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4	رو تعرف کردی کردی کردی کردی کردی کردی کردی کردی	AS-2023-02
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4	י ב אים אם ג'ם אים לי ב אים	AS-2023-04
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6	الريح عيرى سوه ي مره و عرف ي سوره بوع المجور و المجور و المحروب	AS-2023-09
11	زره ۵ شوی در	AS-2023-10
12	مرع بر فر فر فر مرع مرد	AS-2023-11
13	رو . رس در می سرک کرد کرد کرد کرد کرد کرد کرد کرد کرد ک	AS-2023-12
14	מינים ארט אין ארט אין ארט אין ארט אין ארט ארט ארט ארט ארט ארט אין ארט אין ארט אין ארט ארט ארט ארט ארט ארט ארט א ארט ארט ארט ארט ארט ארט ארט ארט ארט ארט	AS-2023-13
15	"چې کو کار کو کار کورسو" کورسو" کورسو" کورسو" کورسو" کورسوا کورسو	AS-2023-14
21	2023 وَسَرَ دَرَيْدِي دُمَاءَ وِمَا مَا وَسَرْءَ بَرَدُ وَسَرْو وَرِدُو اللَّهِ عَارَثِ وَاللَّهِ اللَّهِ الْ	AS-2023-15
21	البخروسي بخرش در-توبرس دا گرستونش	AS-2023-16
	بر المراحمة على عام الركم فركم ألم المركزة الم	

21	"دُمَاءُ وَمَ دُمُونُ مِنْ وَمُونُ مِنْ وَمُونِ مِنْ مُونِ مِنْ مُونِدُونِ وَالْمُونِينِ الْمُؤْمِنِينِ الْمُؤمِدُونِ الْمُؤمِنِينِ الْمُؤمِدُونِ الْمُؤمِنِينِ الْمُؤمِنِينِينِ الْمُؤمِنِينِينِ الْمُؤمِنِينِ الْمُؤمِنِينِ الْمُؤمِنِينِ الْمُؤمِنِينِ الْمُؤمِنِينِ الْمُؤمِنِينِينِينِ الْمُؤمِنِينِينِ الْمُؤمِنِينِينِينِ الْمُؤمِنِينِينِ الْمُؤمِنِينِينِينِينِ الْمُؤمِنِينِينِينِينِ الْمُؤمِنِينِينِينِينِينِينِينِينِينِ الْمُؤمِنِينِينِينِينِينِينِ الْمُؤمِنِينِينِينِينِينِينِينِينِينِينِينِينِي	AS-2023-17
23	"ו' 0 ' 0 ' 0 ' 0 ' 0 ' 0 ' 0 ' 0 ' 0 ' 0	AS-2023-18
26	سَوْرُ رُرُ وَءِسِسْءُ 2023 وَسَرُ دَرَيْرُهُ رَمَاءُ وِمَا مَوْسُونَا يُرَ وُسُومَاءُ مُرَا وَمَا	AS-2023-19
20	272)	AS-2023-20
29	נס / כין כין ארס אוס מים	
20	ב ב ב או מו מו מו מו ב ב ב ב ב ב ב ב ב ב ב ב ב	AS-2023-21
29	رُوْ.رُ سُ. ۔ ﴿ (رُ مُرْمُرُ عِسْرُهُ مُرِيْنُ وَرِسْرُسُ ﴾ " ما مُرْمُرُ وَوْوْدُ وُرُورُ وَرِسْرُ	
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30	רפת אומים אל אים " (" אים " אים	FC-2023-01
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30	מרים מיל ליל או מיל ליל מיל מיל ליל מיל מיל מיל מיל מיל	
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30	ڠ ؙؙؙٛٮۺڗٚۊۣۼۣۦڗٚؠڔ ڂڞڠڔۺۿٷۦۼٷڗٛڎۺڠ (ICEISTSD 2023) ڎ ۥڎٛؠڔ؞ڔٛؠڕڔؘۺڞۺ	
	20.00 (20 C) (20	
31	مَحْرِهُ وْسِرِوْبُرسِ حِدْوْ سَوْرِسْ وْسْرْفْ وْسْرْفِي وْ 2 دْوُدْعَ وْنْ وْسِرْوْبُرسِ وْمْرْ نْتْ	FC-2023-04
31	2,5 2,5 2,5 2,5 2,5 2,5 2,5 2,5 2,5 2,5	
31	رُسُرُهُ مِنْ وُرُورِدُنِهُ 2023 مُرْ وِرْوَرْ رُوَعَ رِوْرِوٌ وَمِوْرُو سُعَاوُدُ عِنْ اللَّهِ	FC-2023-05
<i>J</i> 1	ה ה ה ה ה ה ה ה ה ה ה ה ה ה ה ה ה ה ה	
31	מים אין מין מין מין מין מין מין מין מין מין מ	FC-2023-06
32	UN4DRR چەردىگ خامىرىمۇ خىردىىرىدە ئىسىنىدىكى بۇير-بۇيرۇندىكىش كۇندۇ	FC-2023-07
32	מרי א א א א מי	
32	ת מריים התש את מילים אל מילים באר של של מילים באר מילים באריים באריים באריים באריים באריים באריים באריים באריים המריים התש את מילים בשת ש באל באר באר שאר של באריים באריים באריים באריים באריים באריים באריים באריים באריים ב	FC-2023-08
	יינים ייט ני נטאנם י ם מלנים יאנסת יכל תמפר צל בסת כ ממפ איטאת.	
32	ייי אייי איייי איייי איייי איייי אייייי אייייי אייייי איייייי	FC-2023-09
33	2023 كَسْرُ دَرْمْرُدُ هُوْرِهُ دُوْرُهُ وْمُرْبُرُ وْمُرْبُرُو دُنْمُوْرُ دُنْوُمْرُ وَمُوْمُرُنْمُورُ	FC-2023-10
33	CHILDRN ؛ رود بُره سرور د مروع رود برسامر مي و مرسوري ما ما و ما	FC-2023-11
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33	2023 وَمَرْ رَرَيْرُ وَمَرْجِ هِرْ رَسْوِجِ مِنْ وَجَوْجٍ مِسْوَةً عَرِيْحُ وَسَاءً عَرَادُ مَا مُرَدُدُهِ	FC-2023-12
	י מימר א דימינים אם דרך ייא דאיברס יים מיאר דים בא דימר מיאר בא דימר בא דימר בא דימר בא דימר בא דימר בא דימר ב בא בא ב	
34	ממצרו 20 מיים ממוסי או דים מיין ייד ייזם דיין במצרם סייתיע מניתי פיתיו מייל באצר מר פת פדים דייל הפלח הפרא ב באצים. - """ """ """ """ """ """" """" """"""""	FC-2023-13
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- (I	الريم المراقع	

34	MQA دُوَرُورُ دُرِرُورُدُ دِرِرُورِدُورُ دُرِدُورُدُ دُرِرُورُدُورُ دُرِيْ وَرُدُرُدُ دُرِيْ وَرَرُدُورُ دُرُورُورُ وَ مُرَوَّدُ دُرُورُورُدُورُ دُرُورُورُورُورُورُورُورُورُورُورُورُورُو	FC-2023-14
JT	ם מינים ברכז בים במאבים מימינים. פאש המקסת ממכב החקק מתבה בתבסת כישים מממת ה	
34	عرفور بگره بی کار کر کرسوم کار کی جائے ہے جائے ہیں گاری کی کی کاری کرس کا کر کے کری کے کری کے کری کے کری کے کر ان جائے کے کر کرن کا کہ کہ کہ کہ کہ کہ کار کا کری کرد کا کری کرد کا کری کرد کا کرد کا کہ کار کرد کرد کرد کرد ک	FC-2023-15
	بُرْسِ وَيْرِدْ كُورُ وِيْرِ مِي مُرْدِي مِرْكِكُهِ الْرِسِ وَبُرْسِ وِيْرَدُ الْرِسِ وَبُرْسِ وَيُرْسِ	FC-2023-16
35	ניסיגם ביל ינבט מיים בינה יינגים בינה בטאבה בפחג ציית מת תפתב שמשחת הפתמב מתפשח וכבח הפח בל בפת	
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وَّ مُنْ مُوْثَرُ مُّ مِرْدُ: 22 غَسَرُونِمِ 2023 | غَرُبُّ: 298

המלשת תנתכ תם.

