

مؤسسة حمدان بن راشد آل مكتوم
للعلم الطبية والتربوية
Hamdan Bin Rashid Al Maktoum Foundation
for Medical and Educational Sciences



Participation Guide

Distinguished Undergraduate University Student Award

Our Vision

“A Pioneering Foundation Fostering Excellence”



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Table of Contents

Subject	Page
ABOUT THE FOUNDATION	3
THE STRATEGIC FRAMEWORK OF THE FOUNDATION	4
DEFINITION OF THE DISTINGUISHED UNDERGRADUATE UNIVERSITY STUDENT AWARD	5
SCOPE OF THE AWARD	5
APPLICATION CONDITIONS	5
INCENTIVES AND REWARDS	6
APPLICANT'S JOURNEY	7
EXCELLENCE CRITERIA FOR THE DISTINGUISHED UNDERGRADUATE UNIVERSITY STUDENT AWARD	8
GUIDELINES	19
DEFINITIONS AND TERMINOLOGY	21

About the Foundation

Initiated by the late Sheikh Hamdan bin Rashid Al Maktoum, Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance was established in 1998, followed by the establishment of Sheikh Hamdan Bin Rashid Al Maktoum Award for Medical Sciences in 1999. The aim was to strengthen excellence in the educational and medical sectors, foster innovation, and support high-quality initiatives. These Awards were designed to identify, nurture, and encourage talent while advancing scientific research in these crucial fields.

Within a few years, the scope of services and partnerships of both Awards expanded from the local framework to regional and international levels, especially with prestigious international and regional organizations such as the UNESCO, ICESCO, ALECSO, Arab Bureau of Education for the Gulf States, Fab Lab Organization, World Council for Gifted and Talented Children, International Research Association for Talent Development and Excellence, as well as reputable medical entities like specialized universities and international hospitals. This posed more challenges for the Awards that required an advanced administrative structure and additional resources.

In 2018, a law was issued to establish Hamdan bin Rashid Al Maktoum Foundation for Distinguished Academic Performance, giving the educational initiative its own institutional identity. In 2023, another law was issued to establish Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences. This law facilitated the transfer of the educational and medical initiative legacies into a single foundation that now possesses a rich portfolio of ongoing programs and projects, along with a solid springboard for further innovation aimed at enhancing governmental and societal efforts in highlighting the importance of the education and medical sectors. The foundation works towards spreading a culture of talent, innovation, excellence, and quality, contributing to the enhancement of quality and performance levels, and fostering creativity in educational and medical institutions at both local and international levels. This includes related elements and components in line with global best practices. Additionally, the foundation contributes to the establishment and support of innovation, talent, and scientific research centers and programs.

The Strategic Framework of the Foundation

Vision

A Pioneering Foundation Fostering Excellence

Mission

Designing and implementing distinguished awards and programs that empower achievements in medicine and education, while nurturing the giftedness of individuals

Values

Pioneering - Integrity - Excellence - Innovation - Corporate Agility

Strategic Goals

- Pioneering education excellence support.
- Pioneering medical excellence support.
- Pioneering the field of giftedness and innovation.
- An agile and leading foundation.

Definition of the Distinguished Undergraduate University Student Award

Distinguished Student: A distinguished student is the one who achieves exceptional performance higher than his/her peers in one or more academic or non-academic field.

- **Academic Field: Undergraduate academic programs** such as: Languages, Mathematics, Science and Technology.
- **Non-Academic Field: Undergraduate non-academic (Creative) area of interest** such as: Literature, Performing and Visual Arts, Leadership and Sports.

Scope of the Award

Every undergraduate student enrolled in one of the universities recognized by the Ministry of Education in the United Arab Emirates may apply for the Award.

Application Conditions

The applicant for the award must meet the following conditions:

General Conditions:

- The applicant must be an undergraduate student.
- The student must be pursuing her/his studies on a full-time basis during the current academic year.
- The applicant must have completed a minimum of two academic years or 60 credit hours.
- The student must be enrolled in a university accredited by the UAE Ministry of Education.
- The applicant shall provide the contact information of two professors who have taught her/him.
- The applicant must have attended the training workshops presented by the Foundation to participate in the award.
- The applicant must specify one area of excellence in either the academic or non-academic field, and in case multiple areas of excellence are attached, only the first area of excellence will be chosen, and evidence for the second area of excellence will not be judged.

