Student Careers Office Response Option Other [OPEN] MARK ALL THAT APPLY. Instruction IF 'OTHER', RECORD VERBATIM

IF NECESSARY, READ OUT RESPONSE OPTIONS

Due to medical reasons

Item	57	
Item Text	Since you are still not employed, why do you think that is?	
Response Option	There are currently no jobs available in my field of study	
Response Option	There are currently no jobs available where I live	
Response Option	There are currently no jobs available in a single gender (male or female only) environment	
Response Option	There is too much competition for desired jobs	
Response Option	There are jobs available, but salaries are too low	
Response Option	I need to do more study to secure desired job	
Response Option	My internship or work placement was insufficient	
Response Option	There are jobs available, but none with flexible working arrangements	
Response Option	Due to childcare or family commitments	
Response Option	Due to medical reasons	
Response Option	Other [OPEN]	
Instruction	MARK ALL THAT APPLY	
	IF 'OTHER, RECORD VERBATIM	
Item Conditions	ONLY SHOWN IF A3-Yes.	

Item	58
Item Text	Since you have still not found another job, why do you think that is?
Response Option	There are currently no jobs available in my field of study
Response Option	There are currently no jobs available where I live
Response Option	There are currently no jobs available in a single gender (male or female only) environment
Response Option	There is too much competition for desired jobs
Response Option	There are jobs available, but salaries are too low
Response Option	I need to do more study to secure desired job
Response Option	My internship or work placement was insufficient
Response Option	There are jobs available, but none with flexible working arrangements
Response Option	Due to childcare or family commitments

Response Option Other [OPEN]

Instruction MARK ALL THAT APPLY

IF 'OTHER, RECORD VERBATIM

Item Conditions ONLY SHOWN IF A2-Yes.

Item INTRO_F (SECTION F (F1 to F6) ONLY SHOWN IF A4=Yes)

Item Text Now I am going to ask you some questions about your further study.

item F1

Item Text Are you studying in the UAE?

Response Option Yes Response Option No

Item F2

Item Text. Which institution are you attending?

Response Option [AUTO-COMPLETE FROM LIST OF MINISTRY-ACCREDITED INSTITUTIONS PROVIDED]

Response Option [OPEN]

Item Conditions ONLY SHOWN IF F1=Yes.

Item F3

Item Text What is the level of your current study?

Response Option Doctorate Response Option Masters

Response Option Postgraduate Diploma

Response Option Bachelor
Response Option Higher Diploma
Response Option Diploma
Response Option Other [OPEN]

Item F4

Item Text What major are you currently studying?

Response Option [AUTO-COMPLETE FROM LIST OF STANDARDIZED MAJOR]

Response Option [OPEN]

Item F5

Item Text Are you enrolled full time or part time?

Response Option Full time Response Option Part time

Item F6

Item Text What is your main reason for doing further study?

Response Option To improve my employment prospects

Response Option I need a further qualification for my desired job
Response Option I had always planned to do further study
Response Option I am interested in this area of study
Response Option I want to change my career

Response Option I want to pursue an academic career

Response Option Other [OPEN]

Instruction DO NOT READ OUT OPTIONS MARK ALL THAT APPLY

Item	INTRO_E (SECTION E (E1 to E6e) ONLY SHOWN IF C1=Yes)		
Item Text	Now I am going to ask you some questions about your higher education experience at [INSTITUTION NAME].		
Item	E1		
Item Text	Thinking of your experience at [INSTITUTION NAME], would you say you were		
Response Option	satisfied, or		
Response Option	satisfied?		
Response Option	NOT SURE		
Instruction	READ OUT FIRST TWO RESPONSE OPTIONS		
Item	E2		
Item Text	Why were you dissatisfied?		
Response Option	[OPEN]		
Instruction	RECORD RESPONSE VERBATIM		
Item Conditions	ONLY SHOWN IF E1-dissatisifed.		
Item	B		
Item Text	Thinking about the teaching at [INSTITUTION NAME], would you say you were		
Response Option	satisfied, or		
Response Option	dissatisfied?		
Response Option	NOT SURE		
Instruction	READ OUT FIRST TWO RESPONSE OPTIONS.		
Item	E4 (THIS ITEM INCLUDES THE FOLLOWING RESPONSE OPTIONS: Very much, Somewhat, Not at all, Not sure)		
Item Text	How much did your experience at [INSTITUTION NAME] help you develop the following skills? Would you say very much, somewhat or not at all?		
Response Option	Problem-solving Problem-solving		
Response Option	Critical and analytical thinking		
Response Option	Digital literacy		
Response Option	Numeracy skills		
Response Option	Writing skills		
Response Option	Presenting skills		
Response Option	Communication skills		
Response Option	Collaboration and teamwork		
Response Option	Time management		
Instruction	IF NECESSARY, REPEAT RESPONSE OPTIONS: "Would you say very much, somewhat or not at all?"		
Item	ESa		
Item Text	Did you use your institution's careers service?		
Response Option	Yes		
Response Option	No		

Item Est Response Option Sa Response Option Minstruction Rei Item Conditions O Item Text Di Response Option No Item Conditions O Item Text Di Response Option No Response Option No Item Text Di Response Option So	Did not have a careers service during my time at the institution Sb Thinking about the careers advice you received at [INSTITUTION NAME], would you say you were atisfied, or Bissatisfied? NOT SURE READ OUT FIRST TWO RESPONSE OPTIONS DNLY SHOWN IF ESa-Yes. So Oid you do an internship or work placement while studying at [INSTITUTION NAME]? Tes No Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Item Text Ti Response Option Sa Response Option Instruction Item Conditions O Item Ext Di Response Option Ye Response Option Ye Response Option No Item Text Di Response Option No Item Text Di Response Option No Item Text Ti Response Option So Response So Response So Response So Response So Response So Response So Re	Thinking about the careers advice you received at [INSTITUTION NAME], would you say you were atisfied, or dissatisfied? NOT SURE NEAD OUT FIRST TWO RESPONSE OPTIONS ONLY SHOWN IF ESa-Yes. Thinking of your main internship or work placement while studying at [INSTITUTION NAME]? Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Item Text Ti Response Option Sa Response Option Instruction Response Option Item Conditions O Item Text Di Response Option Ye Response Option No Response Option No Item Text Di Response Option Di Response Option So	Thinking about the careers advice you received at [INSTITUTION NAME], would you say you were atisfied, or dissatisfied? NOT SURE NEAD OUT FIRST TWO RESPONSE OPTIONS ONLY SHOWN IF ESa-Yes. Thinking of your main internship or work placement while studying at [INSTITUTION NAME]? Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Response Option sa Response Option di Response Option No Instruction Ri Item Conditions O Item Text Di Response Option No Response Option No Item Text Di Response Option No Item Text Di Response Option No Item Text Di Response Option So Res	atisfied, or lissatisfied? NOT SURE READ OUT FIRST TWO RESPONSE OPTIONS DNLY SHOWN IF ESa=Yes. Idea Oid you do an internship or work placement while studying at [INSTITUTION NAME]? Idea Idea		
Response Option di Response Option N Instruction Ri Item Conditions O Item Text Di Response Option N Response Option N Item Text Response Option N Item Text Text Response Option 1 Response Option 1 Response Option 5 Response Option 9 Response Option 1	Sissatisfied? NOT SURE READ OUT FIRST TWO RESPONSE OPTIONS ONLY SHOWN IF ESa=Yes. If a bid you do an internship or work placement while studying at [INSTITUTION NAME]? If a bid you do an internship or work placement while studying at [INSTITUTION NAME]? If a bid		
Response Option Notes of them Conditions Option Stem Conditions Option Stem Text Discourage of the Stem Conditions Option Notes of the Stem Condition Stem Condition Option Notes option Stem Text Stem Condition Option Stem Condition Stem Condition Stem Condition Option Stem Condition Stem Co	NOT SURE READ OUT FIRST TWO RESPONSE OPTIONS ONLY SHOWN IF ESa=Yes. Old you do an internship or work placement while studying at [INSTITUTION NAME]? Yes No Chinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Instruction Ritem Conditions O Item Enter Enter Diagram Response Option No Item Text Diagram Response Option No Item Text The Response Option 1 Response Option 5 Response Option 9 Response Option 1	DNLY SHOWN IF ESa=Yes. 6a Did you do an internship or work placement while studying at [INSTITUTION NAME]? 6b Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Item Conditions Di Item Etc Item Text Di Response Option Ye Response Option Ni Item Etc Item Text Th Response Option 1 Response Option 5 Response Option 9 Response Option 13	ONLY SHOWN IF ESa-Yes. 6a Old you do an internship or work placement while studying at [INSTITUTION NAME]? 65 66b Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Item Editem Text Di Response Option Ye Response Option No Item Editem Text Th Response Option 1 Response Option 5 Response Option 9 Response Option 13	66 66 66 Chinking of your main internship or work placement, approximately how many weeks did it last?		
Item Text Di Response Option Ye Response Option No Item Ed Item Text Th Response Option 1 Response Option 5 Response Option 9 Response Option 11	Old you do an internship or work placement while studying at [INSTITUTION NAME]? (es (6) (6b Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Item Text Di Response Option Ye Response Option No Item Ed Item Text Th Response Option 1 Response Option 5 Response Option 9 Response Option 11	Old you do an internship or work placement while studying at [INSTITUTION NAME]? (es (6) (6b Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Response Option Ye Response Option N Item Ee Item Text Th Response Option 1 Response Option 5 Response Option 9 Response Option 11	66b Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Response Option No. Item Editem Text The Response Option Sesponse Option Sesp	66666666666666666666666666666666666666		
Item Ed Item Text Tr Response Option 1 Response Option 5 Response Option 9 Response Option 13	6b Thinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Item Text	hinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Item Text	hinking of your main internship or work placement, approximately how many weeks did it last? 1 - 4		
Response Option 1 Response Option 5 Response Option 9 Response Option 13	1-4		
Response Option 5 Response Option 9 Response Option 13	To a contract of the contract		
Response Option 9 Response Option 1:			
Response Option 1	5 - 8		
	9-12		
Response Option 11.	3 - 16		
	7 or over		
Item Conditions O	ns ONLY SHOWN IF E6a=Yes		
Item E	6c		
Item Text W	What was the name of the employer where you did your internship?		
Response Option [A	AUTO-COMPLETE FROM EMPLOYER LIST PROVIDED)		
Response Option [C	OPEN]		
Instruction Ri	RECORD RESPONSE VERBATIM		
Item Conditions 0	ONLY SHOWN IF E6a=Yes		
	66d		
	Thinking of your internship experience at this employer, would you say you were		
	atisfied, or		
	lissatisfied?		
Item Conditions 0	ONLY SHOWN IF E6a-Yes		
Item E			
Item Text W	What is the main reason you were dissatisfied?		
	ong working hours		
	Nork location (far from where I live)		
	No structured workplan		
	to training or development		
	Didn't learn any new skills		
	fot given any responsibility		

Response Option Not my preferred sector (for example: government or private sector)
Response Option Not my preferred industry (for example: Health, Education, Manufacturing)

Response Option Internship required different major or specialization

Response Option No coordination with my university

Response Option [OPEN]

Instruction MARK ALL THAT APPLY

Item Conditions ONLY SHOWN IF E6a=Yes and E6d=dissatisfied

Item ECD Employer contact Details

Item Text Many thanks for your feedback. Finally, can I ask for the contact details of your employer? This

information is needed by the Ministry for its employer surveys.

Response Option Yes

Response Option No, I'd rather not provide this information

Item Conditions ONLY SHOWN IF A1=Yes

Item ECD :

CATI Text What is the name of your line manager?

CATI Response [OPEN]

CATI Item ECD 2

CATI Text What is the job title of your line manager?

CATI Response [OPEN]

Item Conditions

CATI Item ECD 3

CATI Text What is the contact number of your line manager?

CATI Response [OPEN]

Item Conditions

CATI Item ECD 4

CATI Text What is the email address of your line manager?