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وْرُوْجِ دُوْ دِرْدِي سِرْدِرِدُو، سَرِرُوتُ دُرُودُ خُاسِرُوجِي الْخُسْجَى بِدُوْ سَارِيْرْتُ دِيْرُ AS وَيُرْمُونُ فَالْمُرْجِيمُ وَيَرِيمُ مِنْ مَا مُنْ مُونِهُ اللهِ اله (22 بِاسْرُهُ مُرْ 2022 دَر دِدُرُورِسْ رُدُورُ مُرْوِرُدِ

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وْنَاوْجِ بِرُوْ رِسْمِ سِرِمْرِشْ ، سَرِسْ رُسْءَ خَاصَةُ فِي الْأَسْجَاءِ بِرُوْ سَهُرِيْنَ وِيْ جِهِنَا الْ

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المالاتو المرق ويساس كالمركز والمركز المركز المركز المركز والمالية والمالية والمالية والمالية والمالية والمالية والمركز والمرك 2023-03 وسُمْرَة مُرْ 2022 وَرِ رِوْدِوْرِمْ وُسُوْمَ مُووَدِرِ

وَّصْنَ مُوْسَرُ مُّمِرِدُ: 22 مَ سَرَوَبِرِ 2023 | مَ وُسِّ: 298

مَنْ رُوْ وَرِ مِنْ وَرِي وَمِنْ رَرَيْوَ دُمَاءُ وِمَا مُرَكِّوُ دُمَاءُ وَمَا مُؤَمِّرُ لِمُنْ وَرُدُو وَمُؤْرِدُ وَمُرَاءً وَمُرْ رَدُرَاءً وَمُرْ وَرُدُو وَمُرْدُونُو مراع و ما مرفي سر سرورو.

AS وَدِهْ مَرْمِ تَوْجِ رِبُو وَمُرْهَ مُرْمُ رُدُورُونُورُو

رُّ مُنْ مُرُوْسُرُ مُّ مِيرِدُ: 22 جَسَرَوَبِرِ 2023 | جَرُّ مُّ 298:

رُورِ ٤٠٠ رُوسَرُهُ حَوِرَةُ 22 عَسَرَفَهِ 2023 رِسْ زُرِدُسْ 1 رَرَيْدُ وَدُورَهُرْ رُدُورَسُرْنَا يُرْوَرُ دُناؤُونَ ئىرى سىرى سىرى درۇ.



ת - אול צילים לכשות לימולת ההולונים

رُّسُونَ مُرْفِسُ مُرِيرُ: 22 مَ سَرَوَيرِ 2023 | مَ وُسِّ: 298

תֹתְפֹּתִשְקֵב צִישְׁתָל צִאֶּתֶל צְבָּקְתָר תֹעוֹלְכָע שְׁתָלֹ הְנֹתְתֹעֹעֹ 2 כִיתְפֹּגַתְנֹ צְבָּבֹרְ בַּאַ رُرُونَهُ وَرُرُونَهُ رَعِ ٤٤ وَيَوْ سَرَجِ هُ 22 عَسَوَيِم 2023 رِسْ وَسِرْوَشْ 3 رَرَيْوَ وَرُورَهُمْ رَرُرُسُونَ يُوسُرُ سرسرورئ.

وَرُوع دُو رُوه سَرِسَ سَاءُ الْفَكُورُ مِدُو زُوا سَرِسُ (زُو سَارُع رُسُوع رُسُوع وَرُسُ عَرِعٍ AS در مندر کردر ۱۱ مندور ۱۱ مندور ۱۱ مندور مندور مندور از مندور از مندور مندو تنوع دردد درس ۱۱ ا کام دروورد دردد درسرس

رُّ مُوْرِدُ مُرِيرُ: 22 خَسْرَوَي 2023 | خَرْبُ: 298

- יפתכת תתכנים
- 2 وَمَوْعِ مَرْدُ مُورِدُ سَرِيرَسَاسَاءُ الصَّحْوَءِ مَرْدُ وَعَ سَمِيرَ ﴿ وَعَ سَوْعِ مَرْدُ مَوْعِ

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وَرُوعٍ وَوَ مَوْمِ وَمُ الْرُحُوعُ لِلْهِ وَكُو وَمُ وِيْرُ وَلِيْ وَالْمُ وَرُودُودُ 2023-07 زير وراثر الم

رُّسْءَ مُرْوَسْرُ مُّمِرِدُ: 22 جَسْرَوَمِ 2023 | خَرْسَّ: 298

नेम देव म्यूरिक रहे.

AS 2023-08

وَّ مُنْ مُوْثِرٌ مُّيْرِدُ: 55 وُهُمُونِيرِ 2023 | يَحُوسُ: 299

سوسره سر سرسر و مرة.



وَّ مُنْ يُوْمُرُ مُّ يُرِدُ: 05 وَمُعْرَفِيمِ 2023 | عَرُسُّ: 299

الراجي عدد مع عام على المراجع على المراجع الم

- Ensure all staff at MNU have the necessary training & skills to support students with disabilities
- Mandatory training will be provided for all staff at MNU to ensure they are equipped to provide the best possible support for these students



Supporting Students with Disability Policy

1. Introduction

As the leading university in the Maldives, The Maldives National University (MNU) recognises the need to provide an inclusive and accessible working, learning and social environment in which the rights and dignity of all its students are respected in assisting them in reaching their full potential.

The Disability Act 8/2010 of Maldives place a positive duty on all public bodies, including the University, to eliminate discrimination and to promote equal opportunities for all persons with disabilities.

To address these matters, MNU provides reasonable steps to support all persons with disabilities in physical, learning and social spaces and in delivering academic courses and programs, without any form of discrimination

2. **Definition of Terms**

Institutes, centres, schools or other academic units with a major **Faculty:**

responsibility for teaching students.

Learning a permanent disorder that affects the manner in which individuals disabilities:

with normal or often above average intelligence acquire, retain, and

express information.

Student: A person who is admitted to an Award Program or Non-award

Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been

cancelled.



Study Period: The period during which a Course or study unit is offered,

semesters, blocks, blended and sessions.

University: The Maldives National University (MNU).

Persons with a person who has a long-term physical, mental intellectual or

disabilities: sensory impairment that substantially limits one or more major life

activity

3. Statement of Policy

The purpose of this Policy is to:

1. Promote, create awareness and foster an environment which encourages positive, informed and unprejudiced attitudes towards people with a Disability.

- 2. Implement procedures for any reasonable adjustments needed by students with a Disability.
- 3. Ensure that positive and practical steps will be undertaken to enable people with disabilities to seek employment or student enrolment within the MNU
- 4. Employ all reasonable and appropriate teaching strategies and methods without compromising the essential content of a course or the course-requirement to demonstrate required skills or knowledge.
- 5. Ensure that the needs of people with a disability are met in relation to the physical environment of each campus, including buildings, facilities and grounds.

4. Scope

This policy applies to all students and staff at MNU.

5. Policy Implementation

The Policy implementation will be overseen by the Vice-Chancellor.

6. The process to support student with a disability

The University commits to the provision of a study environment where students will not be subject to discrimination or harassment because of a Disability. For Further details refer to the MNU's Student Code of Conduct and Appeals' Process.

6.1. Disclosure and Registering of Students with a Disability.

- 6.1.1 Students with a Disability, wishing the University to adjust a process, policy or procedure or wish the University to provide reasonable adjustments, must first inform the Faculty via their batch/course coordinator disclosing the nature and extent of the Disability. The student is responsible for informing the batch/course Coordinator and providing the Disability notification.
- 6.1.2 Documentation provided by students to support their Disability must be dated and signed by the appropriate health or Disability professional, and should be:
 - a. No more than two weeks old for temporary conditions.
 - b. No more than six months old for fluctuating conditions.
 - c. No more than three years old for a learning Disability.
- 6.1.3 The documentation provided should be specific and:
 - a. State the impairment, mental health or medical condition.
 - b. Indicate whether the Disability is permanent, temporary, or fluctuating.
 - c. Recommend reasonable accommodations.
 - d. Clearly identify the health professional and their credentials



- e. Be legible, on a letterhead, dated and signed.
- 6.1.4 At the Faculty -level each student will be assessed based on the provision of appropriate medical documentation and a detailed interview with the student.
- 6.1.5 The Faculty then inform, with all necessary documentations, of these students to be registered as 'Students Needing Disability Support' with the Student Support Services (SSS).
- 6.1.6 Throughout the student's course the course/batch coordinator is responsible for notifying new lecturers each semester and students are responsible to ensure the lecturers are aware of their conditions.
- 6.1.7 All information collected by the University on the student's disability will adhere to the University's policies and guidelines.

6.2. Reasonable adjustment.

- 6.2.1 Measures taken by the University to enable students to have full access to the provision of all educational services on the same basis as students without a disability include, support in services such as:
 - a. Admission and enrolment
 - b. Participation in a course or program
 - c. Use of facilities and services
- 6.2.2 The adjustment may take the form of financial aid, provision of a facility or a service that the student requires because of his or her Disability.
- 6.2.3 Adjustments provided for students with disabilities must meet the academic requirements of the course or program studied as well as any inherent or essential requirements or components of the course of study, including the attainment of MNU's Graduate Attributes.

6.3. Examination adjustments for students with disabilities.

- 6.3.1 knowledge and competency for assessment purposes, the University will make adjustments to examinations for students with a Disability.
- 6.3.2 Students must first comply with the requirements stated under Section 6.1 of this policy and the timeframes for exam adjustment requests.
- 6.3.3 Alternate arrangements for examinations will be recommended after considering standard practices that redress the impact of a student's Disability on their performance in examinations. These may include adjustments such as:
 - a. Extensions of time
 - b. Use of assistive technology
 - c. A separate room
 - d. Use of reader, scribe or computer where necessary
 - e. Use of ergonomic chair
 - f. Alternative formatting of exam papers
 - g. Negotiation of an alternative assessment.