- An undergraduate student can only win once in either the academic or non-academic field. A student may apply for the award in the field they have not won before after two cycles have passed since receiving the Outstanding University Student Award. (Example: A student who won in the academic field in cycle 25 can apply for the award in the non-academic field in cycle 28).

Specific conditions for the academic field (in addition to the general conditions):

The student must have a GPA average of no less than 3.6 out of 4.0 or an “excellent” average (A) during the past two years in addition to the year of nomination. In case the student’s university follows a different grading scale, the (5.0) points system for instance, the student must attach evidence proving their receipt of this recognition.

Specific conditions for the non-academic field (in addition to the general conditions):

- The student must have a GPA average of no less than 3.0 out of 4.0 or a “very good” average (B) during the past two years in addition to the year of nomination. In case the student’s university follows a different grading scale, the (5.0) points system for instance, the student must attach evidence proving their receipt of this recognition. A “grade average verification” letter stating what grade average is equal to a “B” average.
- The student must have obtained excellence certificates in their field of creativity during the previous two years in addition to the year of nomination.
- The student must attach a nomination letter from an expert or expertise agency, e.g. art school or a conservatoire, in her/his field of excellence.
- The student must attach a letter of recommendation from an expert or a reputable institution in their field of excellence. The application will be disqualified if the student does not attach a letter of recommendation from an expert.

Incentives and Rewards

- The winning student receives a cash reward of AED 40,000, an “Excellence Trophy,” attends the Honoring Ceremony, and is eligible to be enrolled in a training program.

Applicant's Journey



First Stage: Attending the training workshops designated by the Foundation.

The applicant shall attend the training workshops related to the award category he or she is applying for as will be determined by the Foundation.



Second stage: The applicant shall apply for the award via the Foundation website.

The applicant shall fill in the **e-application** form and upload all supporting evidence within the timeframe specified by the Foundation.



Third Stage: Arbitration

- Theoretical arbitration (document assessment)
- Field arbitration (personal interviews)