CATI Response [OPEN]

Item Conditions

item CONCLUSION

CATI Text This is the end of the survey. Thank you for your time and for participating.

D. Longitudinal Graduate Destination Survey*

Linebel	(MCC)	· Mark
am Tagi	Soul europy / aheroin / evening, My name is [MTSMVENER NAME] and I am calling from	راح العوز ارساء العين إسعي هو على الإسباء وأنصل من خاسم الموضيعات بالصنوص عراسة تابعة لإستطاح الحرصين الذي
	(METFLTION MANY/CAMP)(AMME) about a following survey on the Graduate Destination Survey. That we did about 21 proce ago.	رعرق قل بالين ولساء
	Could Epiconer speeds to [PAWRE]?	ر استعلى المدت مع «الإسماء»
		كالمدلت مج الطريع المتأكور المعار
	(If SPEAKING TO THE NAMED GRADUATE) This curving is an opportunity for you to express your introspective view or the course that you	ة الإحطاع فو فرمية إلياء جمهة بقرار من البراحة الى المتهاطئ 193 أمواء وصف طريباً في الحام الأقديس (1920). ممية المطوعات الى حارباتا بها متساعد على تصبين توصية العلم والطبيع
	completed about 30; years ago in the academic year 2026/17. All the inhomation you provide will help	له المطوعات مرة والرارية الشريف يهونك بشاق طردني.
	improve the quality of learning and teaching. Your information is confidented and you will not be individually identified.	بق أن تبسعون هذه أخرابية صوالي (1) بخيفة والوصفة
	The survey should take around 10 minutes to simplets.	
ATI Total	Can also fields with this important study?	Mining August nim ja koriusat najatusi.
ATI Response	Continue	Jpin
ATI Response ATI Response	Make apparentment Refusal	it ng mi. Mala
(ATI Response (ATI Response	Named repondent rat at this number Provides alternative number	سنطيب أو البراد غير موجود على عند الرام
A. I Arguna	The second second	Join All M
AD them	Thirt pin, we sell sail again leter	MONRAL TOUR AND A STATE OF THE ART AND A STAT
Aft Instruction	RECORD PROTERRED SATE AND TIME IN THE SPREADSHIET AND CALL BACK.	وأيتمأ وتسطيل التاريخ والوقاء السناسب كالاعبال معتما علي السطل
em Conditions	ONLY DICTION IS DETROCHABLE approximent	
ATI them	MACIA	Maries (San July 1997)
ATI Sess ATI Sesponse	Minuted procupation to compliate a short perimer survey inclosed?" They	ر عمر الدريسة إحمر في وارب
ATI Response	No. Chief Section of NYTACO-Refused	
7		path.
Aft Seek	What is your chall addition?	ا مراد ریاد (۱۵ اول در ۱ اول اول در ۱ اول اول در ۱ اول اول در در ۱ اول اول در در در ۱ اول اول در
All Response	ROCCORD DWAY, ADDRESS WITHE SPREADSHEET IT DIFFERENT FROM THE ONE SIVER	عو هود ويمد خاصون. و آيماً وتميل جوال الويد 1950 وي واكد من مراجعة الحوال المعين مع استحديد
and Conditions	ONLY SHOWN IF INTROD-Multiple & INTRODUCTION	
All here	HONELE	NYRCIA:
ATI Test ATI testruction	Thank you for your tone, I will send use a look to the police survey. UND CASS	كان كو طور والناب وسأرسل إنه زايط الاستخلام على الاقراب. باد الطالبية
terit Conditions	DNLY SYDWIR IF INTROSHIVALIA & INTROSHIVAL	
ATT Seek.	- MARIN CONTRACTOR CON	MINELS TO THE PROPERTY OF THE
All feature	Missald pass prisoner tell men the imperi-reasour while you do not writh to perfocuse it has command / just inural up	ز من الممثل أن تقول إن المدب الرئيس المانا لا يرفر، في البنداركة ؟ تعلق از إعلان الهائب
All Sequence	Too being	Serjek
AZI Beoponiae AZI Beoponiae	Never do surveiul: Si minuleu is too long	المراق بالإسمالالعان أبدا المالال طويلة جنا
3/1 Response	Claims to have completed turvey shreety	عي أنه أقبل جانبتان بالعمل
(AT) fungomer tem Conditions	Other SORIAL ONLY SICHAR IS STEEL SERVING & OUTSCHIEF No.	(rphi) ay
CATO Tourit	Nank piu for plur time	(A)
CATT Inditional Trans.	DND CALL. CRUT DRIVAN IT INTROCHISIANA & INTRODUNA.	Author in
2002	Carl Indian a service and a service and	272.00
(AT) Test	/m sprig, but an must have the wrong contact details. Thank you for your time.	المجاد الله كه لدينا بيالات الإنسال العاملي خالز الله على واللاد.
OATS treatmentation	DIO CALL	fulful is
tare Conditions	ONLY SHOWING PRETROCHRAMMENT INVESTIGATION TO INVESTIGATION.	
ATI face	MANGE	MARKET CONTRACTOR CONTRACTOR
ATI Instruction	There you for providing that number and for your time. RECORD INTERNATION INCREMENT IN THE SPREADSHEST AND ENGLAND.	در ارساس ما مراوي ويوسب و آيجه أينسجين الرافع البدول على السجان وافع بالهاء السكالمة
nem Combinums	DNLF SKOWN II NYTRO-Province alternative humber.	
ATI form	100	0.4
ATI Teel	Thank you for agreeing to participate. Soften we get started, we would the to spolute out Mission Records and check a fine details about your study. Findly, did you graduate from (WEFT), FIGBs NAME:	قرار مل موقعات السيارية معاق منا الاستفاال قبل أن بينا إذا ترغب في تعليت بينات العربيس والأنك من بعض الطاعيق من استاد الرائا من تعريف من جاسم المؤسسة في أعام الأقامي 17/2/10 يعن 100 أمراء يتعف الدينية؟
	In the academic year 2016/17 E.e. about 35 years ago?	
ATI Response ATI Response	THE THE STATE OF T	
tem Conditions	Only because it retriculations.	
All their	0.04	0.04
CATY Test CATY testescome:	Thank pay for your time, but we need to upon with graduates from [ACTTL/TQN MARK]. (NO DNL)	قر الدعل واشر وتالنا بعديد تتصنب مع البندريين من جامع النوسسات. بد الماكمة
tain Conditions	CALLY SHOWN IN COURSE	
ATT INVEST	CARLIE	ma/cris
tem Test	Milys, s, the best mobile number and email address to contact you, if incressary?	هر آهيل رام فالمر محراء چين. الكاريق بماليا منخرات النوامل مدد لند العرورة !
lengamue Option lengamue Option	RECORD MOBILE NUMBER RECORD EBING ADDRESS	جان رقو الهائف البندول. من عيان اديد الإنكاريق
	eu .	THE STREET
All her	Did you complete (LESS); OF ST(SM) on the academic pain 2016/CT (i.e. about 31 years ago)?	ر العالمات وراستان المستوى «مراسا» في العام 1990مير 2000/19 إقبل 200 أعوام وتصف الاربيان (
ATI Response ATI Response	See No.	
		2/-5
ATI Testi	What was the best of assaids?	GDs - Table (Golden)
response Option	Distance	t _i d
Insportor Option Insportor Option	Meriers Grafutie Sistema	ماهندان. شوم الدراسات العمل
норогом Ортин	Sethelia	Jeselle
largemen Option largemen Option	Ngher Retons Diploma	and the state of t
Response Dynami	Other (GPO)); DNLF SHOWN IF (S2)—No.	Ingelia de
	Table Section of Consess	
	0.1	03) رينكو الأليد بار تصنيبات الارات والميسرة
Att See	Delymortosky (MACH) or that time (i.e. to the ecolomic year 2018/17/17	U(2006/17) (Phina) T/(2006/17)
CATI Sees CATI Sees CATI Security	Drift place should (MANDRE) at that time (i.e. in the examinant year 2016/15/17). These	
All See	Delymortosky (MACH) or that time (i.e. to the ecolomic year 2018/17/17	ر المام (الأنسى 12/2000)** ش
AD See All Response All Response	Del pico stocky (MAUDA) of that tome (i.e. in the examinary year 2016/17/77 then the CMS Familiaria of Sylvania	ر المام (الأنسى 12/2000)** ش
(Aft See	Dally processory (SAACRE) of that tome (i.e. to the assessment year 2008/17/77 they has	ر المام (الأنسى 12/2000)** ش

