

# **(QUALITY IN EDUCATION) PROGRAM**



# Quality in Education Program

## The program consists of three courses:

1. Academic Quality Practitioner.
2. Academic Quality Expert.
3. Academic Quality Reviewer.

## Objectives:

## To train and qualify:

1. Academic Quality Practitioners.
  2. Academic Quality Experts.
  3. Academic Quality Reviewers.
- Total training hours: 72 hours.
  - Each course is followed by one training day to present and discuss the trainees' projects.



**Details:**

**Academic Quality Practitioner:**

Hours	Days	Fees (Individuals)	Fees (Institutions)
24	7	-	-

**Details:**

**Academic Quality Expert:**

Hours	Days	Fees (Individuals)	Fees (Institutions)
24	7	-	-

**Details:**

**Academic Quality Reviewer:**

Hours	Days	Fees (Individuals)	Fees (Institutions)
24	7	-	-

**Notes:**

1. At the end of each course, the trainee is granted a professional certificate that qualifies him to be one of the experts and academic reviewers in educational institutions.
2. To attend the academic expert course, the trainee has to attend the previous course (the Academic Quality Practitioner course) or have an academic practitioner certificate or.
3. To attend the academic reviewer course, the trainee has to attend the previous course (the Academic Quality Expert course) or have the academic expert certificate.

**Trainers:**

1. Ahmad Mohamad Taleb, Associate Professor
2. Dr. Mohammed Abdulatef Al- Shargabi

**Ahmad Mohamad Taleb, Associate Professor**

- Ph.D. Computer Science, Concordia University, Montreal, Canada
- ABET IDEAL Scholar and membership
- Quality Assurance (Accreditation and Assessment) Consultant



- External Reviewer, the National Center for Training Evaluation (MASAR)
- Head of Quality Assurance Unit (QAU) in the Faculty of Computer and Information Systems, Islamic University of Madinah, Madinah, Saudi Arabia
- NCAAA accreditation reviewer certified
- Member in the Deanship of Quality and Academic Accreditation Council, Islamic University, Madinah
- Analyst Expert, for the development of the accreditation management system for MASAR center
- Prepare and conduct more than 50 different activities (Seminars, Workshops, Training, etc.) (1) Assessment of Learning Outcomes (2) Quality Assurance in Higher Education (3) Academic Accreditation and (4) Outcomes-based teaching strategies and assessment methods

### **Dr. Mohammed Abdulatef Al- Shargabi**

- PhD degree in Computer Science , University Technology Malaysia, with excellent academic record that allows achieving best student award and alumni award at PhD graduation ceremony.
- ABET IDEAL Scholar ( Institute for the Development of Excellence in Assessment Leadership) , Accreditation Board for Engineering and Technology, August 2016, Baltimore USA.
- Key Performance Indicator Associate certified , April 2017, george washington university USA.



- ABET Advanced Program Assessment certified, April 2014, Pittsburgh, USA.
- Meeting ABET Outcomes in the Curriculum with Community-Driven Design certified, April 2014, Pittsburgh, USA.
- ABE (UK) Consultant for External Quality Assurance and accreditation in the middle east.
- Member of institutional accreditation team, Education Evaluation Commission in KSA for Four educational institutions accreditation visits.
- NCAAA accreditation reviewer certified
- Lead the teams for NCAAA / ABET Program accreditation, submission new and revision of academic programs and Programs Education quality systems.
- Works and provides consultation about ABET, NCAAA, Quality Matters QM, Yemeni academic accreditation and quality assurance council, and Saudi National Center For Training Evaluation And Accreditation.
- Prepare and Conduct many workshops in education Quality systems and assessments.
- More than 16 years teaching experience at university level in different environments (Malaysia, Saudi Arabia, UAE and Yemen) gives me the ability to contribute in the academic work using the Outcome Based Education (OBE) paradigm.
- Head of Development and Quality Unit and the coordinator of the academic affairs of the college to get ABET (Accreditation Board for Engineering and Technology) accreditation and National accreditation (NCAAA).



### Targeted:

Quality practitioners, university presidents, faculty deans, and department heads in universities, institutes and schools.

### Training methods:

- Discussion.
- Interactive online programs.
- Exercises and Assignments.
- Questionnaires and pre and post tests.
- Games and presentations.

### Trainees Roles and Duties:

- Attending the sessions.
- Participating in discussion.
- Filling the forms and doing the assignments.
- Doing all the private and group activities.



### Training Means:

- Zoom platform.
- Video shows.
- Kahoot and Wooclap apps.
- PowerPoint presentations.

### Assessment Methods:

- Courses include:
- Pre- test.
- Questionnaire.
- Post- test.
- Group Activities.
- Individual Activities.
- Short Video Shows.
- Discussion.
- Wooclap's brainstorming.
- Kahoot Games.