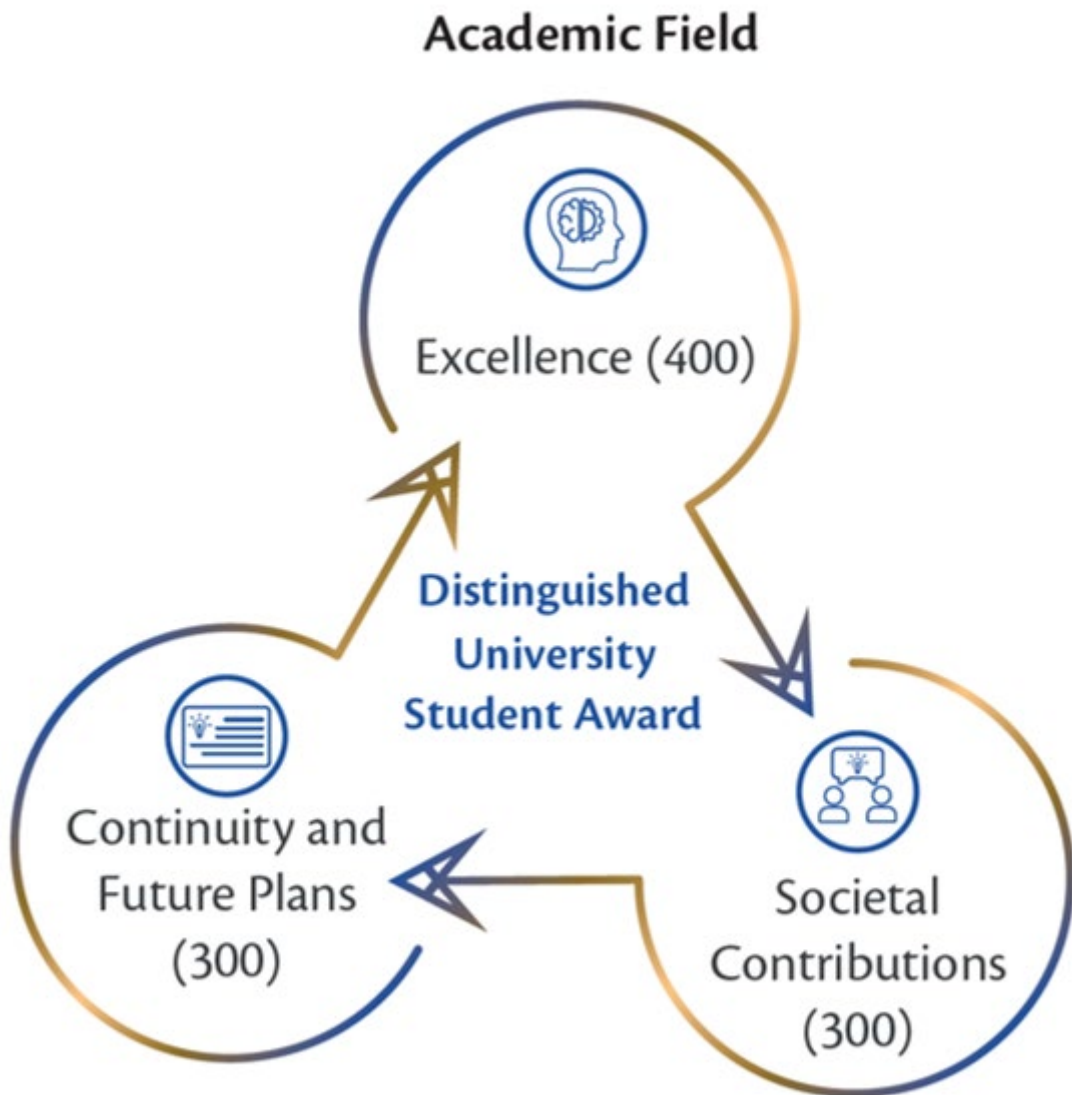


Fourth Stage: Result Announcement.

The competition results are announced through the Foundation's official channels.

Excellence Criteria for the Distinguished Undergraduate University Student Award

Academic field:



First Criterion: Excellence (400 points)

How the student employs her/his skills and abilities in an academic field such as (linguistics, mathematics, science, medicine, technology...) in a manner that exceeds expectations and distinguishes her/him from her/his peers.

This criterion includes the following dimensions:

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
1.1 Distinguished Performance (100 points)	This dimension evaluates the student's distinguished performance in a certain academic field, in which she/he achieves advanced positions and remarkable superiority higher than her/his peers at the department/college/local/international level.	The proof submitted by the student in this dimension shall be in line with her/his field of academic excellence. Term Grade Reports (transcripts) are taken into account in this dimension. Academic competitions wins and distinctions are eligible in this dimension. Students must enclose proofs such as: Certificates of Excellence and winning competitions in the academic field, etc.
1.2 Development Methods (100 points)	This dimension evaluates the curricular and extra-curricular methods used by the student to develop her/his abilities and skills in her/his field of academic excellence, such as performing tasks, working on projects, participating in workshops, taking courses, attending lectures, etc.	The proof submitted by the student in this dimension shall be in line with her/his field of academic excellence. Student must attach proofs pertaining to her/his development methods such as task completion attestation, project folders, workshop participation certificates, training course completion certificate, lecture attendance confirmation letters or expressive photos and videos, membership in scientific clubs, etc.
1.3 Leadership skills (80 points)	This dimension measures the skills of communication, problem-solving, and responsibility that distinguish the student from her/his peers. Student shall specify and illustrate her/his leadership skills.	The student shall attach proofs that prove her/his ability to communicate information and convey messages effectively and accurately; that she/he is able to find positive and effective solutions to problems in a scientific and creative manner that distinguishes the student from her/his peers. These proofs may include delivering lectures, conducting workshops, leading teams, becoming an MC (master of ceremonies), having persuasion and influence skill, showing presentation skill, etc.

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
<p style="text-align: center;">1.4</p> <p>Excellence in Society</p> <p>(120 points)</p>	<p>This dimension measures the impact of the student's academic excellence on the society (university, the local community, international society).</p>	<p>The student shall indicate and explain the areas of her/his distinguished societal contributions. The student shall attach proofs on solving societal problems such as disposal of medical waste, writing a “digestive” science book, discovering new ways to solve mathematical problems, etc.</p>

Second Criterion: Societal Contributions (300 points)

They are the voluntary initiatives and efforts undertaken by the student, in any field other than the field of student excellence, driven by her/his sense of social responsibility towards society.