ك واكيد هذه التواصيل		CKTI THE
		Norm Total
		Response Option Response Option
		RESIDENCE CATOR
4277777777	93	-
واداره الدراسين فيها حالية		Tourn Final Response Egyton
		Response Option
		Response Option
Aug.		Response Dytton Response Option
		Response Option
وين ر مياة الإسارات المربية المحمدة ساليا		Mangamus Dylton Mangamus Dylton
	2000	
البدراني عش ۽ حادث	905	train Test
2		Response Option
	d.	them Conditions
	909	-
مرد من لوطبي نسكل عالبا؟	long to?	trem First
		Response Option Response Option
(Appl Mont)		Response Dation
الإش "هل نعيش مالياق أنو ظيء النون أو المطلقة الفريبة!"	tu Dhabi, Al Ain or Western Region?"	Instruction
		Nam-Canditions
The second secon	TOTAL METERS AND	THE COLUMN TWO IS NOT
الله (المناط) في إمايتك على استيبال المربعين المدد في عدون وتصف تقريباً	eliurie Destination Survey about 2% years ago.	Nam Text
	As	tion (
Uminit		tion Text.
الزاراء كمينز والشبر خهة المبل		Response Option
وكان التقالف في جهة عمل أحرى		Angenue Option Respectue Option
أسار و دعه فيشب		Response Cartion
		Rem Candillaria
	All	-
Nagar sa	V-1217	Nam Text
الدراسة التي المحلت بها بعد النظرم و الدراسة		Response Dation
ر موجه إلى الدوجة في موجة إلى الدوجة	why	Response Option Response Option
بنا يتفيز التحصص وأكشب الدراسة	Seted II	Response Option
ت بتقيير المعينين وما إليت كرس متعمل بارزمية في الك الوقت	bing 0	Response Option Response Option
and and are have		Name Corellines
	7992	
وعن فرايده ا	ALS	tion feet
		Response Option
	ne .	tipm Conditions
5/040404	Alb	- CONT.
Total State of		tom Test Response Dation
4	their country and completed it of I have changed to proofeer	tion Conditions
No. 10 (1 to 1	All	_
		them First.
مات على والبطة منذ بالك الوقات أ		Response Option
مدت حي والبط منذ بالد الواحث ا		
		Response Option
مدت هي جاهيفه منذ ذلك خوادت؟ آجيت هي مطر في الك الوقت	net .	Response Option Response Option
		Response Option Response Option nom Conditions
آيمت من طباق الله الوات	ments AAA	Response Option Response Option room (problems
	MA.	Response Option Response Option toon Conditions Ison Yest Response Option
آمید: من مدل فی الله الوطان پانسانی عامر الوطان (5 مصرل أو ادیس أو ادیست من حضر) ؟	working, studying or fooling for a just/	Response Option Response Option man Conditions Item Tem Test Response Option Response Option
آيمت من طباق الله الوات	MA.	Response Option Response Option room Conditions Room Response Option Response Option Response Option
آمید: من مدل فی الله الوطان پانسانی عامر الوطان (5 مصرل أو ادیس أو ادیست من حضر) ؟	working, studying or looking for a past? It is pict at that time	Response Option Response Option room Conditions Room Response Option Response Option Response Option
آمید: من مدل فی الله الوطان پانسانی عامر الوطان (5 مصرل أو ادیس أو ادیست من حضر) ؟	working, studying or looking for a past? It is pict at that time	Response Option Sesponse Option men Candidons Team Yest Response Option Response Option Response Option Response Option men Candidons
آمیت عن صدر فی الله اتوات زنت فی عدر اتومه (۱۲ تصدر آو ادیس آو بعث می معتبا ۲ بیب آف بصدر او بدیس او بیمت می عدر فی تلک اتوات	working, studying or looking for a past? It is pict at that time	Response Option
آمیت عن صدر فی الله اتوات زنت فی عدر اتومه (۱۲ تصدر آو ادیس آو بعث می معتبا ۲ بیب آف بصدر او بدیس او بیمت می عدر فی تلک اتوات	working, studying or looking for a past? It is pict at that time	Require Option Sequence Option Sequence Option Team Yeal Require Option Require Option Require Option Require Option Require Option Team Yeal Require Option Description
آمیت عن صدر فی الله اتوات زنت فی عدر اتومه (۱۲ تصدر آو ادیس آو بعث می معتبا ۲ بیب آف بصدر او بدیس او بیمت می عدر فی تلک اتوات	working, studying or looking for a past? It is pict at that time	Repaire Option Sequence Option Sequence Option Team Yeal Response Option Response Option Response Option Response Option Sequence Option
آمِيت من صفي في الله الوقات إنت في عمر الوهاد (2 الصفر أو الدين أو ليحث من مشيلة بيب الذر يصل أو يدين أو يبحث من مشل في ذلك الوقات من حالية	working, studying or looking for a past? It is pict at that time	Response Option Response Digities Inpen Epolities Inpen Epolities Response Option Response Option Response Option Inpen Epolities Inpen Toul Response Option Response Option Inpen Digities Inpen Digities Inpen Digities
آمیت عن صدر فی الله اتوات زنت فی عدر اتومه (۱۲ تصدر آو ادیس آو بعث می معتبا ۲ بیب آف بصدر او بدیس او بیمت می عدر فی تلک اتوات	working, studying or looking for a past? It is pict at that time	Repaire Option forgone Option forgone Option row (published for Yeal Repaire Option Repaire Option forgone Option frepore Option free Option frepore Option free Option fre
آمِيت من صفي في الله الوقات إنت في عمر الوهاد (2 الصفر أو الدين أو ليحث من مشيلة بيب الذر يصل أو يدين أو يبحث من مشل في ذلك الوقات من حالية	working, studying or treating for a just of studying for a just of studying for a just of study time sharing or treating for a just that	Repaire Option forgone Option forgone Option forgone Option Repaire Option Repaire Option Repaire Option forgone Option
آمِيت من صفي في الله الوقات إنت في عمر الوهاد (2 الصفر أو الدين أو ليحث من مشيلة بيب الذر يصل أو يدين أو يبحث من مشل في ذلك الوقات من حالية	working, studying or tooling for a past? Inking for a pall of that time sharing or busing for a past. AAB AAB That time or AChri was not busing for a past or Achrica or	Repaire Option forgone Option forgone Option forgone Option Repaire Option Repaire Option Repaire Option forgone Option
آمِيت من صفي في الله الوقات إنت في عمر الوهاد (2 الصفر أو الدين أو ليحث من مشيلة بيب الذر يصل أو يدين أو يبحث من مشل في ذلك الوقات من حالية	wepting, studying or tooling for a past? Inding for a pile at that time shang or training for a pile AAB AAB That time or AC bri was not footing for a pile of ALB-tha or saling for a pile at that time (Repaire Option forgone Option forgone Option forgone Option Repaire Option Repaire Option Repaire Option forgone Option
آبجت من بعق في الله الوقات إنت في همر الوهدو (لا مصل أو ادبير أو بيعث من معليا ؟ بيب الذر يعمل أو يدير أو يبعث من معل في ذاته الوقات من حاليا ؟	working, studying or tooling for a past? Inking for a pall of that time sharing or busing for a past. AAB AAB That time or AChri was not busing for a past or Achrica or	Response Option Response Diption Response Diption Response Option
آمِيت من صفي في الله الوقات إنت في عمر الوهاد (2 الصفر أو الدين أو ليحث من مشيلة بيب الذر يصل أو يدين أو يبحث من مشل في ذلك الوقات من حالية	wepting, studying or tooling for a past? Inding for a pile at that time shang or training for a pile AAB AAB That time or AC bri was not footing for a pile of ALB-tha or saling for a pile at that time (Repaire Option forgone Option forgone Option forgone Option forgone Option Response Option forgone Option ton Tod
آبجت من بعق في الله الوقات إنت في همر الوهدو (لا مصل أو ادبير أو بيعث من معليا ؟ بيب الذر يعمل أو يدير أو يبعث من معل في ذاته الوقات من حاليا ؟	working, studying or treating for a past? orking for a job at that time shaling or treating for a job A48 A48 that time or A(3n) was not feating for a job of 403-fea or along for a job of 403-fea or along for a job of that time (Response Option forgone Option forgone Option forgone Option Response Option Response Option forgone Option
آبجت من بعق في الله الوقات إنت في همر الوهدو (لا مصل أو ادبير أو بيعث من معليا ؟ بيب الذر يعمل أو يدير أو يبعث من معل في ذاته الوقات من حاليا ؟	wepting, studying or tooling for a past? Inding for a pile at that time shang or training for a pile AAB AAB That time or AC bri was not footing for a pile of ALB-tha or saling for a pile at that time (Response Option forgone Option forgone Option forgone Option Response Option Response Option forgone Option
آبجت من بعق في الله الوقات إنت في بقس الوهبو (5 معقل أو انجس أو بيعث من معلى 17 بيت الذريعيل أو يديس أو يبعث من معل في ذكات الوقت بش مالية؟ بيت مالية في معل 1	working, studying or treating for a pate? Inking for a pak at that time shang or treating for a pak AAB AAB AAB AAB AAB AAB AAB A	Repaire Option Response Option tom Tool Response Option Response Option tom Tool Response Option Response Option
البحث من صدر في الك الوقات ولت في هار الوضاء إلا تصور أو تصرر أو تبحث من صدريا؟ من حاليا؟ من حاليا؟ من حاليا؟ من عاليا عن صدرا؟	waystering, strusturing for a past of solving for a job at that time sharing or tracking for a job A48 A48 that time or A(3n) was not feating for a job of 40,0-lks or solving for a job at that time (Response Option Response Optio
اليمت من بعل إذا الدوات إن في عبر الوهو (2 معيل أو تدبي أو يبعث من معيل؟ من حالياً من حالياً من عالياً عن معيل! من عالياً عن معيل! من عالياً عن معيل! هند عالياً عن معيل!	working, studying or treating for a pate? Inking for a pak at that time shang or treating for a pak AAB AAB AAB AAB AAB AAB AAB A	Repaire Option forgone Option
البحث من صدر في الك الوقات ولت في هار الوضاء إلا تصور أو تصرر أو تبحث من صدريا؟ من حاليا؟ من حاليا؟ من حاليا؟ من عاليا عن صدرا؟	working, studying or treating for a past? orking for a job at that time shallow or incidence or incidence for a job A48 A48 A48 A48 A48 A48 A48 A4	Repaire Option Sequence Option Sequence Option Team Yeal Response Option Response Option Response Option Response Option Response Option Response Option Sequence Option Response Option Team Yeal
اليمت من بعل إذا الدوات إن في عبر الوهو (2 معيل أو تدبي أو يبعث من معيل؟ من حالياً من حالياً من عالياً عن معيل! من عالياً عن معيل! من عالياً عن معيل! هند عالياً عن معيل!	working, studying or treating for a pate? Inking for a pak at that time shang or treating for a pak AAB AAB AAB AAB AAB AAB AAB A	Repaire Option Require Option Require Option Response Distin Response Option
اليمت من بعل إذا الدوات إن في عبر الوهو (2 معيل أو تدبي أو يبعث من معيل؟ من حالياً من حالياً من عالياً عن معيل! من عالياً عن معيل! من عالياً عن معيل! هند عالياً عن معيل!	working, studying or treating for a past? orking for a job at that time shallow or incidence or incidence for a job A48 A48 A48 A48 A48 A48 A48 A4	Response Option Sergione Option Sergione Option Response Optio
اليمت من مدر في الك الوقت ال يت في هذر الوجو (لا تعقر أو ادبير أو يبعث من مطر)؟ من حاليا؟ من حاليا؟ من حاليا في هال المراج وحف الدينا هل المحت ورسا أخرى؟ ما أنت الدين الدينا ال	working, studying or treating for a past? orking for a job at that time shallow or incidence or incidence for a job A48 A48 A48 A48 A48 A48 A48 A4	Response Option Response Optio
آبجت من جدل في الله الوقات ولت في طبر الوقع إلا معرل أو تدبر أو يجت من حدل؟ من حالياً من حالياً من عالياً من عمل! من قدل الله أموم ومعلم البرية من المعلم، دومة أخرى! به إليه أميار الإل	wayshing, studying or tracking for a pate? Inding for a pale of that times should get tracking for a pate. A48 A48 A48 A48 A48 A48 A48 A4	Resource Option Resource Diption Resource Diption Resource Option Response Opt
اليمت من مدر في الك الوقت ال يت في هذر الوجو (لا تعقر أو ادبير أو يبعث من مطر)؟ من حاليا؟ من حاليا؟ من حاليا في هال المراج وحف الدينا هل المحت ورسا أخرى؟ ما أنت الدين الدينا ال	AAA whiting for a job at that time shing for a job at that time shing or inclining for a job AAA AAA that time or ACAH was not feating for a job or 404-fea or single for a job at that time job at the job at that time job at the job at that time job at the job	Response Option Response Diption Response Diption Response Option
آبجت من جدل في الله الوقات ولت في طبر الوقع إلا معرل أو تدبر أو يجت من حدل؟ من حالياً من حالياً من عالياً من عمل! من قدل الله أموم ومعلم البرية من المعلم، دومة أخرى! به إليه أميار الإل	wayshing, studying or tracking for a pate? Inding for a pale of that times should get tracking for a pate. A48 A48 A48 A48 A48 A48 A48 A4	Response Option
آبجت من جدل في الله الوقات ولت في طبر الوقع إلا معرل أو تدبر أو يجت من حدل؟ من حالياً من حالياً من عالياً من عمل! من قدل الله أموم ومعلم البرية من المعلم، دومة أخرى! به إليه أميار الإل	AAA whiting for a job at that time shing for a job at that time shing or inclining for a job AAA AAA that time or ACAH was not feating for a job or 404-fea or single for a job at that time job at the job at that time job at the job at that time job at the job	Response Option Response Diption Response Diption Response Option Item Tout Response Option Item Tout Response Option Item Tout Response Option Response Option Item Tout Response Option Response Option Item Tout Response Option
آبجت من جدل في الله الوقات ولت في طبر الوقع إلا معرل أو تدبر أو يجت من حدل؟ من حالياً من حالياً من عالياً من عمل! من قدل الله أموم ومعلم البرية من المعلم، دومة أخرى! به إليه أميار الإل	AAA whiting for a job at that time shing for a job at that time shing or inclining for a job AAA AAA that time or ACAH was not feating for a job or 404-fea or single for a job at that time job at the job at that time job at the job at that time job at the job	Response Option Response Diption Response Diption Response Option Item Tout Response Option Item Tout Response Option Item Tout Response Option Response Option Item Tout Response Option Response Option Item Tout Response Option

are Conflience. (MCF SHCMM IF ALD I completed the course of I discontinued the course or I have changed the course and constituted if an I are not excluding bother made or Meditine. McCarrie, I considered a course