6.4. Exceptions under the policy

6.4.1 Before refusing a student's request for a reasonable adjustment, the Faculty must be satisfied that the grounds for refusal can be justified. All refusals of reasonable adjustments must be documented.

- 6.4.2 The following can be identified as exceptions to the requirement for provision of all necessary measures and reasonable adjustments for students with a Disability:
 - a. Where, even with the provision of all appropriate adjustments, the student remains unable to fulfil the requirements of a course of study;
 - b. Where the provision of adjustments or measures would undermine the academic integrity of the course of study, assessment or accreditation process; and
 - c. Where a student with a Disability has an infectious disease or other condition that requires isolation in order to protect their health and welfare or the health and welfare of others, and where the University is unable to provide reasonable adjustments that will enable the student to receive relevant services and facilities so that they may continue with their studies.

6.5. Grievances

Students seeking to resolve issues of discrimination and harassment can seek support and information from the Course/Batch Coordinator and/or the Student Support Services.

Complaints of discrimination and harassment will be treated seriously by the University and will be managed promptly in a thorough and confidential manner.

For Further details refer to the MNU's Student Code of Conduct and Appeals' Process

7. Roles and Responsibilities

Role	Responsibility
Course/Batch Coordinator	 Gather evidence of students who have a disability as stated in 6.1, and as per the Roles and Responsibilities of the Batch Coordinator Work with the Faculty to determine the nature of assistance required by the student as stated in 6.2. Ensure all lecturers teaching the student during the course of the study period are aware of the assistance the student needs and adjustments are made accordingly. Make regular records of the students' progress.
Subject Lecturer	 Subject lecturers must make reasonable adjustments to teaching and forms of assessment accordingly. Discussions must be held with the subject coordinator with regard to such changes. Keep records of such reasonable adjustments made and inform the Batch Coordinator, Subject Coordinator and the HoD.
Faculty	 A registry of students who have a disability must be kept in the Faculty and shared with SSS. The form of reasonable adjustment must be decided during the first month of the first semester of the course, approved by the Faculty Curriculum Committee or ARC and the

	information shared with SSS and the Examinations Controller as stated in 6.1 above	
Examinations Department	• A registry of students requiring assistance during Examination must be maintained and adjustments must be made according to 6.3 above.	
Student Support Services (SSS)	 Collect information on students requiring reasonable adjustments in the first month of each intake. Ensure the list is shared with the Registrar, Revenue and the Examinations Controller. Maintain a record of all students needing reasonable adjustments. Periodically check the status of the reasonable adjustments made to the students on the register of 'Students Needing Disability Support' and follow-up where necessary. Provide help to the Faculty when additional support is required. 	
Student Administrative Services (SAS)	• The registry of students requiring tuition fee help (see 6.2.2) must be sent to the Revenue Section and amendments made on the Self Service accordingly.	
Revenue Section	• Ensure that the subsidised tuition fee is charged from students needing reasonable adjustments.	
Facilities Management	 Ensure all Facilities related adjustments are catered to. Ensure all MNU buildings have wheelchair access and they are maintained. 	
Student	• It is the responsibility of the student to familiarise themselves with the University policies, abide by them, and when needed, seek help from the MNU community.	
TDU	 Ensure all staff at MNU have the necessary training & skills to support students with disabilities Mandatory training will be provided for all staff at MNU to ensure they are equipped to provide the best possible support for these students 	

8. Policy Review

This Policy shall be reviewed periodically to ensure adequacy and relevance to all University quality assurance interventions in its academic provision. The Policy shall be reviewed at least every five years or more frequently if the need arises.

Academic Senate Approval Date:		05 th February 2023
Policy Effective Dat	e:	12 th February 2023
Revision History:	First Version:	XXXXX

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לקש נמת משים מתוב ל	הצא מש פ ת-השתש כתבא	رُوْزُسُووْ رْسَادِيرْ عَمَّرِيْر
26xe 31 xemm	بروس وسرس	رُوُرُ سَوْرُ رُسُورُ مِنْ
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وَّصْمَا مُوْمِدُ عُمِرِدُ: 12 وَهُمُومِدِ 2023 | عَرُبُّ: 300

دُوْدَهُ عِهِ دُسُونِ وَكُوْمِ دُوْهُ وَهُ مِنْ وَمِعَ مِنْ وَمِنْ وَكُومِ وَمُرَّمِّوْنَ وَرُورُو دُوْهُ وَكُ عِلَيْ الْمُعْرِدُ وَمُرْدُورُ دُرُ اللَّهِ مُرْدُرُ مُرْدُرُ مُرْدُرُونُ دُوْهِ مُنْ وَرِهِ دُرُ دُرُسِوْرُو وَهُومُ دُوْهُ مِنْ وَمِنْ مُرْدُونُ وَمُرْدُرُونُ وَمُرْدُرُونُ وَيُومِ مُرْدُونُ وَمُؤْدُدُ وَمُرْدُرُونُ و



Teaching and Learning Policy

Approved on: 12th February 2023 Approved by: Academic Senate

Contact Person:

1. Policy Statement

The Maldives National University (MNU) values the importance of creating a culture of contextualised quality learning and teaching distinguished by collaboration, innovation and excellence. Hence, the University is committed to support student-centred learning, evidence-based instructional practices and assessment environments, where professional academic and services staff focus on providing an excellent student experience.

2. Purpose

The purpose of this policy is to provide academic direction to enhance the quality of learning and teaching at The Maldives National University (MNU). The primary aspiration for teaching and learning is to develop globally focused graduates who are rigorous scholars, capable of leadership and functional in a global community. The specific objectives of the policy are:

- 1. To support pedagogical transformation through the integration of student centred learning, teaching and assessment strategies across all courses offered by the university;
- 2. To promote Evidence-Based Instructional Practices;
- 3. To support and promote teaching that focuses on student diversity, inclusivity, experience and employability;
- 4. To support the integration of MNU graduate attributes in teaching;
- 5. To promote the professionalisation of academic staff in their teaching role, and the scholarship of their teaching practice;
- 6. To promote the effective use of appropriate physical and digital infrastructure and learning technologies;

To ensure that all the courses equip the students with the knowledge, skills and experiences needed to flourish and continue to learn in a complex world and enhance

- the ability of students to think critically, apply their skills and knowledge, behave ethically, and make informed decisions both as professionals and citizens;
- 8. To ensure learning and teaching practices are reviewed through a systematic approach; and
- 9. To ensure that learning and teaching are continuously improved via the quality assurance system.

3. Scope

This is an overarching policy for all related policies in the area of learning and teaching at the University. It applies to all members of the University community and all MNU qualifications.

4. Definitions

Assessments: Evidence of actual learning outcomes and capabilities achieved by the student. Assessment methods can be both formative and summative and are designed to ensure progress in all learning outcomes can be demonstrated and verified.

Attributes: The qualities, skills, dispositions and understandings that a student should gain as a result of the learning and experiences they engage with while at MNU.

Constructive alignment: an approach to learning design where the intended learning outcomes are clearly identified, and the alignment between the said intended learning outcomes, assessments and the learning and teaching activities are ensured (Biggs, 2014).

Faculty: Institutes, centres, schools or other academic units within the University with a major responsibility for teaching students.

Learning-centred approach: A learning-centred approach to teaching is focused on learning as a partnership, where students are seen as co-creators of knowledge and learning environments. In a learning-centred approach, teaching activities facilitate knowledge-building and actively engage students in their own learning.

Learning outcomes: The learning outcomes are the areas of knowledge, understanding, skills, and attributes students are expected to achieve as a result of engagement with the content of a subject course/program leading to a qualification.

Student-centred learning: Student-centred learning is an educational philosophy or approach to learning that places students' needs and interests at the forefront of the operations and decision-making. The focus is to make students co-creators of their own education and to engage them in decisions about what, when, and how they learn.

University: The Maldives National University (MNU).

5. Principles of quality teaching

Teaching and learning at MNU should be framed around the following ten principles.

. Align teaching and learning to MNU strategic goals

Focus on developing MNU graduate attributes

Engages students in active learning

Builds on students' existing knowledge

5. Links learning to professional, disciplinary, industry and/or personal contexts

- 6. Challenges and supports student learning
- 7. Communicates expectations and requirements
- 8. Caters for student diversity
- 9. Monitor student progress and provide quality feedback
- 10. Refines teaching and learning through evidenced based teaching practices supported by reflection and feedback.