This criterion includes the following dimensions:

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
<p>2.1</p> <p>Identifying the initiative and its societal context</p> <p>(120 points)</p>	<p>This dimension measures the student's ability to identify the initiative implemented by her/him, and the related societal field, provided that the initiative is original, modern and in line with the culture of the society.</p>	<p>The applicant shall indicate whether the initiative is at the department/college/local/regional/international level. The student shall attach proof of undertaking initiatives in recycling, reducing environmental pollution in the world, rationalizing the use of water in the UAE, combating cyberbullying, spreading health awareness in times of epidemics, etc.</p>
<p>2.2</p> <p>Identifying the efforts made under the initiative.</p> <p>(90 points)</p>	<p>This dimension measures the student's efforts to activate her/his societal initiative. These efforts shall be characterized by modernity and creativity.</p>	<p>The student shall identify and explain her/his voluntary efforts exerted for her/his societal initiative, (such efforts must be in line with the nature of the initiative). Proofs for this dimension may be: delivering lectures and workshops, preparing brochures, designing a web page in order to educate others, etc.</p>
<p>2.3</p> <p>Impact of Distinguished Social Contributions</p> <p>(90 points)</p>	<p>This dimension measures the positive impact of implementing the initiative on the student's personality, the school, and the local and external society.</p>	<p>The student shall explain the positive effects of applying her/his societal initiative on her/his personality and explain how the initiative would affect the development of society at the university/local/international level. The student shall attach proofs such as: developing communication skills, developing social skills, developing understanding, showing appreciation, gaining self-confidence, solving societal problems, creating new inventions, generating new valuable ideas, etc.</p>

Third Criterion: Continuity and Future Plans (300 points)

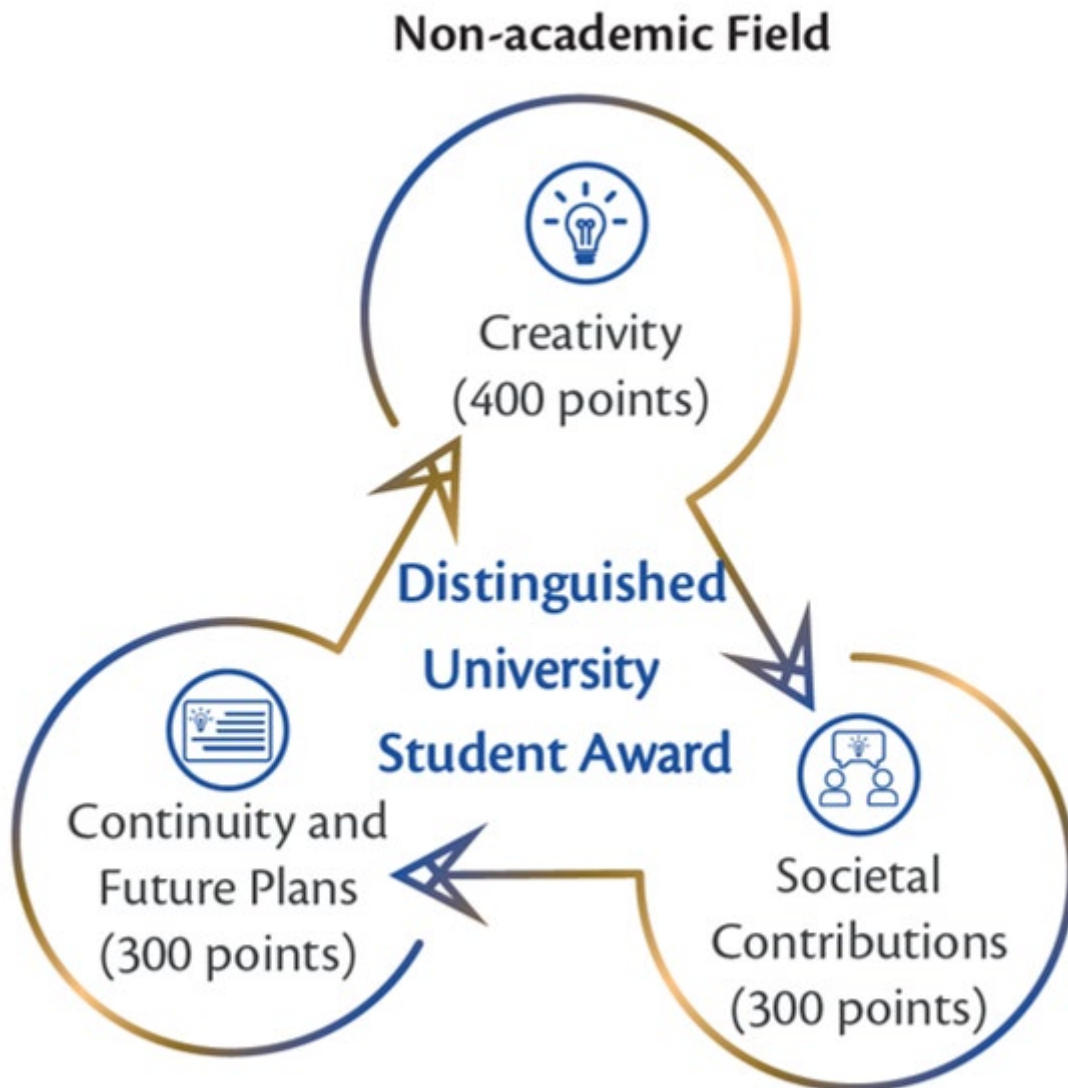
Setting future goals in the field of excellence with the aim of development and continuity keeping pace with an ever-changing world.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<p>3.1</p> <p>Goals</p> <p>(120 points)</p>	<p>This dimension measures how the goals set by the student in one of the fields of academic excellence are measurable and implementable.</p>	<p>The student shall explain the goals set by her/him in the future plan in her/his field of excellence; goals that should be multiple, diverse and continuous. The student shall also explain how these goals comply with her/his field of excellence, and how these goals are measurable and assessable, and susceptible to dealing with an ever-changing world.</p> <p>Examples of diversity and reality of goals: developing my mathematics skill, be the best student in the class in chemistry, writing a book, improving my science skill, etc.</p>
<p>3.2</p> <p>Resources</p> <p>(120 points)</p>	<p>Identifying the resources needed by the student to implement the initiatives and achieve the goals.</p>	<p>The student shall identify and explain the resources that she/he needs to implement her/his future plans in her/his field of excellence such as the financial, human and technical resources, provided that these resources are in line with the initiatives proposed under the future plan developed by the student for achieving her/his goals. The student shall identify the means of providing these resources, and identify the difficulties she/he faces, anticipates while implementing the initiatives. Finally, the student shall identify the resources that were made available to prove her/his continuous pursuit of excellence.</p> <p>The student shall attach proofs on these resources such as: the financial resources</p>