ten lest	Figor are not pursently working, fooking for a job or studying, what is the main activity are you currently	ألدن 5 بمثل حالية أو نبحث عن وطبقة أو كديس، ما هو الشاط قامر الذي ظهو به حاليا؟
	Story	The Alberta Section By a chief a set of the County and Section
Response Option	Children/Family Commitments	John Hall State Live
Response Option	Medical Resoons	Special Control of the Control of th
Basgorne Option	Fertanal Resource	Appropriat and
Response Option	Nothing Specific	Size of
Response Option	Volumering	No.
Response Dyllan	Natural Service Other (OPEN)	معة الوطنية
Besponse Option Instruction	IF OTHER, RECORD VERSIATION	توج] امري قادن خودية العربي، قوريتيجيل خإدية العادة أليها المستعيب
man an own	# NECESARY, MAD OUT MUNCHES OFFICIAL	ترو فأمر وقرأ هيزانه الإمتياز
them Conditions	CRET SHOWN (if that and factoring)	the standard of the standard
Name .	AN AT	
ton lest	. Eyes are not currently working, busing for a job or studying, what is the more activity are you currently	الت (العبل جائرة أو تبحث من وظيفة أو تديين، 10 فو الشاط الإمر الذي تقويريه حاليا !
	doing?	
Response Option	Christien/Family Commitments	باب عائيال الأشال
Response Option	Molical Ressums	April 1/2
Response Option Response Option	Personal Resource	Approximate and the second sec
Response Option	Nothing Specific Volumenting	internal display and a significant and a signifi
Response Option	National Service	Springl Ass
Response Dyllian	Other (ORIN)	4,00
indructioni .	# TOTHEK: RECORD VERBATIM.	كامن الإدابة أحراره فير ولمحقق الإدانية كما يذكرها المستحيب
	IF NOCESARY, READ-DUT RESPONSE OFFICING	ارو الأمن القرآ ميزود الإسابلة
Nem Conditions	Chicy Sections on Must and Multi-Med	
See .	Arth Arth	
tion Seet	If you are not currently working, looking har a job or studying, what is the main activity are you currently doing?	كند (العلق حالية أو كبحث عن والنبطة أو كتيس، ما هو النشاط الأمر الذي تقوم به مالية؟
Response Option	Drigher/Family Generalments	phase (falls page
Response Opinion	Modical Resource	America Co.
Response Option	Forward Resource	Australia un
Rasponce Option	Nothing Sarrifle	Anna Age
Response Option	Volunteering	the state of the s
Векропке Ортан	National Service	بمة الوطية
Response Option	Other (DPEN)	غودرامري
histopation.	Y TOTHER, RECORD VERBILLIAN	كانت الإحابة أحريب فع يتسجيل الإمانية كنا يذكرها المستحيب
Nam Conditions	W NOCESSARY, MIAD-DUTI RESPONSE OFFICING. CINEY SHOWIN OF MICLAND RETRINGS	الرو الأمني الأفرأ شيؤوب الإجابة
Nam Test	Ace you planning to go for further study? Are you planning to go for further study?	ر الخطط التيام بالنوب من الدراسة؟ ر الخطط التيام بالنوب من الدراسة؟
Response Option	Jan.	and a first the same
Response Option	Maybe	Jan 1997
Response Detroit	the control of the co	
Nam Conditions	CREAT SHEEKING HE LAND AND AND AND AND AND AND AND AND AND	
Name .	MAN AN ADDRESS OF THE PARTY AND THE RESIDENCE AND THE PARTY AND THE PART	
	resed in visites commercial ACA This or Attention in Attention in Attention in	
tion lest	Now I am going to ask you come questions about your job.	ل ساطرح طلوه يعفي الأستة حيل وظيفات
NAME OF TAXABLE PARTY.	Management of the second of th	CONTRACTOR DESCRIPTION OF THE PROPERTY OF THE
tum Test	How many times have you changed employer/company between graduating about 10s poors ago and size?	مرا فسب بنغير جها المثل إاشركان مند بحريتك قبل كالة الوام بتصف عنى الآراء
	the many time have you changed employer/company between graduating about 35 years ago and load?	م) المب يعير جها المل (الدران) مد عرزتك قبل الله الوام وتصف من الزارة
Baraporous Options	ton?	utilit the report bile, each the contract monthly of they also their cree for
Bargoose Option Bergoose Option Bergoose Option	ton?	مرا فسب يطهر جها المثل (الدركار) منا تحريتك قبل 100 أنواع وتصف من 100.
Rem Tayli Response Option Response Option Response Option Response Option	1	مرا همان يطور حواد المثل (الدرايا) منا تخريف قبل 100 انتواز وتصف على 100).
Besponse Option Besponse Option Besponse Option Besponse Option Besponse Option	1	م) همت يحمر حود الحل (الدران) مد نخرهاد في 100 انوم وصف هي 100.
Response Option Response Option Response Option Response Option Response Option		
Response Option Response Option Response Option Response Option Response Option	1	
Вицоски Орбин Вехропия Орбин Вицоски Орбин Вицоски Орбин Вицоски Орбин Вицоски Орбин Вицоски Орбин	equal (oly 1.p.
Baspoose Option Requeste Option Requeste Option Baspoose Option Requeste Option Requeste Option Baspoose Option	tope 7 1 2 3 4 Without Plant II White Plant II White II pend content man work incutant I	رس کا میان هر خواو کریس نست ایسال ۲
Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option	tope 7 0 1 3 3 4 5 Miles from 15 What is poor current man apply incation? Appl Chalco	رس 5 ميان هر انبواو کريس نست لمان 9 ناس
Basponse Option Brygonse Option Brygonse Option Brygonse Option Brygonse Option Brygonse Option Basponse Option Basponse Option Basponse Option	Also Diselect Contract traces about biolatique!	رس 5 مان هر خواو ارايس استان اسال 1 هر خوا هر خوا هن ا
Besponse Option Brygonse Option Brygonse Option Besponse Option Brygonse Option Brygonse Option Brygonse Option Base Base Stati Brygonse Option Besponse Option	tope P 0 1 2 3 4 5 Million of ham II Millio	رس کا میاند مر شهواد کردیس استان استان که کا کا کا کا کا کا کا کا کا کا کا کا کا
Response Option Response Option	Interest of the second	رس 5 مرات هر الموقو الرابس امطال امدال 1 شرف ال ال المقال المراج المراجع المراجع المر
Response Option Brygone Option Brygone Option Response Option	Topic Control of Contr	رس 5 مرات هر الموقو الرابس امطال امدال 1 شرف ال ال المقال المراج المراجع المراجع المر
Response Option Regionae Option Regionae Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option	Interest of the second	ر من 5 مرات هم المولو الريس استان ابدال 9 هم المولو الريس استان ابدال 9 هم المساور ال بد المالوج ا لد المالوج المن جارة في لو طيء المن أو استطاع المربية 94 إن الحار "عن جدن حارة في لو طيء المن أو استطاع المربية 94
Response Option Response Option Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Res	To a second section of your current entering on this Challe, Al Am or Processor Region?" WILL WHILE WHIL	رس 5 مرات هم شهواد الريس استان استان 9 شم مشته البرية باد الشوخ ! باد الشوخ !
Response Option Response Option	To a control of the c	ر دی گردان هر الدولو کرایس استان اسال ۱ وی در الدول ا
Response Option	To a control of the control of your surrent engineers to this Dhalle, At Ann or Revision Regions?" WILL WRITE CONTROL Also Dhale At An Revision Region Clinic (DFIN) If NECTOMAY "Are you musting working to this Dhalle, At Ann or Revision Regions?" WILL WILL	رس 5 مرات هم شهواد الريس استان استان 9 شم مشته البرية باد الشوخ ! باد الشوخ !
Response Option Brysnes Option Brysnes Option Response Option Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Respon	To a control of the c	رس 5 مرات هر شهواد کردس استان استل 1 هر شهاد کردس برد اشهار برد اشهار استل سازه او طی است او استانها انفریها ۱۳ نور استانها اگل استان برد سازه شور ا کردستانها اگل در مها مثل استان در استانها، از براز طر جها امدل واتوشیعا ارتبارد. در کردایا فیراوی
Response Option Regional Option Response Option Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response	To a contract the contract man work injuries I will be a contract to a contract of the contrac	ر من 5 مرات هم شهود ارايس استاد استان ! الله الشاوع ! الد الشاوع ! الد القرر " هل جيل حاليا في قو طيء المن أو اسطانا العربية !! هن إلى المسل الار من جها مثارة الشب من السنجيب أن رائز على جها المثل والوظيفة ارايسية. من الإراكاء العراقة . من الإراكاء العراقة .
Response Option	Total State of the Committee of the Comm	رس 5 مرات هر شهواد کردس استان استل 1 هر شها توسید باز الطوع باز الطوع اور دارم اصل بین حال اور فیل است او استانها انفریدا ۱۲ نور درم اصلاح اور شها مثل استان در استانید از براز طر جها اصل واتوشینا ارتباط. در توسید اگر در جها مثل استان در استانید از براز طر جها اصل واتوشینا ارتباط. در توسید اندرایدار
Response Option Regionae Option	Total State of the Common State of Science of State of St	ر من 5 مرات هم الموقع الرئيس استال المثال 1 الحد المثال المرية المثال المثال على مثل حال في أنو طيء المثل أو المنطقة المرينة 14 أور الأمر المرية المثال المثل الحد من المستجيب أن يراز على جهة المثل والوظيفة الرئيسية. في القال مها المثال المؤران على الإستانية على المؤران الهول
Response Option	Total State of the Common of t	ر من 5 مرات هر المواو كرايس استان الدال 9 المن الماوري ولا المورا أحل بيدن حاله في لو طرق المن أو المنطقة الغربية 11 فو الحرار أحل بيدن حالية في ماليا؟ فوري فوري المنظمية الأرس مها عمل الشب من المستجب أن بيأز على جها العمل وتوطيقة الرئيسية. في العالم مها عمدت الحرار بدكات الجول
Response Option Regional Option	In the state of the state of your supress resulting in this Disable, Al Am or Pressure Region?" WILL WRITE STATE	رس 5 مرات مر شهراه الرئيس استان استان ا هي الماد الدينة و الماد المو المن حال إلى قو في المن أو استانا الدينة الا و الماد الدينة الرئيس حال أن و في الدن أو استانا الدينة الا الرئيس المدن الأولى من الماد من السنجية أن يأثر على بها العبل والوقياة الرئيسية. ولا الإدنية الدينة الدينة الدين
Response Option Regional Option	Total State of the Common of t	رس 5 میان: هر شهواه ارایس استان اساق ۹ هر شهاه اجریا رو اساق این میران حالیا این او طی، ایس او استانها انجریها ۱۲ اور این این این میران حالیا این استان این استان این اور طی جها انصل و توطیعة ارایسیا، این از این این این این این این مر از این این این این این مای این این این این این مای این این این این این این مای این این این این این مای این این این این این
Response Option Regiona Option	Topic of the control	ر من 5 مرات هم الموقع الرئيس استال المثال 1 الحد المثال المرية المثال المثال على مثل حال في أنو طيء المثل أو المنطقة المرينة 14 أور الأمر المرية المثال المثل الحد من المستجيب أن يراز على جهة المثل والوظيفة الرئيسية. في القال مها المثال المؤران على الإستانية على المؤران الهول
Response Option Response Optio	Topic State of the control of State State State of State Sta	رس 5 مرات هر شوط ارتيس استاد لسال 1 هر الشوط ارتيس مثان ق لو في المن أو استانا العربية 11 أو الأمار الحل بينا مثان ق لو في المن أو استانا العربية 11 او الأمام المين مثان أو المن ينا مثان الله عن أستجب أو يبار على جهة أصل والوقياة ارتيسيا. عن الإدباء المينان المين بيناك الهين
Response Option	The state of the state of your current entering or file. Dhale, At An or Shelborn Region. Other (DRS) In MICE Than I part current main each bication! Also Dhale If An Dha	رس 5 میان هر شهوا ارایس استان ایدان ۱ این اطاوع در اطاوع این میان این فو طرز ایدن او استانه اعربیا ۱۰ در اطاوع این میان اطار این مازد این استان از در این این ایدان او اروایها ارایسیا، در اورای ایدان این بیکان ایون در اورای این ایران این بیکان ایون در امران این این ایان این این و ایان توضیح شد استانی این «ماس دیان وجد درای»
Response Option Response Optio	Topic State of the control of State State State of State Sta	رس 5 مرات هر شهواد ارتباس استان استل 1 المن المناف البيد المن المن المن المن المن المن المن المن
Response Option Requires Option Requires Option Requires Option Requires Option Response Optio	The state of the frame of the state of the s	رس 5 میان هر شهوا ارایس استان ایدان ۱ این اطاوع در اطاوع این میان این فو طرز ایدن او استانه اعربیا ۱۰ در اطاوع این میان اطار این مازد این استان از در این این ایدان او اروایها ارایسیا، در اورای ایدان این بیکان ایون در اورای این ایران این بیکان ایون در امران این این ایان این این و ایان توضیح شد استانی این «ماس دیان وجد درای»
Response Option Regional Optio	The control of the co	رس 5 میان ا هم تبدید ارتباس نستان ایدان 1 هم تبدید از استون ا در استون ا در از استون از استون در این در این دارد و خور استان امیریا 10 در از استون اگر در جها مدان استان در استان بر دراز حل جها امدان واتوشیاه ارتباس ا در از ایدان ایدان ا در از استان امدان در از استان امدان در از از ادار این از ادار توضی شده استان و در دامن درای و دو درای درای ا در از اداران این از ادار توضی شده استان و درای درای درای درای درای درای ا
Response Option Response Option Response Option Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response	The content of the co	رس كا جات هر شهاد كرايس استان اساق ؟ وقي هر البواحية البر العرب حال في لو طيء تعين أو اسطانا العربية!" اور العرب البيان البر عمل جا حالي؟ الوراي المستوية التر عرب بها عمل التب من المستجب أن برأز طن جها المثن والوائية الرئيسية. من المستوية الترايية من المستوية الترايية بالمستوية الترايية بالمستوية الترايية بالمستوية الترايية بالمستوية الترايية الترايية والتراي ومن شبه المستوي في " مامي عراية وبنام عراية" في مهالك الترايية ال
Response Option Response Optio	The control of the co	رس 5 مرات هر شهواد ارتيس استان استان ا هر الما الدينة الداخل على بيش حاليا في قو طيء الدين أو السطانا الدينية الا الداخل على بيش حاليا في قو طيء الدين أو السطانا الدينية الا الدينية المساوية الدينية الدين ما السنجيب أو بيأة على والوظينة الرئيسية. الدينية المساورة الدينية الإسارات الدينية الدينية في موسح شبه المساوري في " داخر عيادة وبالا عياد" في بهنات الدائلية الدينية الدينية الدين مسيد شبات الدينية عيادة الدينية الد
Response Option Response Option Response Option Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Potion Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response Response	The control of the co	رس كا جات هر شهاد كرايس استان اساق ؟ وقي هر البواحية البر العرب حال في لو طيء تعين أو اسطانا العربية!" اور العرب البيان البر عمل جا حالي؟ الوراي المستوية التر عرب بها عمل التب من المستجب أن برأز طن جها المثن والوائية الرئيسية. من المستوية الترايية من المستوية الترايية بالمستوية الترايية بالمستوية الترايية بالمستوية الترايية بالمستوية الترايية الترايية والتراي ومن شبه المستوي في " مامي عراية وبنام عراية" في مهالك الترايية ال
Response Option	The control of the co	رس 5 جانه هر شوط ارتيس استاد استل 1 هر الشوط الرئيس استاد استل 1 مثل الشوط الرئيس مثل إلى أو في السن أو استانا العربية 14 أو الأمر الحق بينا حاراً إلى أو في السن أو استانا العربية 14 من المستانية الرئيس المن الشاب من السنانية الرئيس الها المن وتوفيقة الرئيسية. من المنابلة المدينة الحق بيكانك العين والمنابلة المنابلة المن
Response Option	INTERPRETATION OF THE PROPERTY OF THE PROPERTY AND ADMINISTRATION OF SIGNAL SOLVENBORD AND ADMINISTRATION OF THE PROPERTY OF T	رس 5 جانه هر شوط اليايس استاد اسال 1 هر الشوط اليايس في المساور المسا
Response Option Response Optio	The control of the co	رس کا جات هم البولو البارس استال البدار ا المحافظ البريا الما البدار العل جيل حال في لو طور البدر أو السطاة البريا الا الم البدر البول المحافظ البريا الا المراكب البريا المحافظ البريا المحافظ البريا الاستجب أو براز طي جها المحل والوظياة البارسيا. المراكب البريا المحافظ المحافظ البريا المحافظ البريا الاستجب أو براز طي جها المحل والوظياة البارسيا. المراكب البريا المحافظ ال
Response Option	INTERPRETATION OF THE PROPERTY OF THE PROPERTY AND ADDRESS FOR SIMA SOLVERNORS IN THE PROPERTY OF THE PROPERTY	رس 5 مرات من شهوا الرئيس استان اسال 1 من الشهوا الرئيس استان اسال 1 من الشهوا الرئيس مراة إلى أو طير المن أو استانها العربية 17 أو الأمر المن حراة إلى أو طير المن أو استانها العربية 17 كرما الرئيس المن الرئيس المن الرئيس الرئيس الرئيس الرئيس الرئيس الرئيس الرئيس الرئيس الرئيسية الرئيسية. كرما المناقب الرئيس الرئيس المناقب الوياد
Response Option Regiona Option Regio	The control of the co	رس کر مرات بران می استان ایسال ۱ مر المواج الراس استان ایسال ۱ ماها المراج الراس می استان او فرز المراج
Response Option Requires Optio	INTERPRETATION OF THE PROPERTY	رس 5 مرات من الموقع الرئيس استك الدائل ا المنظ الميداء المنظ الميداء الرئ الطرح الحرار محال إلى أبو طيء الدين أو استطنا الميداء الا أور المنظ الميداء المنظ إلى المائل الشاب من المستجب أن برأد طي جها المدن والوطيعة الرئيسية. الرئ المستجب الميداء المنظم الميداء ا
Response Option Regiona Option	INTERPRETATION OF THE PROPERTY OF THE PROPERTY AND	رس کر مرات المرات المسال المس
Response Option Requires Optio	INTERPRETATION OF THE PROPERTY	رس 5 جانه هر شوط اليايس استاد اسال 1 هر الشوط اليايس في المساور المسا