**To successfully pass the course, a trainee is required to:**

1. Attend at least 90% of the course hours.
2. Do all the practical exercises, individual and group, requested by the trainer.





### The course provides:

- PowerPoint slides.
- Training Certificate.
- Training booklet.
- Videos of the training sessions.



# Academic Quality Practitioner

## Objectives:

To provide trainees with the knowledge and skills necessary to develop curricula according to the academic quality standards based on the Outcome Based Education (OBE) System. In addition, provides trainees with the skills of designing, teaching, and assessing the courses. Moreover, provides the trainees with the necessary knowledge and skills to use the results of the evaluation system to improve the quality of the educational process and close the improvement cycle.

## Course Outcomes:

- Identify the key components of the Outcome - Based Education (OBE) system.
- Develop the course learning outcomes according to OBE concepts.
- Design Academic Course Specifications and syllabus according to OBE concepts.
- Develop the exams according to OBE concepts.
- Assess the course learning outcomes according to OBE concepts.



- Design a Continuous Quality Improvement (CQI) Plan at the course level.
- Implement the Continuous Quality Improvement (CQI) Plan at the course level.

### **The Content of the Course:**

1. Outcome-based Education (OBE) systems concepts.
2. Learning outcomes concepts.
3. Course specifications and syllabus according to OBE concepts.
4. Effective OBE teaching strategies.
5. OBE Assessment strategies.
6. Continuous Quality Improvement (CQI) Plan at the academic courses.

**Details:****Day One: 3 Hours.****Outcome-based Education (OBE) systems concepts**

1. The key components of the outcome-based education systems.
2. Content-based education system vs outcome-based education system.
3. The significance of the 21st century skills.
4. The most important key elements in academic programs.
5. The most important key elements in the academic courses.

**Day Two: 3 Hours.****Learning outcomes concepts**

1. Learning outcomes Significance.
2. Learning outcomes Levels.
3. Learning outcomes Scope.
4. Learning outcomes guidelines.
5. Develop the Course learning outcomes.
6. Common mistake in forming Course learning Outcomes.

**Day Three: 3 Hours.****Course specifications and syllabus according to OBE concepts**

1. The significance of course specifications and syllabus.
2. The key elements of a course specifications and syllabus.
3. How to develop a course specifications and syllabus?
4. The consistency of course specifications with the academic program.
5. The consistency of the course specifications components.

**Day Four: 3 Hours.****Effective OBE teaching strategies**

1. The significance of the Effective OBE teaching strategies.
2. Outcome- based teaching strategies.
3. Developing outcomes- based exams.
4. Outcomes- based learning exams reviewing methods.



**Day Five: 3 Hours.**

**OBE Assessment strategies**

1. Course learning outcomes assessment.
2. Designing a plan to assess the course learning outcomes.
3. Designing the Rubrics.
4. Evaluating the results of achieving course learning outcomes.

**Day Six: 3 Hours.**

**OBE Assessment strategies**

1. The significance of Continuous Quality Improvement (CQI) of the academic courses.
2. The key sources of improvement at the course level.
3. Designing CQI plans for the academic courses.
4. Closing the continuous improvement cycle.

**Day Seven: 3 Hours.**

**Project Discussion**



# Academic Quality Expert

## Objectives:

### The course aims to provide the trainee with:

- The necessary knowledge and skills as an academic quality expert according to outcome-based education (OBE) systems concepts.
- The skills of designing and developing OBE academic programs, and designing the internal quality system at the level of institutions and their programs.
- The skills of assessing and evaluating learning outcomes and KPIs, and developing improvement plans.
- The knowledge and skills necessary to meet the requirements for academic accreditation and writing the self-study report.

## Course Outcomes:

- Develop OBE academic programs.
- Develop an internal quality system for institutions and their academic programs.
- Develop KPIs assessment system.
- Assess the program learning outcomes for universities and academic programs.
- Design a continuous quality improvement (CQI) plan for the institutions and academic programs.



- Meet the requirements for academic accreditation and self-assessment.
- Write a self-study report for educational institutions and their academic programs.

### The Content of the Course:

- Developing academic programs.
- Developing an internal quality system.
- Developing and assessing the KPIs.
- Assessing the learning outcomes for universities and academic programs.
- Designing a CQI plan for the academic programs.
- Self-evaluation and achieving the academic accreditation requirements.
- Writing a self-study report

### Details:

#### Day One: 3 Hours.

#### Developing academic programs

- The core components of an outcome-based academic program
- Methods to develop academic programs.
- Education quality standards



## **Day Two: 3 Hours.**

### **Developing an internal quality system**

- The significance of the internal quality system.
- Concepts of the internal system of quality.
- Quality systems and international accreditation standards.
- Components of the internal system of quality in universities and academic programs.