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
		(funds to support marketing the idea), the human resources (experts, trainers or participants), technology resources (applications, devices, etc.).
<p>3.3</p> <p>Evaluation</p> <p>(60 points)</p>	<p>The student shall identify the procedures and/or tools that measure the extent to which his goals are achieved in her/his field of excellence.</p>	<p>The student shall identify and explain the procedures and/or tools such as: tests, questionnaires, surveys, etc. that she/he will use to measure the extent to which the goals of her/his field of excellence have been achieved. The student shall indicate the extent to which the evaluation procedures are compatible with the presented initiatives. The student shall also set a time frame for the evaluation of these initiatives.</p>

Non-Academic Field:



First Criterion: Creativity (400 points)

Creativity means modernity, originality and social value added in any area of life in general, and the ability to find new solutions, ideas, methods or concepts, and use them in a positive, innovative, unique and unfamiliar manner.

This criterion includes the following dimensions:

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
<p>1.1</p> <p>Creativity</p> <p>(100 points)</p>	<p>This dimension determines the field or nature of creativity. The fields of creativity are limitless; they include, but not limited to, technological creativity, scientific creativity, literary creativity, linguistic or expressive creativity, etc.</p> <p>This dimension also explores the student's area of creativity's development methods.</p>	<p>The student shall identify the area of her/his creativity in a clear, coherent, and accurate manner. The field of creativity may be technological creativity (digital and electronic), scientific creativity (science, math), literary creativity (poetry and prose), linguistic or expressive creativity (elocution and recitation), etc. Student shall identify her/his field of creativity development methods, such as task completion attestation, project folders, workshop participation certificates, training course completion certificate, lecture attendance confirmation letters or expressive photos and videos, membership in scientific clubs, etc.</p>
<p>1.2</p> <p>Creativity Outcomes</p> <p>(180 points)</p>	<p>This dimension measures the student's outcomes in the field of her/his creativity, such as a product or an application. The student may provide one or more products, provided that it/they shall be characterized with originality and modernity.</p>	<p>The student shall explain the outputs resulting from her/his creative practices and shall identify the purpose of the product, the group targeted by the product, explain whether this product is an individual effort or a group task. If the product is a result of group work, the student must specify her/his role in the production. It is imperative that the product is in line with society's values and traditions. The student shall explain whether or not there is a plan to evaluate the creative product, whether this plan has evaluation methods and procedures and results of evaluation.</p> <p>The student shall attach proof of making the creative product; products such as: inventing a</p>