6. Policy directives

6.1. Engaging Students in Learning

Student engagement must be achieved through the implementation of active learning pedagogy. The observable indicators are:

- a. teaching is designed using constructive alignment;
- b. learning activities are intellectually challenging, stimulate curiosity and develop critical awareness;
- meet the diverse needs of students from different life experiences and recognise individual learning needs and extend the student's range of approaches to learning;
- d. respect, recognise and build on students' current knowledge and experience and provide appropriate opportunities for the formal recognition of prior learning;
- e. provide a variety of meaningful strategies and contexts to enable students to construct and apply new knowledge and skills;
- f. encourages and enables students to learn and practice attributes, or vocational competencies which underpin graduate/or industry setting through apprenticeship opportunities for contextualised workplace learning in industry and other relevant settings;
- g. create opportunities for regular feedback about learning progress which acknowledges individual learning achievements;
- h. provide opportunities for self-assessment and peer-assessment in both the physical and virtual environment; and
- i. encourages and enables students to take responsibility for their own learning.

6.2. Creating Supportive Learning Communities

A supportive learning community is evidenced by the following observable indicators:

- a. establish a functional Academic Support System which delivers sustained, effective academic guidance and support to both staff and students;
- b. provide access to high quality and well provisioned pastoral support within Faculties and from specialist support services to ensure the physical and emotional welfare of students and staff;
- employ assessment and feedback strategies that deliver constructive and supportive dialogue between students and staff that focus on students' learning progress
- d. provide peer support for learning;



- e. provide functional physical and digital infrastructure and learning environments to support and enhance safe and high-quality learning and teaching and interaction between staff and students;
- f. use learning analytics systems to help Personal Tutors/lecturers to provide effective academic support and enhance learning;
- g. offer responsive, flexible courses that increase the level of studentcenteredness, control and access through a range of delivery options including flexible and online learning, and the inclusion of workplace and work integrated learning; and
- h. establish responsive mechanisms to ensure employer and industry engagement to support apprenticeship delivery whether on the job or off the job.

6.3. Enhancing and Recognizing Excellence in Teaching

Enhancing and recognizing Excellence in Teaching is evidenced by the following observable indicators:

- a. celebrate and reward the innovative teaching practices and showcasing success in teaching in University's internal and external communications:
- b. recognise student education as a key element in staff recruitment, promotion and annual review processes;
- c. develop robust sources of evidence on the quality of teaching;
- d. build communities of practice which encourage innovation and diffuse good ideas across the University;
- e. embed professional development in learning and teaching as a routine feature of academic work;
- f. pursue the aspiration that every educator is a digital educator, and that all teaching staff are supported in the appropriate use of the full breadth of learning technologies;
- g. ensure opportunity for reflection, development and innovation in teaching in workload modelling;
- h. provide support for innovative and inclusive learning and teaching practices;
- i. promote critical inquiry and research into aspects of teaching, education and training which links teaching practice with research; and
- j. integrate discipline specific research, based on the Maldivian context in teaching and learning.

6.4. Reviewing and Evaluation of Learning and Teaching Practices

Review and evaluation of learning and teaching practices is evidenced by the following observable indicators:

- use peer enhancement models that are embedded throughout existing learning and teaching related roles, and referenced in relevant policy and procedures;
- b. publish standard and procedures related to learning and teaching to support quality assurance processes which lead to the integrity of assessment and awarding of Testamurs;



- continuously review the link between professional development, research and scholarship and learner outcomes and other relevant survey data;
- d. conduct cyclic course and subject reviews by the relevant stakeholders;
- e. acknowledge and capitalise on the educative expertise and judgement of lecturers in their fields;
- f. review the nature and duties of the academic role;
- g. conduct summative peer review of teaching (including people, practices, and resources) framed around the principles highlighted in this policy;
- h. share a summary of reviews and evaluations conducted with the respective academic staff at the end of each term or as agreed.

Role	Responsibility
Academic staff	 Deliver quality courses for academic success and retention The responsibilities of academic staff shall be directed by the Academic Workload Policy and their relevant job descriptions. Ensure the policy principles, directives, and quality assurance standards are followed.
Dean of Faculty	 Offer leadership and facilitate deliberations on issues affecting decisions and processes related to learning and teaching in their faculty. Establish quality assurance processes across departments (at course level) in their faculty to ensure that the policy principles and directives are met. Facilitate infrastructural facilities and services for delivery of courses internally or by distance including IT, production printery and learning spaces. Ensure the policy principles, directives, and quality assurance standards are followed.
Policy and Quality Control Unit (PQCU)	 Quality assurance of study resources such as paper descriptions, paper guides and online learning environments and any other materials. Conduct periodic review and evaluation of teaching and learning practices. Recommend the necessary training to ensure standardisation Ensure the policy principles, directives, and quality assurance standards are followed.
Training & Development Unit (TDU) /Centre for Educational Technology	

Excellence (CETE)	 demonstrated in Face to Face, and online synchronous and asynchronous teaching. Conduct training regularly to ensure that all teaching staff undergo the same training to ensure standardisation.
Student Support Service	• Ensure students have access to appropriate pastoral care, academic advice and student learning support regardless of mode or locus of study.
Students Administrative Services	 Ensure students have proper guidance and support related to all central administrative functions involved in the student lifecycle, including Registration/Enrolment, Graduation Ceremonies and Research Degree Administration; and provide a central point of contact for students. Provide administrative support for the course, including collection and compilation of data required for monitoring student progression and recognition of learning. Present a professional, helpful atmosphere and positive attitude for students, staff, visitors and callers.
Deputy Vice Chancellor of Administration and Finance	• Offer high-level strategic leadership on matters pertaining to teaching and learning resources, infrastructure, and human resource, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it.
Deputy Vice Chancellor of Research and Enterprise	• Offer high-level strategic leadership on matters pertaining to connecting research and teaching and learning at MNU, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it.
Deputy Vice Chancellor of Academic Affairs	• Offer high-level strategic academic leadership on matters pertaining to teaching and learning across all the Faculties, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it.
Vice Chancellor	• Offer high-level strategic academic leadership to support the development of quality teaching learning across all the Faculties, including the development of teaching and learning practices, enhancement of teaching and learning related infrastructure (physical and virtual), human resource and services and the establishment of monitoring mechanism to ensure accountability and quality assurance of teaching and learning, taking into account the national context and developments within it as well as a broad understanding of

the institutional context and particularly the challenges within it.

8. This policy should be read in conjunction with relevant policies, including and not limited to:

- 1. MQA Guidelines for E-Learning
- 2. MQA Guidelines for programme Accreditation
- 3. Maldives National Qualifications Framework (MNQF)
- 4. Course Development Procedure
- 5. Assessment Policy
- 6. Plagiarism Policy
- 7. Graduate Attributes policy
- 8. Quality Assurance Policy
- 9. Student Voice Policy
- 10. Captive Audience Policy
- 11. Academic Staff Workload policy
- 12. Supporting Students with Disability Policy
- 13. MNU Strategic Plan
- 14. Accreditation Frameworks of relevant regulatory bodies

2023 وَسَرَ مُرَيْرَةُ مُنَاءُ جِنْ نَاوَسُوا مُرَثِرٌ وَسَرْو وَمِرَةً خَارُثُو وُسُانَدُسُ

AS 2023-15

رُّ مُن مُوْثِرُ مُّ مِرْدُ: 14 وَصُمْوَمِهِ 2023 | خَرْبُّ: 301

2023 وَسَرُ دَرَيْرَةُ وَيُرْمُونَ عُرْدُهُ وَيُرْجُرُهُ عُرِي وَيُرْمُ وَبِهِ وَرُدُهُ \$ دُمِر لَا عُرِسُ عَنْ مُرْمُ وَبِهِ وَرُدُهُ \$ دُمِر مُرَيْمُ وَبِهِ عَنْ مُرْمُ مُرْمُ عَنْ مُرْمُ مُرْمُ عَنْ مُرْمُ مُرْمُ عَنْ مُرْمُ عَلْمُ عَلْمُ عَنْ مُرْمُ عَلْمُ عَنْ مُرْمُ مُرْمُ عَنْ مُرْمُ عَلَمُ عَنْ مُرْمُ مُرْمُ عَلَمْ عَلَامُ عَنْ عَلَامُ عَنْ عَنْ مُرْمُ عَلَمُ عَلَمُ عَلَمْ عَلَامُ عَلَمُ عَلَمُ عَلَمُ عَلَمْ عَلَمْ عَلَمْ عَلَمُ عَلَمُ عَلَمْ عَلِمُ عَلَمْ عِلْمُ عَلِمْ عَلَمْ عِلْمُ عَلَمْ عَلِمْ عَلَمْ عَلَمْ عَلَمْ عَلَمْ عَلَمْ عَلَمْ عَلِمْ عَلَمْ عَلِمْ عَلَمْ عَلِعْ عَلَمْ عَلَمْ عَلِمْ عَلَمْ عَلَمْ عَلَمْ عَلَمْ عَلِمْ عَلِمِ

الترب أثر د-وكرس الأوا ومان وراد ومان وراد المان والمان و

زُّ مُنْ مُوْشْرُ مُّيْرِدُ: 14 زُوْمْرُونِيرِ 2023 | يَحْرُبُّ: 301

הלים המשל במתרכת תמפתפ.