Response Option Response Option Response Option Response Option Response Option	App accides followed acts occurrence acts followed are manie the statery Refluent to respond		روس (2000 - 2000) موسد ماروس (2000) موسد ماروس (آخر موسد (آخر ماروس (آخر)
Name .	W	WOT	-
See Test	Thirting about your pursent job, amount you say you are		بالتفائم في صفد الحالي، هار علول أكت
Masponie Option Response Option	umfed desembed		, An
Response Option	ACTION		All Section .
Indisation	MEAD DUT FROT TWO RESPONSE OFFICINE.		الدرا قول جهارين من حميون الإحابة

Special Control of the Control of th	WA .	Wil
Tem Test	Why are pro-dissatished?	Take and the
Response Optron	Sales job status	بأوى والأبق متحلص
Response Option	line selety	9-
Response Option	Long working hours	Sept.
Assportus Option	Work location (für from where I live)	ف العبل إلمية الدر المكان الذي أعبل فيها
Response Option	Foot current prospects	د يعلون المسار الوطيق المستقبل
Resource Option	No tracing or development	10 F - 10 F - 10 F
Resource Option	Describedably each environment	resulted for the
Nesponsi Option	Job required different major or specialization	Marine colombia Marine Colombia
Arragonus Option	No promotion	AND MA
Resource Option	thingy work load	Jul obj
Response Option	The position requires lower qualifications	State control
Response Option	Routine Inti-	فرالمط البياني ا
Response Option	Dates not take previous experience into consideration	Print that that the first
Requires Option	(OPEN)	True True
testruction.	Antides and Street Street Street	February Line 17 Line
	IF NECESSARY AND RESPONDENT TO FOCUS ON MAIN REASON FOR DISSAFISFACTION.	زر الأمر اطلب من المعيد الترافق على المعد الريمني العم وصفاء "
many and a second		

NAME OF TAXABLE PARTY.	WID	WER	
Sterin Territ	Thirding about your current job, would you say your study at [REDITATION RANK] was		بالتفائم في صلته الحالي، فإن المراد أن دراستاه في إنسم المؤسسان
Response Option	referent .		And of
Maspomya Option	not relevant		mar. 16 miles
Response Option	MITSLAE		die si
Mathet San	MEAD-OUT FROT TWO MERCHOS OFFICIALS.		قرآ آول هيئين من هيئون الاماية

Sam:	WAR AND ADDRESS OF THE PARTY OF	W(J)
Signs Total	Thirting about your current job, did your higher education experience at [ARTHUCON NAME] prepare you well or help you progress in your current page about?	بالطاق في فنك الحالي، فان تجيئك في إسم النوسية إ أسك بشكل هيد أو ساهنك، في التقير في تطلبك وأصالك الوظيمية)
Nesponsel Option	Yory and	Star Star and
Response Option	Gate well	المدرية الله المدرية
Ansperse Option	Not well	The base state
Response Option	NOT SURE	dis.at
Instruction	MOAD-DUT THISE THISE RESPONSE OFFICIALS	الورأ أول 1912 هيروب الإسابة

face.	MERCAN TRETAIN REPORT REPORT ASSAULT		AVAILABLE TO THE PARTY OF THE P
them Text	Now I am going to self you some questions about job seeking.		الإن سأطرح بطول يعطى الأستلة عن البحدة عن خطى
See.	NI.	300	2015 (2007) 100
mann Taxet	Are you having difficulty finding a job?		طر تواده صفوة في المؤر طر جائز ؟
Recommend Charles	Ten:		

Bart Const	W .	M2	
Sem Test	How there Julia have you applied for?		No contract of the Contract of
Resource Option	1		
Response Option	1.14		1-4
Response Option	5.9		5.9
Response Option	18-18		20 - 18
Recognition of the section	Million account		THE CO. LEWIS CO., LANSING, MICH.

Base	ALM:	1LN	
tiom Year	Now many interviews have you had?		. كو هذا المقاولات كي أمريها؟
Response Option			
Response Option	1-4		1.0
Response Option	5-5		5.9
Asserbe Option	10-16		10 - 19
Response Option:	26 or more		JS or more

SERVICE LAND	OCEAN CONTRACTOR OF THE PARTY O	NA.	
Stem Test	Have you been offered any jobs?		هل ادر عرض أي وظيفة عثبات؟
Response Option	Test .		-
Besponse Option	No.		Y

Same .	NA CONTRACTOR OF THE CONTRACTO	16
ham faut.	Why didn't you take the job offer?	الباذات للبل الوقيط الن عرصاد طلبادا
Response Option Response Option	Love job etation	مستوق والقبل متخلطان
Response Option	Line salary	A-A
Nesponol Option	Rootine juli	Tanto fronts, Market, 1
Response Option	long working hours	ساهات المدار الطيط
Response Option	Work location (for from where I live)	موقع المنظ الميدا من الشائل الذي أصدار فيجا
Response Option	No training or development	phr/spt ms?
Response Option	Departuration work environment	يبة منز فر بيعد
Response Option	Job required different major or specialization	Name of Associated Staffs and all
Response Option	As promotion	Tymide Tymide
Nesponos Option	Person work had	jud object
Response Option	The position requires lower qualifications	Market and the
Response Option	Does not take previous experience mits consideration	لد تأمل بعن الأملية البدلة
Response Option	109(N)	(Pujand) (cont. Cont.)
Instruction	MARK BUT THAT BEFORE	Prince State Committee Com
	IF NECTSLARY AND RESPONDENT TO FOCUS ON SAME BEASON FOR NOT THEIRS THE JOB	0 كان الأم الحك من المنصد الذي على النبيد في نبير أحد و صلة * *
Basis Constitutes	Carrie Salvana of the Association	

Barrier Co.		
Nam Test	(In going to list some job weeting strategies. Which of those strategies have you used)	سالوه بذائر بعدر استرابعينات البحث هن هني أنها من الاسترابعيات الدائمة استخدمت في البحث هن عدلياً إدبي طاعة هي كل ما يعقبها
Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option	Bullyouth from Naroly and fronts Braganning to job advertisement, writishing jumined Dates and uniformed or employment agentice Social behavioring websites, for example United to Dates by conducting companies Market Carrett Shine Translate Carrett Mill Human Resource Authority) Carrett fairs Dates (DATE) MARK NL TOAT APPLY. If VEHEN, RECORD VERNATION OFTICES	رب ها بستوره باز على الرحالات المساولات المسا