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
		<p>new device, coming up with a new idea for rationalization of water, developing new technologies, drawing an award-winning painting, writing a story or writing a widely published poem, etc.</p>
<p>1.3 Social value (120 points)</p>	<p>This dimension measures the added value of the student’s creativity outcomes for the local and/or international level.</p>	<p>The student shall identify and explain the efforts made by her/him in the field of creativity, provided that these efforts are in line with the area of creativity. The student shall attach proofs of her/his creativity products that are beneficial to her/his local community and the wider society; products such as inventing a device to dissolve plastic materials safely, creating an application that makes science studies easier and more accessible. Included in this dimension is exploring whether the society has made any economic, municipal and progress gains as a result of publicizing the creative product, etc.</p>

Second Criterion: Societal Contributions (300 points)

They are the voluntary initiatives and efforts undertaken by the student, in any field other than the field of student excellence, driven by her/his sense of social responsibility towards society.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<p>2.1</p> <p>Identifying the initiative and its societal context</p> <p>(120 points)</p>	<p>This dimension measures the student's ability to identify the initiative implemented by her/him, and the related societal field, provided that the initiative is original, modern and in line with the culture of the society.</p>	<p>The applicant shall indicate whether the initiative is at the university, local, regional, or international level. The student shall attach proof of undertaking initiatives in recycling, reducing environmental pollution in the world, rationalizing the use of water in the UAE, combating cyberbullying, spreading health awareness in times of epidemics, etc.</p>
<p>2.2</p> <p>Identifying the efforts made under the initiative.</p> <p>(90 points)</p>	<p>This dimension measures the student's efforts to activate her/his societal initiative. These efforts shall be characterized by modernity and creativity.</p>	<p>The student shall identify and explain her/his voluntary efforts exerted for her/his societal initiative, (such efforts must be in line with the nature of the initiative). Proofs for this dimension may be delivering lectures and workshops, preparing brochures, designing a web page in order to educate others, etc.</p>
<p>2.3</p> <p>Impact of Distinguished Social Contributions</p> <p>(90 points)</p>	<p>This dimension measures the positive impact of implementing the initiative on the student's personality, the school, and the local and external society.</p>	<p>The student shall explain the positive effects of applying her/his societal initiative on her/his personality and explain how the initiative would affect the development of society at the school, local / international level. The student shall attach proofs such as: developing communication skills, developing social skills, developing understanding, showing appreciation, gaining self-confidence, solving societal problems, creating new inventions, generating new valuable ideas, etc.</p>

Third Criterion: Continuity and Future Plans (300 points)

Setting future goals in the field of excellence with the aim of development and continuity while keeping pace with an ever-changing world.

This criterion includes the following dimensions:

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
<p>3.1</p> <p>Goals</p> <p>(120 points)</p>	<p>This dimension measures how the goals set by the student in one of the fields of distinction are measurable and implementable.</p>	<p>The student shall explain the goals set by her/him in the future plan in her/his field of distinction; goals that should be multiple, diverse and continuous. The student shall also explain how these goals comply with her/his field of excellence, and how these goals are measurable and assessable, and susceptible to dealing with an ever-changing world.</p> <p>Examples of diversity and reality of goals: developing my mathematics skill, be the best student in the class in chemistry, writing a book, improving my science skill, etc.</p>
<p>3.2</p> <p>Resources</p> <p>(120 points)</p>	<p>Identifying the resources needed by the student to implement the initiatives and achieve the goals.</p>	<p>The student shall identify and explain the resources that she/he needs to implement her/his future plans in her/his field of distinction such as the financial, human and technical resources, provided that these resources are in line with the initiatives proposed under the future plan developed by the student for achieving her/his goals. The student shall identify the means of providing these resources, and identify the difficulties she/he faces, anticipates while implementing the initiatives. Finally, the student shall identify the resources that were made available to prove her/his continuous pursuit of distinction.</p>

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
		The student shall attach proofs on these resources such as: the financial resources (funds to support marketing the idea), the human resources (experts, trainers or participants), technology resources (applications, devices, etc.).
3.3 Evaluation (60 points)	The student shall identify the procedures and/or tools that measure the extent to which his goals are achieved in her/his field of distinction.	The student shall identify and explain the procedures and/or tools such as: tests, questionnaires, surveys, etc. that she/he will use to measure the extent to which the goals of her/his field of distinction have been achieved. The student shall indicate the extent to which the evaluation procedures are compatible with the presented initiatives. The student shall also set a time frame for the evaluation of these initiatives.