"دُنا و م درو و موج مرو سوده مرسو" و و دور

2023-17

وَّ مُنْ مُوْشَرُ مُّيْرِدُ: 14 وَمُعْرَفِيرِ 2023 | عَرُسُّ: 301

- emotional welfare" خَر "pastoral support" خُر "definition of terms" ·1·1 " وهُرَدُو دُر "mental wellbeing" وهُرُدُو دُر "mental wellbeing" وهُرُدُو دُر "
 - one or more" בית "students" ב "definition of terms" יו. ילית לי "ליים"
 - "scope" ילי תיתיעת ב צלי תם ליני בים "scope" יו

This policy applies to all staff and students of MNU

There must be a readily accessible, student-facing office as the primary point of contact for students seeking advice and information. This office ensures that students' enquiries or requests are dealt promptly, courteously and, where necessary, students are directed to the appropriate member of staff or source of information.

The Student Wings of each Faculty will advise on the wider network of student support services at the University to help students have the best possible experience during their studies

Batch coordinator are expected to hold meetings with students individually and in groups providing necessary guidance, advice and support. It is recommended to

- meet the whole batch students twice a term
- meet individual students at least once a term
- offer weekly scheduled consultation time

Faculties must have in place an effective mechanism for the monitoring and review of Academic and Pastoral Support

There must be a readily accessible, student-facing student support office that is accessible to all students. This office must ensure that students' enquiries or requests are dealt with promptly and courteously and, where necessary, estudents are directed to the appropriate member of staff or source of information.

The SSS, headed by the Dean of Students, offers a wide range of student support, in academic and, pastoral care to all students at MNU. These services and complement those provided by the Faculties and Campuses

7.2 .1.13 وَ مَرْ بِرِيرُ مُ مُرْسَرُسِو كَمُوْرُ رِسْوُرُسُورُ

Students can seek support in person, via email or by phone.

2. بخورسود 8 وَسَرُ وَدُورُسُ وَمِرْدُسُ وَمِرْدُ وَسُرْدَ عَوْسَادُدُورُ وَ هَوْمُدُورُو مِرْسُرُورُونُ

"העובע התו בישאל הגם בלים" בישעות

AS 2023-18

زُّ مُن مُوْثِرُ مُّ مِرْدُ: 19 زُهُ مُرْوَبِرِ 2023 | يَحُوْسُ: 302

1. هُوْرِدَا فَيْ دُورُ وَ مُرْرِدُ وَمُرُو وَمُرُو مِسْوِرُوكُورُ مُرَّدُونُ مُرَادُ وَمُرْدُ وَمُورُ وَمُرَدُ وَمُرَدُورُ مُرَادُونُ وَمُورُونُ وَمُرَدُورُ مُرَادُونُ وَمُرَدُورُ وَمُرَدُ وَمُرَدُورُ مُرَادُونُ وَمُرَدُونُ وَمُرَدُونُ وَمُرَدُونُ وَمُرَدُونُ وَمُرْدُونُ وَمُرُدُونُ وَمُرْدُونُ وَمُرْدُونُ وَمُرْدُونُ وَمُرْدُونُ وَمُرْدُونُ وَمُرَدُونُ وَمُرْدُونُ وَمُرُدُونُ وَمُرُدُونُ وَمُرُدُونُ وَمُرُدُونُ وَمُرَدُونُ وَمُرَدُونُ وَمُرَدُونُ وَالْمُونُ وَمُرَدُونُ وَمُرَدُونُ وَمُرَدُونُ وَمُرَدُونُ وَالْمُونُ ولِنُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ ولِونُ وَالْمُونُ ولِنُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالِمُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْم



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26-35

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* ﴿ رَرُوهُ ا كَدُرِ وَرُدُو كَنْ وَرُدُو كَنْ وَرُدُو كَنْ وَرُدُو كَنْ وَرُورُ وَرُورُ وَرُدُورُ وَرُدُورُ و وَ يَكُنَّ مُنْ وَرُدُونُ وَ وَرُدُو كَنْ وَرُدُو كَنْ مُنْ مُنْ مُنْ مُنْ مُنْ وَرُدُورُ وَرُدُورُ وَرُدُورُ وَ يَكُنْ مُنْ وَرُدُونُ وَ وَرُدُورُورُو.

- - 4. وس-ع-وس كيور مرود كر سرور كرس ور كر كرد مرس مرد دوسردو.
- نَهُ مَوْدُ وَمَرَمُو مُرُومٌ (وَمَ 1) مَرِ وَرُ فَر مُومٌ (وَمَ 14 مَرِ 15) كَرِ وَمْ فَ- فَ- فَ عَ مَوْدُ مَرَا مُومِ اللَّهِ مَا كَمْ مُومُ وَمِرْ مَرَا مُومِ اللَّهِ مَا كَمْ مُومُ وَمِرْ مَرَا مُومِ اللَّهِ مَا كَمْ مُومُ وَمِرْ مَرَا مُرَا مُومِ اللَّهِ مَا مُومُ وَمِرْ مَرَا مُرَا مُومِ اللَّهِ مَا مُرَا مُومِ مُرَا مُرَامُ مُرَا مُرَا مُرَامِ مُوامِ مُرَامِ مُرَامُ مُرَامِ مُرَامِ مُرَامُ مُرَامُ مُرَامُ مُرَامُ مُرَامُ مُرَامُ مُرَامُ مُرَامِ مُرَامُ مُرَامُ مُرَامُ مُرَامِ مُرَامُ مُ مُرَامُ مُ مُرَ

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- 3. وْوَرْدَبِرْ وَمُوْرُونُ وْنَبِرُومِ وَوْرِ (نَرَوْشُ سُرَّهُ (وُسَمْ قَرْسُ) وَبِهِ هُمُ هُمُ مُرَّدُورُ وَوْوَدُسُ 2 (وَرُدُ) وَرَبْرُ سُرَوْسُوسُرُونُ.
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- 7. $\frac{1}{2}$ \frac

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مَا وَ مَنْ وَعِلِمِ مَنْ \$ 2023 وَسَرَ مَرَاتُونُ مُنْ وَرِدُ مَنْ وَمِنْ مَرْ وَ وَمِنْ مُرْمُونُ وَمِنْ مُر 2023-19 مِنْ مُرْوَدُ وَدِرِدُورِ مُرْوَدُ وَدِرِدُ وَرِدُورِ وَرِدِي وَدِرِدُ وَرِدِي وَدِرِدِ وَرِدِي وَدِرِي وَصَالِمَ وَشَرَدُ مُرَدِدُ: 26 وَصَالِحَةُ مِنْ 2023 اللهِ وَرَبِّ : 303

"١٥٥،٥ « ٥ و ١٥٥) ١٥٥ مر مرسرو دوره ١٥٠ و ١٥٠ مر ٥ مرد دو. المرد دو. المرد



MNU Student Panel

Composition and Processes

The purpose of student panel is to gather feedback on the services including teaching and learning offered at MNU, and dynamically strengthen the services-design and delivery. This feedback is critical to the continuous quality assurance and enhancement of MNU's services and to promptly and effectively address student concerns and put in place initiatives to in order to effectively and dynamically address student concerns and put in place initiatives to enhance the student experience across a broad range of areas enhance the student experience at MNU.

The feedback generated from the student panel is one way in which MNU ensures students' voices are incorporated through active participation and representations, as outlined in the Student Voice Policy.

This document is applicable to the Head/Dean of the Faculty/School/Centre, Campus Managers and Faculty Wings of the Student Union, and class/batch reps.

The Student Panel at each Faculty/School/Centre comprises of:

- 1. Faculty Wings (Leaders' group)
- 2. Class/batch reps
- 3. Head/Dean of the Faculty/School/Centre
- 4. Admin Head
- * An administrative staff will join to record the meeting minutes

The Student Panel at Campus comprises of:

Campus Wings (Leaders' group)

Class/batch reps of all courses at the campus

Campus Manager

Admin Head of the campus

An administrative staff will join to record the meeting minutes

Procedure

- The student panel will meet once a month (4 times a semester).
- The Head/Dean of the Faculty/School/Centre or the campus manager is the moderator of this panel
- It is the responsibility of the Head/Dean of the Faculty/School/Centre or the campus manager to follow-up on these meetings with the relevant parties/bodies at the University.
- The Head/Dean of the Faculty/School/Centre or the campus manager will enter the meeting dates to the Faculty Calendar and share with all students (via email, noticeboard) and all staff.
- Campus managers are advised to share any academic matters that arise from these meetings with the respective Deans
- Below are the some suggested talking points for each meeting and the follow-ups. <u>It</u> is not required to ask exactly these questions, but it is recommended that points and the information each question seeks to address need to be gathered.