Harm Texas	Since you are still not employed, why do you thank that is?	الله الأراب من دور عبل أمانا "منته بالما إضو عالية على كل با ينطوع
Require Option	There are currently no jobs anabilitie	Nylor willing of fuller long
Response Option	There are connectly no jobs productive in my held of study	
		وهد حاليا أي وطالف دوقيا في معال دراحي
Response Option	There are currently no jobs workship where I live	وجد حاليا كي رياناها، متوفريا حيث أعيش
Response Option:	Them are currently to pols, available in a related was emailterment	وجد حاليا أق وفائق متوفرة في بيتا مخشطة الجنس
Response Option	There are currently no jobs available to a single see (male or female until) encrossment	وجد جائبا أني وفائف متوفرة في بها لجنس وحد ياكر أو أبق فقطة
Required Sprices	There is two much competition for desired jobs	د تاير در اساف هر لوخای اساويد
Response Option Response Option	There are jobs available, but only in intry level positions. There are jobs available, but salaries are too loss.	ا، ویژانی سامهٔ، واکن ای اسامپ امیاسهٔ افتط اد وفاتف مادهٔ، واکن آروانی منطقها مدا
Response Option	I need to do more study to secure decreat job	ر بحاجة لبال الحرود من الدواحة والمين فرص الصل المطلوبة.
Response Option	I do not have sufficient experience in my field	ر تدي غيرة كافية في مجال صلى
Response Option	There are jobs available, but none with Southle working amangements	ال وطالف مناحاه ولكن ليس الإليبات العش البرية
Response Option	Due to chibitate or family commitments	Apulle of Delaif Spiny Complete
Вициппи Ортон	Our to medical or personal reacons	الأميان طية أو شخصية
Response Option Instruction	Other (OPEIN) MINIE ALL THAT APPLY	ن (مقوح) ر مالانة على الارسة يسلبون
man ar you	E OTHER, ROCERD HERBATIM	الرواية على الرواية المعرفية عمر الكان منطق الإنجابة المعرفية
in the same of the	MORE, N. CALLEGOR S. COLO. SECURE S. A. S.	
	mana periodi lang dia 163 et teo tan hing a coma hina in 163 et 163 an anny a coma ma Ar Arthrid	
Num Tout	Now I am going to solk you come quantition, about your study.	وسأطرخ عليانا يعفى الأستناء عور دوستان
nom Teat	AL NA	ال خوسمة الطبيعة (الماسة) الماراليسيدة المرين حالياً؟
Benjame Gelies	to which institution are you convertly studying? (AUTO COMPUTE FROM LIST OF MAINSTAN ACCREDITED WEST/LINGWI, PROVINCED	Ann What Admit Agricult debug product
Response Option	(298)	lesi lesi
Instruction	MECONO RESPONDE VERBAZINA	الراوالية الشرقية
44-5541	ggranners ut :	2.17.00.15
	ru ru	The Description of the Control of th
tom field	What is the level of your current study?	مو مستون دراستان المالية ؟
Response Option Response Siption	Sociarula Matter	-
Response Option Response Option	Pongraduse Dolona	Marie Carlotte State Comment
Response Option	Battelor	Parameter
Response Option	Higher Dialoma	Jiv n
Response Option	Dylone	
Ryspotion Option	Certificate	14
Response Option	Non-award course / short course	(mark) veg (base)
Response Option	Oter (DRIN)	(rent a
Rom Tout	FLS What major are you currently studying?	و العصور الذي غرب داراً و العصور الذي غرب داراً
Resymour Option	louri	los los
ium.	14	
Store. Tyrol	Are you enrolled full time or part time?	Special properties
Response Option	Full time	July .
Response Option	Part time	die s
	FLS FLS	
tom Yest	Mind a your man reason for doing further study?	و است. ارايس الذي دانياد القيام بالبود من الدراسة؟ إضع عالية على كل ما ينطبق؟
Response Option	To improve employment prospects	سن فيس المدل
Response Option) need further soul/fication for my desired pile.	عاجة المتودعن التأهيل من أجل العبل الذي أرشب بالعبصول عليه
Response Option	I had shoop planned to do further study	ن قد هيشتان والما الكرام والعزود من الدراسة
Response Option	I am interceited in this area of study.	يوم ۾ هذا الممال من الدراسة
Resource Splice	Warted to study a different discipline	بد دراحة تخصص مختلف
Response Option Response Option	Enjoy studying Other (DMSII)	Aujuli po Irani a
Instruction	SO NOT READ-DUT OPTIONS.	Angle Spirit
	MARK ALL THAT APPLY	عائمة على أو ما ينطيق
lam .	MANA AND RECORD FOR SECURITY AND ADDRESS OF LINEAR AND ADDRESS OF ADDRESS OF THE PARTY OF THE PA	
	mark and compared for the Company of Company	
North Total	Nics I am going to ask you come quantities about the study that you have completed	، ساطره عليان بعض الأستاة عن دراستان الى أفعانها
	NO. NO.	
Herm Tend	In which institution did you do your study?	Tribuly state (Saper (Ad) Sarriy (Saper) (Ad)
Arspeires Sprices	JALTO COMPLETE PROM LIST OF MINISTER ACCIDENTED WESTFLISTONS PROVIDED INFOME.	
Response Option Instruction	MECONO REPONDE VARIATION	اود] زر کاردایه امدیقیه
1000	Control of the Contro	- CO C C C C C C C C C C C C C C C C C C
turn Tasa	MCI :: Must wan the level of your study?	واستون الدراسة الذي المعقد به ال
Reserve Option	Declarate	The Control of the Co
Response Sption	Moter	plant and a state of the state
Nasperous Garrios	Forgraduate Diploma Sectors	والمراسات المشر
Response Option Response Option	Bachplor Higher Dalloma	الويوس ود فال
Response Option	Dylama	
Response Option	Certificate	Add to the second secon
Response Option Response Option	Non-award course / shart course Other (DRDN)	ا المارسية / مورة قسمية إلى المارسية
17	AD NO	Compa
tiem Test	What was the major of your study!	والمعمر الذي برسادا
Response Option	(Ortal)	154
Harm. Torre Tanal	NICE Stree you study full time or goet time?	Name of the court
Bananna Garian	full time	4,000
	fartitine	Jan
Nesponse Option	NO NO.	
Neigonio Option	NO. Not read the day for the state of the st	و السب الرئيس الذي متعدد القيام بالمزيد من الدراسة؟ إضو عاباتنا على أثل ما ينطبها
Response Option Nam Your Yard Response Option	What was your main reason for during further study? To improve employment prospects	سوز قرص العدل
Relganiae Option Ison Text Response Option Response Option	What was paye main reason for dising further study? To improve employment groupers's I need inthine qualification for my descried juli.	سول قرص العمل. مذهه المزود من الأفقى من أخل العمل الذي أرفس بالحصول طبه
Response Option from Test Response Option Response Option Response Option	What was pay main reason for doing further male? To improve conjugatem groupests I need further qualification for my decimal jale. I had always plateout to do further issue,	سیق قرص العمل مناحة المترد من القاهل من أمثل البعث الذي أرفت بالحصول طبيه بدائد مطبقت بالبياء الطباء والتردد من المراسة
Response Option Nam Test Response Option Response Option Response Option Response Option	What was once main resource the disting further study if This improves employment prospects I need further qualification for my descript job I had always planned to do further study I are intervision to the anal of hundre I are intervision to the anal of hundre	سن فرص العمل معام المرود من الطول من أخر العمل الذي أراض بالحصول طبه على عطف العبار من الطباء والمرب من المراسة يعد في هذا العبار من المراسة يعد في هذا العبار من المراسة
Response Option Test Response Option Response Option Response Option Response Option Response Option Response Option	What was paye main reason for dising further study if This imprises employment groupests I need further quantification for my discoved julic I had elevery planned to do further study I am interrupted in this area of study Whated to shady a different discovering	حتی فرص العنق الجاء الغور من الطفق من البل العنق الذي ارفس بالخصول طبه بداد مطالب والحاء الطفق الواحد من المراسط يشاع في خال المدار من الدراسة والمنافق منافقة العنقس مطالبة
Netpomo Option Tool Tool Response Option Response Option Response Option Response Option Response Option Response Option	What was once main reason for disting further study if The improve employments grounded to investigate the I send further qualification for my decimed job I had observe plantification for my decimed job I had observe plantification for my decimed job I are interregisted in the same of further I are interregisted in the same of further I are interregisted in the same of further I story including	ساق قرص المعلق المجاهة المورس بالأطاقية من النيل المجاهز الذي المحمول طبيه ما هذا المجاهز براحة القبل والرحوات من المراجعة بناء في هذا المجاهز من المراجعة لا وارجة المحمدي مختلف
Response Option Tom Tom Tom Response Option	What was peop main reason for desing further snake? To improve employment prospects I need further quantification for my desired job I had always planned to do further study I am intermediate rich and include I am intermediate rich and include Blanted to obade a different discipline Expertisely Control SOFUM Control SOFUM	و السبب الرئيس الذي بالعقد القراء والدرية عن الدراسة؟ وقتو عالمة طي أق ما ينطيق) ساق قرص العقل مداعة الدراس الأطلق من البران الدور الدور الدور بالمعمول طبية ما دورها المعال من الدورات عن الدراسة لا دورانة القلمي بطائف في المعاول الدورات الدورات في المعاول الدورات الدور
Response Option Tom Tom Tom Response Option	What was once main reason for disting further study if The improve employments grounded to investigate the I send further qualification for my decimed job I had observe plantification for my decimed job I had observe plantification for my decimed job I are interregisted in the same of further I are interregisted in the same of further I are interregisted in the same of further I story including	سور فرص العمل المجاه اليوم من الخاطيق من البل العمل الذي أرض بالحصول طبيه بدلا هماشيد رجام القبل فراس من المراسة بدلا في هذا المجال من المراسة لذ وارمة القمص بطالف.
Antonno Option Tool Tool Respinso Option	What was over main research for desire, further snahly? To improve employment prospects I swell further qualification for my decired job I had observe planned to do for further stocks I am intermed in this way of should Marked to shadly a different distingtine Enjoy further and all should Other SOFON ON HOT READ-OUT OFFICIAL MARK RUL THAT AFFLY MARK RUL THAT AFFLY MARK RUL THAT AFFLY	ساق قرص العمل المامة المورس بالطبق مراشية المستر الذي ارضال بالمصنول طبه وقد هذا السمال من الدراسة وقد في هذا السمال من الدراسة الدرامة المصنول مناشف عن بالمواجع في المعاول الدرامة والمعاول الدرامة والمعاول الدرامة والمعاول الدرامة والمعاول الدرامة المعاول الدرامة المعاول المعاول المعاول الدرامة المعاول الدرامة المعاول الدرامة الدرامة الدرامة الدرامة الدرامة الدرامة المعاول الدرامة ال
Response Option hom Test Response Option Response Option Response Option Response Option Response Option Response Option Response Option Indication	What was once main resource for design further study if This improve employment prospects in I send further qualification for my decimed job I had observe planning to do further study I are interrupted in this and all fully If an interrupted in the said of further study I are interrupted in the said of further Interrupt of the said of the said of the said further Interrupt of the said further Interrupt of the said of the said further Interrupt of the said of the s	سور فرس العقل من البل المياز الذي ارفين بالمصول طبه بدق مطال درات القبل من البل المياز الذي رافين بالمصول طبه بدق هذا المياز من الدرات ا بدق والدرات الفصص مطالف بدق والدرات المياز ال في العادرة الدانة ال
Retigence Gation Name Tool Response Option Inspection In	What was over main research for desire, further snahly? To improve employment prospects I swell further qualification for my decired job I had observe planned to do for further stocks I am intermed in this way of should Marked to shadly a different distingtine Enjoy further and all should Other SOFON ON HOT READ-OUT OFFICIAL MARK RUL THAT AFFLY MARK RUL THAT AFFLY MARK RUL THAT AFFLY	سری فرص اعمل منابع کبرور می کشوند در شیل اصدی اتنانی ارضی با احمدون خیبه بدا هو هندان بختی اطلاق بر شیل امراسه بدا و هندان اعمدانی بختیک بدا و افزاری اعمدانی در با اطلاق کرد با بخشی بدا با اطلاق کرد با بخشی