Guidelines

General Instructions

Submission of the Application

- The Applicant shall register electronically via the following link: <https://tahkeem.ha.ae>
- The applicant shall make sure that he/she meets the requirements for participation in the award prior to proceeding with the application process.
- The applicant shall submit the nomination application online within the pre-set dates, after which no application may be accepted. For any inquiries related to the electronic system, please contact the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance.

- The applicant shall fill in the application for the award in accordance with the prescribed conditions in terms of the number of words, number of attachments and quality of printed and audio-video evidence, as shown for each criterion and sub-criteria withing the e-application form.
- The applicant's answers and attachments in relation to each criterion shall meet the requirements of the evidence evaluation tools shown in the e-application form.
- The applicant shall attach supplementary documents (declaration, avowal, letters of recommendation) as required by the nomination form.

Proofs and attachments

- All submitted works, documents and proofs shall be the property of the Foundation's management.
- The Foundation may publish the contents of the successful application after the announcement of the result in order to promote the "best educational practices" in the educational community.
- The applicant shall, **to** the best of his/her ability, seek to meet the criteria of excellence based on the elements specified in the application form. Further, the applicant may support his/her application with evidence he/she deems appropriate, provided that it complies with the set conditions.
- The significance of the evidence provided is determined by its strong indication of the intended purpose and its compliance with the set criteria, and which will score higher.
- Photos are not strong proofs of an activity unless they are supported by text evidence proving their authenticity.
- The proof and documents shall be restricted to the last three years plus the year of submission.
- Electronic links are NOT accepted as proof.
- The applicant shall retain the attachments which size or number exceeds the set limit to be submitted at the request of the arbitration committees.
- The applicant shall ensure that all documents and proof are dated, stamped and attested by the concerned authority.
- The more varied (level, local, international) the evidence issuing authorities are, the higher the score would be.
- The more the attached proofs are innovative and creative, the higher the score would be.

- No more than one proof may be attached per page. If two or multiple proofs are attached on the same page or if the proofs are illegible, they will not be credited scores; only evidence that comply with legibility conditions will be considered by the arbitration committee.

Guidelines for the Applicant Student

- The applicant shall provide an introductory summary for each of the criteria of excellence and its dimensions itemized in the nomination application, provided that the total word count for each dimension does not exceed 100 words.
- The applicant should adhere to set attachment size, number of proofs required for each dimension (up to 7 attachments per dimension – 2 proofs per attachment). If an attachment is unclear, no points would be awarded.

Definitions and Terminology

- **Performance Evaluation:** Review the student’s performance according to specific standards.
- **Documents and Proofs:** Certificates, photos, applied works, audio and video media that reflect actual participation.
- **Excellent Performance:** The student’s exceptional performance that exceeds expectations and that of peers in one or more academic or non-academic field.
- **Training Program:** A program that aims to develop the creative skills of the student. The training programs may vary in nature: seasonal programs or activities (summer, winter, etc.), trips and visits, weekend programs, scholarships, etc.

Terms relating to the stages of application and arbitration.

- **Excellence Criteria:** Requirements for educational excellence.
- **Dimensions:** The sub-criteria under each main criterion of excellence.
- **Award Cycle:** The period of time from the application submission up to the announcement of results.
- **Introductory Summary:** The written transcript where the applicant describes, explains, and justifies why his/her performance, activities, scope of work and accomplishments are

to be considered distinguished in accordance with the criteria and dimensions of excellence set by the Foundation.

- **Application for Nomination:** The application form available on the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance website, which shall be filled out by the teacher applying for the award accompanied by the required supporting documents.
- **Theoretical Arbitration:** The initial stage of the application evaluation process which includes a theoretical arbitration of the introductory summaries of all criteria and dimensions and of their supporting proofs.
- **Field Arbitration:** The second stage of the application evaluation process which includes holding interviews during which the applicant's overall documentation is scrutinized.

Best Wishes for Continuous Excellence and Innovation