Meeting 1 – introductory meeting of the semester

- 1. <u>Date: End of Week 3</u>
- 2. Address the following:
 - a. Has the batch coordinator met with the students explaining the students' progress and the subjects for the semester?
 - b. Has the registration process been completed?
 - c. Has the timetable been shared?
 - d. Have you met all the subjects' lecturers?
 - e. Have all subject outlines been shared?
 - f. Are all assessments for all the subjects clear?
 - g. Are Moodle pages available?
 - h. Do all students have access to students' emails?
 - i. Do all students have got the student card?
 - j. Are all students aware of the tuition fees for the semester and free-degree students working with the Ministry of Higher Education (MoHE) about their payments?
 - k. Are all students aware of the registration and course fee payment deadlines?
 - 1. Do all students have access to Self-Service?
 - m. Have all the students registered to MNU Libraries?
 - n. Are all students clear of how to use Moodle?
 - o. Are you all aware that the official mode of communication to the University is via student e-mail?
 - p. Are you aware of the communication process at MNU?

Meeting 2 – Check-in meeting

Nate: End of Week 7

Prior to the meeting — One week before the meeting, the Dean/Campus manager is to email all students at the faculty/campus to inform their class/batch reps if they have any issues that

2. Address the following:

- a. Are all students happy at MNU?
- b. Have the students met with the batch coordinator as a group?
- c. Have the students met with the batch coordinator individually?
- d. Have the classes been conducted as per the schedule in the timetable?
- e. Do the classes start on-time?
- f. Do classes go on for the scheduled duration? (Do some classes finish early or late?)
- g. Do you have access to the necessary reading materials for your classes? (e.g.: Library, Moodle)
- h. Is the content delivery in your classes student-centred? (Dean/Head/Campus manager needs to follow-up on this point based on students' responses).
- i. Are lecturers reachable to your queries? How do you communicate with them?
- j. How often do you check your student-email?
- k. How do you communicate to the Faculty/School/Centre and subject lectures?
- 1. How many University events (e.g.: Speaker Series, Ilmy Foavahi) have you attended?
- m. Are you participating in any events organised by the MNU Student Union?
- n. Are you using any of the learning spaces available at MNU premises?
- o. Are the physical facilities (eg toilets) available at MNU premises?

The Head (faculty/school/centre as well as the campus managers) will compile the Semesterly Mid-Term Report based on this feedback, ensuring anonymity of the students.

Faculty/School/Centre need to endorse this report by their respective FQMC and sent to PQCU by end of Week 8.

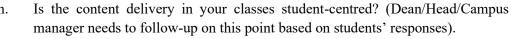
Campus reports need to be endorsed by their respective FMC and sent to PQCU by end of Week 8.

Meeting 3 – Check-in meeting

1. Date: End of Week 12

(Prior to the meeting – One week before the meeting, the Dean is to email all students at the faculty/campus to inform their class/batch reps if they have any issues that needs addressing).

- 2. Address the following:
 - a. Are all students happy at MNU?
 - b. Have the students met with the batch coordinator as a group?
 - c. Have the students met with the batch coordinator individually?
 - d. Have the classes been conducted as per the schedule in the timetable?
 - e. Do the classes start on-time?
 - f. Do classes go on for the scheduled duration? (Do some classes finish early or late?)
 - g. Do you have access to the necessary reading materials for your classes? (e.g.: Library, Moodle)



Have the classes been going as per the schedule in the subject-outline?

How much content has been covered so far? Are you aware that it is also your responsibility to check this?



- k. Are lecturers reachable to your queries? How do you communicate with them?
- 1. Have you received formal feedback to your due assessments yet?
- Are you aware of your attendance status now? m.
- Are you aware of the examination process? n.
- Have your fees been paid? o.
- Are the physical facilities (eg toilets) available at MNU premises? p.
- Have you got your Statement of Entry of the examination? q.
- Have you got the examination timetable? r.
- Are you clear of your examination venues? s.
- Have you completed the Subject and Teaching Evaluation (STE) form? t.
- For final semester students, are your graduation process clear? u.

This process shall be reviewed periodically to ensure adequacy and relevance to all University services.

Academic Senate Approval Date: 26 February 2023

Effective Date: 26 February 2023

Revision History: First Version: No revisions yet

2023-20 (المركز الم

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و ما الرساع الر دُوْ.دُهُ رُوْدُ دُوْ دُوْدُ دُوْدُ دُوْدُ دُوْدُ وَمُرْسُونُ اللَّهُ مُنْ وَوَوْدُ دُورُ وَمِرْسُ

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وَّصْمَا مُوْسَرُ مُّعِرِمُ: 26 وَهُ مُرْوَعِهِ 2023 | خَوْسً: 303

- وَّسُوعَ ﴾ وَ وَ وَكُرُونُ عِيرُونُ وَرِينُونُ عُكَارٍ "وَّسُعَ كُرُ سُورِنُونُ وَوَ.دُسْ. ﴿
- - 1.2 هَا فَيْ وَكُوْرُورُ رُدُرُ مِنْ وَمُ وَ رُمُورُ وَ رُمُورُ وَمُرُورُ وَ مُرَرُ وَمُرْدُ وَمُورُ
- روسرس مرتر بروم سبوستور مرس

- 1.4 مُدَّرِي مُوْءُ مُرْجَعُ مِرْجُ وَ مُرْجَعُ مِرْمُ وَمُؤْمِرُ مُوْرُو مُرْمِرُو مُوْرِدُ مُوْرِدُ مُوْرِدُ مُورِدُ مُرْجُودُ مُودُ مُرْجُودُ مُرْجُودُ مُرْجُودُ مُودُ مُرْجُودُ مُرْجُودُ مُودُ مُرْجُودُ مُرْجُودُ مُودُ مُرْجُودُ مُودُ مُودُودُ مُودُ مُودُودُ مُودُ مُودُودُ مُودُودُ مُودُ مُودُ مُودُودُ مُودُودُ مُودُ مُودُ مُودُودُ مُودُودُ مُودُ مُودُ مُودُودُ مُ مُودُودُ مُودُ مُودُ مُودُ مُودُودُ مُودُ مُودُ مُودُودُ مُودُ مُودُ مُودُ مُودُ مُودُ مُودُودُ مُودُ مُودُ مُودُودُ مُودُودُ مُودُودُ مُودُ مُودُ مُودُودُ مُودُ مُودُ مُودُ مُودُ مُودُ مُودُمُ مُودُودُ مُودُ مُودُودُ مُودُمُ مُودُ مُودُودُ مُودُ مُودُ مُ م بوسور ما توس
- 1.5 ביל הפלע ה לישונים בישורים وُم وُور رَمْرُوسُ
- 1.6 ברשא הל התתים הל הל הל היים (היה התפיל ב התיים) באציל ב ב היצים 1.6 022000 211

وِسُرْبُ مُ تَوْجٍ وَ سِرِسْرُوْسُ : FC-2023-16 - FC-2023-01

الم المرور المام المرورة المرامة المر

وَّصْرَا مُرُوسٌ مُرِيرٌ: 07 وَصَيْرَوَ بِدِ 2023 | مَحُوسٌ: 01

رِوْرِ مُرْدُجْ ذُ ذَرْدٍ أَرْسِ وَمُرِوَمُ سِ عِيرِسُ لَمُرِدُونُورُ مُرَاكُ مِنْ MQA مِنْ سَعِيرُو الْمَعْ ف وَرَدُكُ مُرْوَرِهُ رُوعُ مُرْضَعُهُ مُوكُونُهُ وَرُونُ رَدَعُهُ مُنْ مُرْفِعُ وَمُرْجُ وَمُرْجُ وَمُرْفِعُ وَمُومُ وَمُومِ وَمُومُ وَمُومُ وَمُومُ وَمُومُ وَمُرْفِعُ وَمُعِلِمُ ومُ وَمُومُ ومُومُ وم زَيْرُوْرُوْدُ رُدُوْرُورُوْرُ سِرِسْرُوْسُوْ.

> FC 2023-02

EHL ؛ مُسَامِدُ وُوْفَرِ سِوْرُدُرُ مُورِ مُرْوِرً سَمِيرٌ وَمُرَدُّدُ رُمُرُوْرُوْنُ بِرِيْدِيْ 2420 / 014550 2420M C 1400XVXM.

