Higher Education Quality Standards in KSA, a Successful Case.

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Talk Plan

1. Introduction: Setting the Scene
2. NCAAA, UoD, CAMS and Quality, the Case
3. Quality and the future
4. Conclusion
5. References
Higher Education in KSA and Quality

- Higher Education in the Kingdom of Saudi Arabia is going through major developmental leaps.
- Number of universities increased from 3 to 38 in the last few years and still increasing.
- Universities are trying to subscribe to the National Qualification Framework (NQF) guidance.
- They are also trying to achieve National Commission of Academic Assessment and Accreditation (NCAAAA) standards.
1. Introduction: Setting the Scene

NCAAA Standards

A. Institutional Context
   1. Mission and Objectives
   2. Governance and Administration
   3. Management of Quality Assurance and Improvement

B. Quality of Learning and Teaching
   4. Learning and Teaching

C. Support for Student Learning
   5. Student Administration and Support Services
   6. Learning Resources

D. Supporting Infrastructure
   7. Facilities and Equipment
   8. Financial Planning and Management
   9. Employment Processes

E. Community Contributions
   10. Research
   11. Institutional Relationships with the Community
1. Introduction: Setting the Scene

KSA Universities and Quality

• The strive to achieve the standards made positive changes such as:
  • Universities became open to each other and to the world
  • Many new initiatives at all levels started to emerge
  • Ministry of Higher Education and NCAAA enhanced the process of change
  • Gaps and needs started to emerge due to comparing notes
  • Strategic Planning Embraced
  • Latest initiatives: Centres of Excellence.
## Quality Unit History and Milestones

<table>
<thead>
<tr>
<th>University</th>
<th>College</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975 King Faisal University</td>
<td>None existing</td>
<td>None existing</td>
</tr>
<tr>
<td>1995 CAMS Formed</td>
<td>5 Departments</td>
<td>Scattered initiatives</td>
</tr>
<tr>
<td>2008 Detached from KFU</td>
<td>7 Departments</td>
<td>Quality and Planning Unit</td>
</tr>
<tr>
<td>2014 Res.-driven approach to Accreditation</td>
<td>9 Departments</td>
<td>Quality and Development Vice Deanship</td>
</tr>
</tbody>
</table>

**THE CASE**

2. NCAAA, UoD, CAMS
2. NCAAA, UoD, CAMS

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Quality History and Milestones 2008-10

- None of post secondary organisations achieved accreditation yet
- NCAAA produced many templates and made them compulsory
- UoD welcoming and embracing quality culture (from 2006)
- Quality centre established at university level (no deanship yet)
- Establishment of Quality and Planning Unit (QPU) in CAMS
- Not many experts available with sufficient experience (improvising is common)
- Intensive quality education e.g. training and workshops.
2. NCAAA, UoD, CAMS
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Quality History and Milestones 2010-12

- NCAAA still in the turbulence of change
- NCAAA templates kept evolving (put strain on new professionals)
- UoD SP, policies, and regulation formed and executed based on audit recommendations, suggestions and commendations
- Deanship was formed for university (resources & training available)
- QPU developed with infrastructure, human and non-human resources structure evolved to include members from each department.
Quality History and Milestones 2012-14

• NCAAA stabilized and institutional accreditation achieved within 9 academic institutions
• UoD is on the verge of obtaining institutional accreditation
• Quality and Planning Unit QPU evolved to Vice-deanship
• Some programs at CAMS will obtain accreditation by 2015
• Students service and faculty development improved substantially.
2. NCAAA, UoD, CAMS

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UoD Now
2. NCAAA, UoD, CAMS
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UoD Now

[Image: Map showing the distribution of faculty members and students with labels: No. of Faculty Members, No. of Students, 2,607, 41,705, 61%, 39%, 14%, 86%.]

2. NCAAA, UoD, CAMS

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A. Institutional Context

- University adopted new Vision and Mission and Strategic Plan
A. Institutional Context

- Management, deanships and colleges restructured and run by bringing the Mission to life
2. NCAA, UoD, CAMS

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A. Institutional Context

• Quality management succeeded in spreading the culture.
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B. Quality of Learning and Teaching

- Departments are self-guided to good practice (SSRP)
- Programs are strategically evolving
- Students’ opinions play dominant role in teaching development

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2. NCAAA, UoD, CAMS
B. Quality of Learning and Teaching

- Students identify their needs and engage in CAMS development
- Various initiatives emerged: Progress sheet, People soft, UDQuest etc.

2. NCAAA, UoD, CAMS
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B. Quality of Learning and Teaching

- Course Specifications CS established a clear and standardised Planning, Assessment and Teaching strategies
- Faculty members think in resonance with and help each other (Quality Committees formation)
B. Quality of Learning and Teaching

- Faculty members identify with their professional needs
- CAMS better provides for all learning and teaching needs.
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C. Support for Students Learning

- The Student placed at the top of the agenda
- Deanships for students affairs, welfare, counselling, advice and research were developed, activated and improved
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C. Support for Students Learning

- Library facilities improved to world class standards
- Students activities quantity and quality increased at all levels
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2. NCAAA, UoD, CAMS

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D. Supporting Infrastructure

• New City Campus erected with world class facilities
• Government funding increased substantially and regulated well
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D. Supporting Infrastructure

• Services to infrastructure developed substantially and systematically
• Strategic infrastructure sustainability became part of strategic planning.
D. Supporting Infrastructure

- Mission, vision, values and strategic goals recognised the importance of equality and transparency in employment and career development of employees.
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D. Supporting Infrastructure

- Faculty developments, initiatives and training increased and encompassed all faculty within UoD at all levels
- Infrastructure for appraisal and related policies develop as we speak.
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E. Community Contributions

- Research work increased exponentially
- Library facilities for research made research resources easily accessible
E. Community Contributions

- Research Deanship developed, funded and promoted internal and external research endeavours
- Community service activities increased exponentially
2. NCAAA, UoD, CAMS

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Success Examples
Accreditation Prep: Eligibility List
2. NCAAA, UoD, CAMS
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Success Examples
Learning and Teaching: Progress Sheet
Success Examples
Learning and Teaching: Progress Sheet

Preparing Technology to follow all graphs and statistics in real time.
3. Quality and the Future

Quality assurance seems to have ignited the developmental mode in all areas and at all levels - the future seems bright.
4. Conclusion

Quality, if taken seriously and utilised properly, can create major developmental leaps in any organisation regardless of its status.
5. References

• Ministry of Higher Education Website
  Accessed 14/1/2014

• Higher Education Statistical Centre
  Accessed 14/1/2014

• NCAAA Website http://ncaaa.org.sa/ Accessed 14/1/2014


• DQAA/ CAMS QAU documents in UoD.
Thank You

Source: http://dubai.isp.msu.edu/conference/images/conf0.JPG