19	(OPEN)	Response Option
	RECORD RESPONSE VERNATIM	Instruction
Carte profes	Million of Ports attended	
RDI .		lam.
و مبتول الدياسة التي ترهب في المبصول عليمة	What would be the revel of your study?	tom feet
2	Buctorate Marter	Response Option Response Option
in the state of th	Perignature Spirms	Response Option
ver	Behelor	Response Option
gla y	Higher Diploms	Persponse Option
2	Datina	Response Syllian
Age of the party o	Sertificate Non-award course / short course	Response Option Response Option
(cylin) a	Ofrer (GPEN)	Response Option
. RM		tion.
والتقييس الذي ترضياق تراسته ا	What would be the huger of your study?	Harm Total
(re	DACK	Response Option
TOPS	RM .	ilem.
The part of his pa	Would pro-study full time or part time?	Rom Test
Print.	Full time	Response Option
i je	Part time	Response Option
105	NA CONTRACTOR OF THE CONTRACTO	tion.
والسبب الرئيس الذي سيدفعت كالقيام بالمزيد من الدراسة الإنفيج علايمة على كل ما يفطيق أ	What would be your main reason for itining further study?	num Year
موا قرص العدل	To improve employment prespects	Response Option
جاجة المجرد من التأهيل من أمل العمل الذي أرهب بالجمول بغيه	I need further qualification for my desired july	Response Setton
باقد المطارب والدائقيام والمورد من التراسة	I had plumps planned to the further shirty	Response Option
يتوقى فذا النجال من الدراسة	Care interested in this area of study	Response Option
injustries and the second section of the section of the second section of the section	Wanted to study a different stocytime Enter moderne	Response Option Response Option
(ryan) o	Other (IMEN)	Regional Option
Matthews (see)	DO NOT READ OUT OPTIONS.	Instruction
علامة على الرسا ينطبق	MORE ALL THAT APPLY	
	- 13000	
MONG St.	Note I are going to pix for pour refrequence assessment about your higher education experience	tion foot
سأطرح طبك بعض الأسفة عن كليبت العربات في المشير المال قبل الالة أخراه وتصف كريداً	Mobiling and Board for his yes been intuitible (see procedures) being placed appropriate and examine The sea of the second procedures and the second appropriate appropriate and the second and the second appropriate and the second approp	Name Table
the county is a real for the first three for the county and the county of the county o	and the second in the second i	
MA CHEST PROCESSES THE COLUMN PROPERTY OF THE LAND, SHIPS IN COLUMN S.	BATTER THE HOUSE DISCUSSIONS NAMED OF SHIP LANS SHOWS IN ADDRESS.	ter .
ل النباة فرصة الامتيار الآن هل منحار غس المعينس الذي ألفت براسته في إصبر المؤسسة في العام الأقامعي	If you servi now to choose whether or not to do the major that you did at [injection on Name] in 2016/17	tom feet
(19) فامل (19) أمواه وتصف البريال) ، على يسكنك القيال أنه عالياً أو مبتبعد	Eve. about 3% years ago), fore likely or unlikely is it that you would	
بة الخصص مراطقية أعاماً	De a completela different inager	Response Option
بنة في موسسة الطبيعية (بدائطة (كالية) المري إلى طبارين هن طبارات ((المثلة	Study of a different institution READ OUT HIRST TWO ASSPONSE OPTIONS.	Response Option Instruction
And a single of the single of	Manager and the state of the state	
/ IU	IU .	Sam.
نكوري نبدهات الحالي، على تقول أن دراسك في إلسم الموسسة إ الدر	Thereing about your current activity, would you say your study at [ANSTINITION NAME] was	tum féat
مشعة عالية إلسنعور الوقب والمهد الميثول ولاب فالمال	worthwhile (i.e. worth the time and effort, beneficial)	Response Option
بة المدول (7 تستمق الوقت والمهد السدول وقور مقيدة)	not worthwhole? (i.e. not worth the time and offert, not beneficial)	Response Option
بناك إن هيارين من ميزات الإمالية	NOT SIZE NUMBER TWO RESPONSE OFFICIALS	Response Option Instruction
444 - 104 - 244 - 10	ROBERT FREE THE SECTIONS	-
en en	n/r	Name .
کر فی البیامج الذی درسته فی (اسم اسوسسال علی نوعه آی مسالات که تساعداد فی الشاط الذی تغوم به حالیا وتکن تم	Thinking back of your program of study at [INETYL/TKIN NAME], are there are specific sources that	tium Tayl.
فعر اوادوا	esseld be helpful in what you are string now fool were not included in the program?	
	Typs No.	Response Option Response Option
		production, years and
tid.	Manager and the second	Same
ر استفاده این استاد بالها سوف کول بای ۱۹۵۸ که ۱	Milat are those courses that you there would be helpful to you if	tion feet
	[CMG/M]	Response Option
29	RECORD RESPONSE VERBACINA	Irratinucitien
Advant shell J		Street Street Street
Appl Male J	ONLY SHOWN Y SLU-NH.	tare Carefitiere.
NAME WARE	1721111	tare Conditions.
ر الإماد العربية. ولا يقد أنها المساوية الإمادة الإمادة الإمادة الإمادة الإمادة الإمادة الإمادة الإمادة الإمادة المادة المادة ال	NATIONAL PROPERTY AND ADDRESS OF THE ADDRESS OF THE PROPERTY AND ADDRESS OF THE A	tion Conditions (on Test
ر واحده المرقبة عدد أمار المراقب المراقبة المر	RACHELPSIA NEL SELL CEL COLUMNIA, NE DOUGLESTON, SEPENDA, SEPENDA, CAMBRIDE, NEL SELL, Not all No. Not sell necessarily received and place experience at 3000754700 NAME (help you develop the following wide 7 No. at 2017	Sem Test
ر الانامة العرفية. والمامة المطالبة (Internation state) بناستان على تطوير الموارات التاريخة على التي التي حد ما أو التعلق والراء والراء المراسلة (Internation state) بناستان على تطوير الموارات التاريخة على التي حد ما أو التعلق	FAX CHEEL Place Included Side ADS. Delethor, the product CATOCHEE, they must be founded at the of all, that all these much did place experiences at (RECEITATION SARRY) help you develop the following which this address were they are say with their, somewhat or not at all? Problem varieties.	Danie Danie Tredi Rangentosi Clarkon
ر الإداة المرابة إلى العالم المساوية (1900) (1900) (1900) المساوية المساوية المساوية المساوية (1900) (1900) (1900) (1900) (1900) ولي المساوية في (1900) (1900) المساوية على تطور الموارات المارة عن تول كاون في حد ما أو العل ولم على المساوية المساوية (1900) (1900) المساوية (1900) (1900) (1900) (1900) (1900) (1900) (1900) (1900) (1900)	FAX cred, the least that the collaborate, to provide definition, see present, because of the stall all, for all the second of the collaborate and posterior and posterior and posterior and posterior and posterior and an all the collaborate and an all the collaborate and an applicable fronting.	Dem Text Response Option Response Option
ر الإدارة الديرية. ولا الديرة المراكبة (Instruction state) بدائما على تطوير الموارات الدائمة على تطور أكبرة إلى حد ما أو التطور الإدارة على المراكبة الإدارة الديرة المراكبة المراكبة الديرة الموارات الدائمة على تطور أكبرة إلى حد ما أو التطو ولا المراكبة الديرة المراكبة الديرة المراكبة الم	FAX CHEST, Floric Indicated State CALLMANIAN, No provide CATHOLISM, Savey recent, because the cell of their time much did your experiences at (INCOTATION NAME) Teelp you devertige the following visitor Missaid you say wint through somewhat or not at all? Indicate relating Different visiting Different and an applical through	Danie Danie Tredi Rangentosi Clarkon
ر الإنادة المرابطة الرابعة المطالبة (ABTTECTON ISMAE) بناستك على تطوير البوارات الثانية ! على تطور كابن الراجد ها أو العلى الرابعة بدر المرابعة المطالبة بدر المرابعة الإنسانية بدر القدامي الرابعة	FAX cred, the least that the collaborate, to provide definition, see present, because of the stall all, for all the second of the collaborate and posterior and posterior and posterior and posterior and posterior and an all the collaborate and an all the collaborate and an applicable fronting.	Sem Test Response Option Response Option Response Option
ر الإدارة الديرية. ولا الديرة المراكبة (Instruction state) بدائما على تطوير الموارات الدائمة على تطور أكبرة إلى حد ما أو التطور الإدارة على المراكبة الإدارة الديرة المراكبة المراكبة الديرة الموارات الدائمة على تطور أكبرة إلى حد ما أو التطو ولا المراكبة الديرة المراكبة الديرة المراكبة الم	The credit from the county of	Dem Twill Response Option Response Option Response Option Response Option
ر الإدارة العرفية . القدام المستخدمة المستخدمة المستخدمة (مستخدمة المستخدمة المستخدمة المستخدمة المستخدمة المستخدمة المستخدمة الم الإدارة المستخدمة (المستخدمة (المستخدمة المستخدمة الم	FAX CHEST Flow indicated a fine ASA DEMONSTRATE Exploration, type present, become destruction from all all, file and time must find pour experiency at (DECTTATION NAME) Tella you develop the following width fillional processor solving. Consult and explored Printings information and at all the control and explored Printings information and if I film object the control and explored Printings. Where an artificial interests in the control and the control and the control and in the control and interests.	Rem Twill Response Option Response Option Response Option Response Option Response Option Response Option
ر الإدارة الديرية. ويت بدين تعريف في (Bestriction state) بناستان على تعليم الهوارف الدارة الحل تعول كارن الي حد ما أو التعلق وي حد المستقالات بالا القالات التعلق المستقالات المستقل المستقالات المستقلات المستقالات المستقالات المستقلات المستقلات المستقالات المستقالات المستقالات المستقلات المستقلالات المستقلات	FIX cred. Take less total total ACA Channels, to provide California, they were less than the financial and all	Base Test Response Option
ر الإدارة الديارية ا التراكية العام المستحدة ال	tion much this pain repertures at 2000/10/10/00 felod; help you develop the following shifts? Stoold you say very much, convening or not at all? Freidem varieties: Contract and analysised theretoy theretoy also in the contract Werning skills. Some results are assigned to the contract Werning skills. Some results related platts. Sopolony, Presenting skills. Sopolony, Presenting skills. Contraction and tractivests.	Response Gallier Response Option Response Option Response Option Response Option Response Option Response Option Response Option
ر الإدارة الديرية. وي دين بديريت في (Accentration School) بداستك على تعليم الهوارات الدارة الحر تعلق الدين الى حد ما أو التطي وي حرف المدينة الإدارة بدر المدينة والمدينة الواقع الدين ال	FIX cred. Flow lett. SEE THE FOREST OFFICIAL TOTAL TOTAL CONTROL THE year develop the following which thinks and all, he are the most office that the following which thinks and the following which the following which the following the following shows and if the following the following the following the following the following the following which the following the follow	Base Test Response Option
ر الإدارة الديارية الديارية الديارية (() () () () () () () () ()	FIX cred. Pate feet total total accusance, to provide patroline, beginning, because the factoring action total accusance and accusance accusance action to accusance accusance action to accusance a	Base Test Response Option
ر الإدارة الديرية. وي دين بديريت في (Accentration School) بداستك على تعليم الهوارات الدارة الحر تعلق الدين الى حد ما أو التطي وي حرف المدينة المدينة بدر المدينة والمدينة الوسطية وي المدينة والمدينة المدينة	FIX cred. Flow lett. SEE THE FOREST OFFICIAL TOTAL TOTAL CONTROL THE year develop the following which thinks and all, he are the most office that the following which thinks and the following which the following which the following the following shows and if the following the following the following the following the following the following which the following the follow	Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option Response Option
ر الإدارة الديارية الديارية الديارية (() () () () () () () () ()	FAX creat into leasurable the ASA Debetor, to provide Carbonians, type present, because the cell of , Nor or time much did pour experiency at (2007) to TOPs NADIS Religious develop the following while I Should you say which much, convenient or not at all Packers religious and I Should provide the state of the Carbonian and I Should provide the state of the Carbonian and I Should provide the state of the Carbonian and I Should provide the Should	Response Gerine Response Gerine Response Option Response Option Response Gerine Response Gerine Response Cattor Response Cattor Response Cattor Response Cattor Response Cattor Response Cattor Response Cattor Response Cat