وَّسُونَ مُرْفِرُ مُرِيرٌ: 07 وَهُمُونِي 2023 | يَحُوسًا: 01

EHL رُحْمُ رِدُّ وَهُ مَدِ مُورِدُ رُدِرِ دُرُرُو رُورِ مُنْ مُورِدُ مُنْ دُرُرُورُ مِنْ الْمُرْرُونُ مِنْ EHL

> FC 2023-03

תית של מנו משלים לית ב ה אל הית הות של משותם הית הית בית הית ב שותיתם הית ב غَاسْرُوْيِ وَمِر سَسْعُ مِرْمُو وَ عِوْرُورُمْرُهُ (ICEISTSD 2023) و بُرِير-بُرير وَمُرْمُسْمُسْرُ وُسُورُ وَ وَ وَ مُعَالِمُ وَ مُعَالِمُ وَ مُعَالِمُ وَ مُعَالِمُ وَ مُعَالِمُ وَمُعَالِمُ مُعَالِمُ مُعَالِمُ

وَّ مُنْ مُرُونُ مُّ مِرْدُ: 07 وَمُنْ مُرَامِدِ 2023 | خُوسٌ: 01

سَوْعَ رِسَوَوْ ٤ وَكِرْوْدَسْوْهُ وَ وَهِر وَهِر وَهِر وَكُورَ وَسُورُ وَسُورُ وَكُورُو وَكُورُو وَ وَلَا يُعْلَقُوا لَا مُعْلَقُونَا وَكُورُو وَكُورُو وَلَا وَلَا لَا مُعْلَقُونَا وَكُورُو وَلَا وَلَا الْمُعْلِقُ الْمُعْلِقُ وَسُورُو وَلَا وَلَا الْمُعْلِقُ الْمُعْلِقُ لَا مُورُورُ وَلَا وَلَا الْمُعْلِقُ الْمُعْلِقُ لَا مُورُورُ وَلَا وَلَا الْمُعْلِقُ لَا مُورُورُ وَلَا وَلَا لَا مُعْلِقُ الْمُعْلِقُ لَا مُورُورُ وَلَا وَلَا لَا مُعْلِقُ لَا مُورُورُ وَلَا وَلَا لَا مُعْلِقًا لِمُعْلِقًا لِمُعْلِقًا وَلَا وَلَا لَهُ وَلَا وَمِعْلِقُ لَا مُورُورُ وَلَا وَلَا لَا مُعْلِقًا لِمُعْلِقًا لَمُعْلِقًا لَمُعْلِقًا لِمُعْلِقًا لَمُعْلِقًا لِمُعْلِقًا لِمُعْلِقًا لِمُعْلِقًا لِمُعْلِقًا لِمُعْلِقًا لِمُعْلِقًا لِمُعْلِقًا لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِقًا لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِمًا لِمُعْلِمُ لِمُعْلِمًا لِمُعْلِمُ لِمُعِلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعِلَّا لِمُعِلَّا لِمُعْلِمُ لِمُعِلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعِلِمُ لِمُعِلْمُ لِمُعِلْمُ لِمُعِلَمُ لِمُعِلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعْلِمُ لِمُعِلِمُ لِمِنْ لِمُعْلِمُ لِمُعْلِمُ لِمِنْ لِمُعِلِمُ لِمُعِلِمُ لِمُعِلِمُ لِمُعِلِمُ لِمُعِلِمُ لِمُعْلِمُ لِمُعِلِمُ لِمِعُلِمُ لِمُعِلْمُ لِمِنْ لِمِعْلِمُ لِمُعْلِمُ لِمُعِلِمُ لِمِعِلِمُ لِمُعِلِمُ היים היית ציעלים יתייק כתפי

وَّسُونَ مُرُوسٌ مُرِيرٌ: 07 وَصُرْوَبِهِ 2023 | يَحُوسٌ: 01

مُحْرِرُ وْمِرْ وَمِرْ مِعْ مِرْدُ مُرْدُ وَمُرْدُونِ وَ وَوَدُعُ وَلَا وَمِرْوَمِرْ مِعْ وَوَدُعُ وَ وَوَرُعُ وَلَا وَمِرْوَمِرْ مِعْ وَوَدُعُ وَلَا مُرْمِوْمِرْ مِعْ وَوَدُعُ وَمُورُو مِيرِدَرِدِوَّدُوْمُوْ رَفَعُ رُسُوْمُرُ رَمِي دَرِغُوْرُ 1,250.00\$ يَوْمَرُوْمُوْرُ رِهْبُرْرُوْدُوْ دَوْمِوْ رَبَرُوْرُوْدُو

	Details	Estimated Total (in USD)				
Accommodation	At the rate of USD 100 per day for 2 days per person	400				
Food	At the rate of USD 40 per day for 2 days per person	160				
Internal Transport	Local Taxi	50				
Huraa Trip						
Accommodation	At the rate of USD 100	300				
Food	At the rate of USD 40 per day	240				
Internal Transport	Local Taxi & Sea Transport	100				
TOTAL	1,250					

مَسْرَةُ عَنْ مُرِدُورِمُمَا 2023 مَرْ مِدْوَرْ رَوَعْ رَوَرَةٌ مَرْدَوْمُر سَعْوْدُ عِنْعُدِ

FC 2023-05

وَّ مُنْ مُرُوسٌ مُرِيرٌ: 07 وَصُمْرُوبِ 2023 | مَحْوَسٌ: 01

رَوَعُ رُسُورَرُهِ رَعِ وَعِ فَوْ وَ USD 1,320.00 يَوْمَرُومُوسُ دِهْمُوسُوِّدُهُو وَجِيرٌ زَمَوْمَامُووْ وَ رَدُورَ בתוקבים תות בינים.

		Estimated Total
Details		(in USD)
Ticket	At the rate of USD 360 per person	720
Pocket Money	At the rate of USD 300 per person	600
Total		1,320.00

عَلْمِي رُو وَ لَا مِنْ رُسُونُ وَمُورُدُ وَلِيُحْدِثُ رُسُونُ وَكُورُدُ

FC 2023-06

وَّسُونَ مُرْفِرُ مُرِيرُ: 07 وَصُرْفِيرِ 2023 | يَحُوسُ: 01

رُورُ سَوْ مُورِ مُرِّم مُرِّم سَمْدِ وَمِرَدُ مِرْدُورُو وَوَرُو وَرُدُو وَرُسُو مُرْ رُسُرُومُ وَرُدُو وَوَ תמלפת המ לתולבם לפבר אב הפאמרים על על מקל מלפת פריט ב

UN4DRR ۾ درورڪ ۽ تامير مائو ۾ غروبيريور ڪ ڪي مورکوءَ ۾ يو ۾ يو يو موسوس ويور 2023-07 كَرْدُر فَدُ دُوْمِ وَمَا وَمُوْمِ وَمَا مُومِرُ وَمُومِ

FC

وَّ مُرْمُرُونُ مُرِيرٌ: 07 وَهُمُوكِيرٍ 2023 | يَمُوسًا: 01

UN4DRR بِدُرِدْ عُرْسِرِسُ عُرْسِرِسُ عُرْسِرِسُ مَصْرُهُدُ رِسْرُدُودُ رَبَرُوهُ مِيرَدُرِدِ فَيَحْرُ رَبْرُودُ ره بر _{خر}سرو شر سر سر فر شر فر در و .

#	Description	Qty	Rate	Amount (MVR)
1	Geospatial Lab Opening ceremony refreshments for 30 people	1	3,600.00	3,600.00
2	Training Lunch	3	6,850.00	20,550.00
3	Social Dinner for 35 people	1	11,500.00	11,500.00
4	Ferry from Male' to Dhigurah	5	4,00.00	2,000.00
5	Ferry from Dhigurah to Male'	5	4,00.00	2,000.00
6	Dhigurah room (2 nights, 5 people)	10	750.00	7,500.00
7	Meals – Dhigurah (Lunch and Dinner – 2 days for people)	10	200.00	2,000.00
8	Petty Cash	1	3,000.00	3,000.00
			Total	52,150.00

رِيْسُونَ رِسْوَيْرِ مُنْ مِيْرُو وَصِوْجِ يُرْدُونُو وَرِ صَرِوْمِوْوَرُ وَيُرِسُورُ وَرُورُ وَرُ 2023-08 زَمْرُمُ رُوَعُ دُسُورً وَيُعَدِّمُ وَمُعْرَمُ مُنْ مُرْمِدُ

FC

وَّ مُرْمُورُ مُرِيرُ: 07 وَمُرْمُرُ مِي 2023 | يَحُوسُ: 01

رُسِرُوكِرِ مِنْ اللَّهِ مِنْ اللَّهِ وَمُورُدُ وِسَامِرُونُو مِنْدُورُوكِدُ النَّرِينُ وَالْمُؤْكُرُ الْمُؤْدُ وَمُورُو سرسرو سرؤ.

בא בנים א בפתר במפגע ההתיעעית.

2023-09

وَّ مُنْ مُرُوسٌ مُّ مِرْ: 07 وَهُمُومَ مِنْ 2023 | يَحُوسٌ: 10

בָּצִעירכִיתָּשׁ עַכְשַׁרִע הַתִּעְפָּאִת בְּבֶּעָ בֹּעָתֵצ פּאָתנ פּאָרת בְּעֹלָפֵ הֹבָּ הִאָּפּיה ב התיששתש הם) המתמעל בל במתח של של לי בין הם לב מים במתם במתם בל בת מת מתב מפי



2023 وَسَرُ مَرَاثِهُ وَ وَهُمْ وَسُرَوْ مُرْسُومُ وَ وَمُرَاثِمُ وَمُومُ وَمُسْوَمُونُ وَسُومُ مُرْسُومُ

FC 2023-10

وَّ مُنْ مُرُونُرُ مُّ مِرْدُ: 07 وَهُمُونِدِ 2023 | يَوْمُونَدِ 2023 | يَوْمُّ: 01

زْرُرُوعِ كُرُو رُسُورِعُ مِنْ اللَّهِ عَبِي وَ سُوعَ فِي ذَكَ وَمَنْ رَرَثُمْ لَوْ الْرَبْرُونُ وَرُمَّا وَمُ بِرِسْرُوسُ سِرِسْرُوْسُرُو.

2023-11 كَرْسُورْدِ وْعُوْدُورْ وْسَمُورُورْدُورْ

FC

وَّ مُنْ مُرُونِرُ مُعِرِدُ: 07 وَقُعْرُونِدِ 2023 | يَوْمُونَدِ 2023 | يَوْمُونَدِ

CHILDRN בָאר שׁבּ ב בֹּלִת כִ בְּלִינִ בָּפֹּבְבַ בִּת בִיל בּבְּלָבִ בְּלִינִ בְּבְּרִבֶּ בְּבְרִבְּ "ردريُ هُرُورُ وَهُ وَهُ وَهُ وَهُ وَ الْمُرْ "مِرْكُمُ وَمُرْمَ سَعْفِي " دُهُ فَعُ هُ مِرْدُرِدُ وَدُورُ وَ الْمُسْتَمِرُ مُلْ وَمُرْمَ سَعْفِي " دُهُ فَعُ هُ مِرْدُرِدُ وَدُورُ وَ الْمِسْتِمِكُمُ وَمُرْمَا سَعْفِي " دُهُ فَعْ هُ مِرْدُرِدُ وَدُورُ وَ الْمِسْتِمِينُ وَمُرْ سرسروسرؤ.

#	Description	Qty	Rate	Amount (MVR)
1	Opening ceremony refreshments for 35 people	1	4,200.00	4,200.00
2	Workshop Lunch – (35 people for 3days)	3	6,900.00	20,700.00
3	Social Dinner for 35 people	1	9,900.00	9,900.00
4	Tea/Coffee for research workshop & staff (3 weeks)	1	4,000.00	4,000.00
5	Workshop banner printing and stationeries	1	2,000.00	2,000.00
6	Petty cash (Unforeseen expenses or contingency budget)	1	3,000.00	3,000.00
To	43,800.000			

2023 وَسَرُ مُرَكِمْ وُمَاوْجٍ مِنْ رُسْوِيعُ مِعِ مُنْ الْقَبِينَ وْ سُعَاءِ يُحْ سَعَرُوسُ مُنْمِدُكَ مِ 2023-12 وُسَادُونَ وُورِي وَسُوعِ فَنْ عَرَوْدٍ وَيَعَوْمِ وَسَوْمَ وَسَوْمَ وَسَوْمَ وَسُومَ وَسُومَ

FC

وَّ مُنْ مُرُونَةُ مُّ مِيرِدُ: 23 وَقُونُونِهِ 2023 | يَوْمُونَةً

2023 وَسُرُ رَرَيْ زُرَاوْجِ كُرُ رُسُولِ مُرْدُ عُرِجِ رُسُرُةً عُرِيْهُ وَالْمُوا عُرَادُهُ عُرَادُهُ عَلَيْ عُرِيْهُ وَالْمُوا عَلَيْهُ عَلَيْهِ عَلَيْهُ عَلَيْهِ عَلَيْهُ عَلَيْهِ عَلَيْهُ عَلَيْهِ عَلَيْهُ عَلَيْهُ عَلَيْهِ عَلَيْهِ عَلَيْهُ عَلَيْهُ عَلَيْهُ عَلَيْهُ عَلَيْهُ عَلِيهُ عَلَيْهِ عَلَيْهُ عَلَيْهِ عَلَيْهُ عِلِيهُ عَلَيْهِ عَلَيْهُ عَلَيْهُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلِيهُ عَلَيْهِ عَلِ شروش كليدكد وكادماء لايرو لاورك وورئ وكالم دريمام 810.00 كرور هي كافرور رسرة י איני איני ביים מינים אינים אינים



פיתעעצה היתית פתע ישורצה פהפתפכית פות נמק נכפה בעצפת פתר בעצפת בער הבת היבה בעצפת בעצפת 2023-13 وَسَعْبُونُونُونُونُ

وَّ مُنْ مُرُونَ مُرِيرٌ: 23 وَصُمُونِي 2023 | يَحُوسٌ: 30

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مَوْ وَ وَ سُرِي مِوْدَ وَ وَمُعْمَدُ مُورُونَ مِوْ رُحِيرَهُ سُرَدً، اللهُ اللهُ وَبِي اللهُ وَ وَبُرُهُ اللهُ שַישּׁרִיפּ מִנִים 541.00 מֹרִים בְּעָבׁ רִבֹּב מִרִים בְעַבּבׁיתֹר הַבְּ הַשִּּים הַעָּבׁ בֹּבֹב בְּעִבּבׁיתַר رُدِي رُسَام درسرور سرسروسو.

MQA وُ وَمُرْمِرُ أَرْسِرُو مُرسِيعٍ وُ مِرْسُعِ مِنْ مَعْمِرُ أَدْنِي وَمُرَّدِ أَدْنِي وَمُرَّدِ 2023-14 وي ع دَمَوْمَرُ لَا مُوْدُ دُرُمُ مِرْمُرُدُدٍ دُوْدُ مُرْمُ وَ مَدْمُومُ مُرْلَمُورُ

وَّ مُنْ مُرُونَدُ مُعِرِدُ: 23 وَقُعْرُونِدِ 2023 | عَرُبُّ: 02

MQA وَ رُمُوْمُ الْرِوْمُرِسِعِ وَ رِمْسُوعِ أَرْسُورُ أَدِيْ عُلَمُورُ وَالْمُوافِي وَ الْمُورِ الْمَعْ وَالْمُودُ سَامِعُ اللهِ MQA

, , ,	
مَ وُسِوْ	مُعَرَّعْر
MQA و رستره مع المرسوع و المستمام المراد المرسم ال	27 500 00
ברים התקפת הפתחתב התקפה היותר הצישע בת ברים ברים ברים ברים ברים ברים ברים ברים	37,500.00
MQA و رستره ع بر المراد المرا	
(سر) ک کرترس دسرت و شور در شور در	25 000 00
פ ב פ פ פ פ פ פ פ פ פ פ פ פ פ פ פ פ פ פ	35,000.00
יים בקרש ז.	
י פ פאשר פאמת פרת בל המתב עלש מתשאל תתש ב	15 000 00
רים ורם מינים מיניברים אינים בפחש צית מב צחת בקס ממשכת תיתב למב	15,000.00
	87,500.00
_	مُوْسِوْدُ دُوْدُدُو دُوْدُو دُوْدُو دُوْدِ دُوْدِ دُوْدِ دُوْدُو دُوْدُ دُودُ

2023-15 عِنْ ﴿ رَمِر رُنْ وَيُ عَاسَرُ وَدُ وَ مِسْوَرُ نَمْوِ وَمِوْ مُوْمَدُ وُسُونَا وَمُورَ

وُّ مُنْ مُوْثِرُ مُّ مِرْدُ: 23 وَمُنْ مُوْمِرِ 2023 | يَ رُوسُّ: 02

مر مرموع د در و مرموع موج د مرع و موج د رام در موج د مرح و مرح د در و مرح د در در در مرح د

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#	Details	Cost (USD)	Cost (MVR)		
	Airfare Etihad Airlines (Geneva - Male	נים אא אם א תינית יותב הניתב	ל מיני ג'ל ני ינים יט ים מיני ל תחתם בפתב בקינית ינוב הינוכ יא 'ים י' ינים יח הבהבת ינוכנית		
1	roundtrip) – Business Class				
2	Accommodation x 4 nights (Male')	1300.00	20,0046.00		
3	Food allowance x 5 days	260.00	4009.2		
4	Laundry service	42.80	660.00		
5	Internal transport	18.16	280.00		

يُرِسْ مُرْسَدُ مُرْوَدِينَ مُرِدُ مُدُومِ مُرْفِي مُرْسِعِ مُرْدُ مُرْسِعِ مُرْدُ مُرْسِعِ وَ 4 و معمو ترم برس

وَّسْمَنْ مُوْشَرُ مُّيْمِدُ: 23 وَمُعْمُومِ 2023 | يُوْسِّ: 02

بُرْسَمُورْدَ بُرُورُوسْ دَبِرِهُ دُوبِرَوْمُ بِهِ رَمْرِهُ بِرَسِعِ دَبْرِهُ بِرَسِعِ دُلِهِ وَوُدَعَ وْسُ لَكُ مُرْهَدُهُ שישות השתת לתל על על בני לה לת בתל הל שיש ב לתל לבתה בל בל בל הל הל בתוח בל הל המכ את הבחבר מבבת תמבותם. המכ את הבחבר מבבת תמבותם.