ر الإدارة الديارية ا رواية المعارفة (AMETELE PROTECTION) بالمدالة على تطور الهوارات الدارة؟ على تطور الدين الى حد ما أو الديل وي من المدينات بالمدارة العديد المدينات ولا المدينات المدينات الوجارة . ولا المدينات الإدارة . الدين الدينات الادارة في الى حد ما أو الا تصفي على (1988). ؟!	TAX Credit Place Included State ACA Character, the product Collection State Included State of all, And on these much did place experiences at STATE TOTAL Subdict States are developed the States of all the States of the States	Response Option Response Option
ر الإدارة الديارية ا رواية المعارفة (AMETELE PROTECTION) بالمدالة على تطور الهوارات الدارة؟ على تطور الدين الى حد ما أو الديل وي من المدينات بالمدارة العديد المدينات ولا المدينات المدينات الوجارة . ولا المدينات الإدارة . الدين الدينات الادارة في الى حد ما أو الا تصفي على (1988). ؟!	AN CHAIR PLAN INCLUDES THE PERSONNEL BY SHOULD SAVE STORM AND SAVE SHOULD SAVE SHOULD SAVE SAVE SAVE SAVE SAVE SAVE SAVE SAVE	Response Carloss
ر الإدارة العراقية المراقية (Carriero) باست في تعليم فيهارات جاراتا الحراقية العراقية العراقية المراقية (Carriero) باست في تعليم فيهارات جاراتا الحراقية (Carriero) باست في تعليم فيهارات جاراتا الحراقية العراق ال	AN CHAIR PLAN INCLUDES THE PERSONNEL BY SHOULD SAVE STORM AND SAVE SHOULD SAVE SHOULD SAVE SAVE SAVE SAVE SAVE SAVE SAVE SAVE	Response Gerine Response Gerine Response Option Response Option Response Gerine Response Gerine Response Cattor Response Cattor Response Cattor Response Cattor Response Cattor Response Cattor Response Cattor Response Cat
ر الإدارة الديارية الديارية المحاولة (All II) با من من يعيد فيهارات فالها على عول الديال في حد ما أو الديل وردن بديارات فالها الله على الديال	FAX Credit Place Included Side ACADMANIA, the provide Californians Spage areas, because the et al., Not as these much did pour experiences at SPCINTSTCRS fished [help you develop the following which T thousand you say series much, convenient or not at all? Problem solving Divinced and experience (mining Section 2015) Divinced and experience and IT Strenday Writing state Writing state Side or washer restand platts Synatoria, Presenting state Divinced and Strenday Section Orderocation and it sentiments Time interappement If MCCOSARY, REFEAT RESPONSE OFFICIAL "Would you say very much, convenient as real at all?" *** *** *** *** *** *** ***	Response Garlion
ر الإدادة المرابعة (الادادة الادادة الادادة الادادة الادادة الادادة المرابعة المرابعة المرابعة المرابعة الادادة الادا	FAX Cred. Place less code to the ASA Debation. By provide Cartistics, they present, because the stable of all, but at time much did place experiences at (9000°T LTCCK febric) help you develop the fallowing delic? Should you say write thick, somewhat or not at all? Problem release. Consol and enablined thereby before the stable of the stable of the stable stable. Should not exactly stable. Should not exactly stable. Should not exactly stable. Obtained the related stable. Obtained the stable stable of teachers of the stable stable. The enabling of the COMMER, REFLEX REPORTS OF COME. "Would you say very much, somewhat or not at all?" THE Why the your requirement the major pass completed about the yours ago at "(motifulian family) be good from and (small) the stable family. The Should provide and transformant! DITES. BY plus and of the POMSE VERSATION.	Response Garlion
ر الإدارة الديارية الديارية المحاولة (All II) با من من يعيد فيهارات فالها على عول الديال في حد ما أو الديل وردن بديارات فالها الله على الديال	FAX Credit Place Included Side ACADMANIA, the provide Californians Spage areas, because the et al., Not as these much did pour experiences at SPCINTSTCRS fished [help you develop the following which T thousand you say series much, convenient or not at all? Problem solving Divinced and experience (mining Section 2015) Divinced and experience and IT Strenday Writing state Writing state Side or washer restand platts Synatoria, Presenting state Divinced and Strenday Section Orderocation and it sentiments Time interappement If MCCOSARY, REFEAT RESPONSE OFFICIAL "Would you say very much, convenient as real at all?" *** *** *** *** *** *** ***	Response Gerice
ر الإدارة الديارية الديارية المحاولة (All II) با من من يعيد فيهارات فالها على عول الديال في حد ما أو الديل وردن بديارات فالها الله على الديال	FAX Cred. Place less code to the ASA Debation. By provide Cartistics, they present, because the stable of all, but at time much did place experiences at (9000°T LTCCK febric) help you develop the fallowing delic? Should you say write thick, somewhat or not at all? Problem release. Consol and enablined thereby before the stable of the stable of the stable stable. Should not exactly stable. Should not exactly stable. Should not exactly stable. Obtained the related stable. Obtained the stable stable of teachers of the stable stable. The enabling of the COMMER, REFLEX REPORTS OF COME. "Would you say very much, somewhat or not at all?" THE Why the your requirement the major pass completed about the yours ago at "(motifulian family) be good from and (small) the stable family. The Should provide and transformant! DITES. BY plus and of the POMSE VERSATION.	Response Gerice Response Geric
الر الإدارة الديرانية الديرانية المدارات المدارات المدارات الديرانية الديرا	FAX CHEST Place indicated to the DEALMANNER, to provide Carteriors, type present, becomes the call all, Not as these much did your experiences at (RECTTOTOR NAME) Taking you develop the following with 7 Minuski you say which much, convenient or not at all? Problem values outline should be provided froming the formation and it should be provided froming the formation and it should be provided from the convenient to the convenient of the following static. Specima, Presenting with. See EXCOSORY, REFLAT RESPONSE OFFICIAL "Model you say very much, commented or not at all?" BAIL While you accommend the major pass completed about. Shi pours ago at (Institution Name) to glob from the pass and (Institution Name) to glob from the pass and (Institution Name) to glob from the pass and (Institution Name) are passed from the passed from t	Response Gerion Response Gerion Response Option Response Option Response Gerion Response Gerion Response Gerion Response Gerion Response Gerion Response Gerion Response Option Response Response Option Response R
ر الإدارة الديارية الديارية المحاولة (All II) با من من يعيد فيهارات فالها على عول الديال في حد ما أو الديل وردن بديارات فالها الله على الديال	IN Const. Take included the ACA Deletion. To provide California, they are the following deletion than exact the poor requestering at (900.07% Tabled) help you develop the following deletion though you say write the following deletion of as all the following solids. Defend and explained thereby the following the following deletion and of the following deletion and of the following the following deletion and of the following the following deletion and of the following deletion to or and restricted the following deletion and teachers. Description and teachers. The COLMARY, REFERS RESPONSE OFFICIALS "Mould you say very must, assessment at the color of the following plus recommended the major plus completed about 30 years ago at (institution flames) to plus the following the small panish. Note that the major and transformental following the small plus to the small plus to the small and transformental flowing the small plus to the small plus transformental flowing tr	Regionar Option Response Respon
الر الإدارة الديرانية الديرانية المدارات المدارات المدارات الديرانية الديرا	FAX CHEST Place indicated to the DEALMANNER, to provide Carteriors, type present, becomes the call all, Not as these much did your experiences at (RECTTOTOR NAME) Taking you develop the following with 7 Minuski you say which much, convenient or not at all? Problem values outline should be provided froming the formation and it should be provided froming the formation and it should be provided from the convenient to the convenient of the following static. Specima, Presenting with. See EXCOSORY, REFLAT RESPONSE OFFICIAL "Model you say very much, commented or not at all?" BAIL While you accommend the major pass completed about. Shi pours ago at (Institution Name) to glob from the pass and (Institution Name) to glob from the pass and (Institution Name) to glob from the pass and (Institution Name) are passed from the passed from t	Response Gerion Response Gerion Response Option Response Option Response Gerion Response Gerion Response Gerion Response Gerion Response Gerion Response Gerion Response Option Response Response Option Response R
الر الإدارة الديرانية الديرانية المدارات المدارات المدارات الديرانية الديرا	AN CHAIR TOO MICROST SIZE ACADEMICS. IN provide California, type present, becomes the call all, has at time much did pour experiency at (90071-0100-04005) halfor you develop the following with 1 times you say with provide contents. The down variety Consultation and I following Information and I following Anning statio Size or want restand statio. Speciming Presenting statio. Consideration and transcepts Time management If NECCHAIR RESPONSE OPTIONS: "Would you say very much, commented on not at all?" BY White you would not recommend? The Size of Call Size o	Response Garlon Response Response Garlon Response Garlon Response Garlon Response Garl
الراقعة المراقة المراقة المراقة المستدين المستدين المستدين المراقة المراقة المراقة المراقة المراقة المراقة المستدين الم	IN COME. Place included the ACA December 10 (COMPTTTCN NAME) and provide the following delits? Should provide make the following delits? Should provide make the following delits? Should provide make provide make, convenient or not at all? Problem related participation froming the formation and if Should provide make the following delits. Should provide make provide delits. Should provide make the following following the make the following provide make the following provide make the following following the following	Response Gerice
الرافعة المرابة المرابة المرابة المحابة المحابة المحابة المحابة في تعلق في المرابة المرابة المرابة المرابة المرابة المحابة ال	FAX creek. Place less code to the ACA Chamber, to provide Carbonium, they provide the failurating defining the free much did pour requirements at (900.07 to To Cas Saled) I may you develop the failurating defining you say write threefs, commented or not at all? Problem values or and it interrupts (Control and early solid) (Control and early) (Solid early earl	Regional Cyclice Response Cyclice Respon
الر الإدارة الديرانية الد	FAX creat Allow included the ACADMANIAN, to provide Californians, type present, because the of all, Not as the man much did your experiences at (RCCTTATCR NAME) I help you develop the following with 1 thinks, convenient or not at all? Problem released released to the provide the control of	Response Gerion
الرافعة المرابة المرابة المرابة المحابة المحابة المحابة المحابة في تعلق في المرابة المرابة المرابة المرابة المرابة المحابة ال	TAX Committee increased the ACA Deletion, to provide California, they are also followed the country of the California of California of the California of California of California of the California of Califor	Regional Option Response Option
الر الإدارة الديرانية الد	FAX creat Allow included the ACADMANIAN, to provide Californians, type present, because the of all, Not as the man much did your experiences at (RCCTTATCR NAME) I help you develop the following with 1 thinks, convenient or not at all? Problem released released to the provide the control of	Response Gerion
الر الإدارة الديرانية الد	TAX Committee increased the ACA Deletion, to provide California, they are also followed the country of the California of California of the California of California of California of the California of Califor	Regional Option Response Option

^{*}Note: The Graduate Destination Survey and Longitudinal Graduate Destination Survey is facilitated by the Ministry of Education. All updates are from the MoE side and EAHM has no influence regarding it.