## **Day Three: 3 Hours.**

### **Developing and assessing the KPIs..**

- The concepts of KPIs.
- KPIs in educational institutions.
- Developing KPIs.
- Measuring the KPIs.



**Day Four: 3 Hours.**

**Assessing the learning outcomes for universities  
and academic programs.**

- The significance of assessing and evaluating the quality of academic programs (evaluation, improvement and continuous).
- A comprehensive framework for ensuring the quality assurance of academic programs
- Quality assurance of programs by assessing the learning outcomes
- Developing plans to assess the learning outcomes for universities and academic programs
- assessing and evaluating learning outcomes for universities and academic programs.

**Day Five: 3 Hours.****Designing a CQI plan for the academic programs**

- Methods for CQI in the internal quality system.
- Designing & implementing a system of CQI at the course level.
- Designing and implementing a system of CQI at the program level.
- Steps of CQI required from the course instructors.
- Steps of CQI required from departments and committees' heads.
- Designing CQI plans in the academic programs.
- Close the CQI cycle.

**Day Six: 3 Hours.****Self-evaluation and achieving the academic accreditation requirements OBE Assessment strategies**

- Concepts of institutional and program accreditation.
- A comparison between different international institutional and program accreditation standards.
- Requirements to qualify for institutional accreditation
- Requirements to qualify for program accreditation
- Self-evaluation
- The key challenges facing programs to qualify for academic accreditation.



**Day Seven: 3 Hours.**

**Writing a self-study report**

- The significance of self-study reports in accreditation.
- The key requirements in writing a self-study report.
- The parts of the self-study report.
- Self-study report writing skills.
- Important notes on writing a self-study report.



## Academic Quality Reviewers.

### Objectives:

#### The course aims to provide the trainee with:

- The necessary knowledge and skills as an academic quality expert according to outcome-based education (OBE) systems concepts.
- The skills of designing and developing OBE academic programs, and designing the internal quality system at the level of institutions and their programs.
- The skills of assessing and evaluating learning outcomes and KPIs, and developing improvement plans.
- The knowledge and skills necessary to meet the requirements for academic accreditation and writing the self-study report.

### Course Outcomes:

- Define the concepts of evaluation, review of academic accreditation.
- Identify the professional ethics of the academic reviewer.
- Evaluate the Self-assessment examination and academic accreditation requirements.
- Evaluating the self-study report and evidence.
- Apply the academic review steps.



- Practice academic review skills, conclusions and decision making.
- Prepare the academic review report.

### The Content of the Course:

- Concepts of evaluation, review of academic accreditation.
- The professional ethics for academic reviewer.
- Self-evaluation examination and academic accreditation requirements.
- Evaluating the self-study report and evidence.
- Academic review steps
- Academic review skills, conclusions and decision-making.
- Preparing the academic review report.



## Details:

### Day One: 3 Hours.

#### Concepts of evaluation, review of academic accreditation

- The academic evaluation Concepts.
- Self-evaluation concepts.
- The internal evaluation concepts.
- The external evaluation concepts.
- The academic accreditation concepts.

### Day Two: 3 Hours.

#### The professional ethics for academic reviewer

- The ethical principles for the academic reviewer.
- The ethical standards for the academic reviewer.
- The ethical responsibility for the academic reviewer.



### **Day Three: 3 Hours.**

#### **Self-evaluation examination and academic accreditation requirements.**

- Concepts of institutional and program accreditation
- A comparison between international institutional and program accreditation standards
- Requirements to qualify for institutional accreditation.
- Requirements to qualify for program accreditation.
- Self-evaluation steps.
- The key programs challenges to qualify for academic accreditation.

### **Day Four: 3 Hours.**

#### **Evaluating the self-study report and evidence**

- The main parts of a self-study report.
- Self-study report evaluation skills.
- Evidence examination.
- Evidence consistency.



### **Day Five: 3 Hours.**

#### **Academic review steps**

- Academic accreditation team visit and what are they searching for.
- Protocols of the academic accreditation visit.
- The focal issues in academic accreditation.
- Academic review Meetings.
- Methods of decision-making among the academic review team.

### **Day Six: 3 Hours.**

#### **Academic review skills, conclusions and decision-making**

- Interpersonal skills for the academic reviewer.
- Professional skills for the academic reviewer.
- Conclusions and decision-making skills



**Day Seven: 3 Hours.**

**Preparing the academic review report**

- The significance of academic review reports in accreditation.
- The main requirements in writing an academic review report.
- The parts of the academic review report.
- Writing skills of the academic review report.
- Important notes on writing the academic review report.



**Location:**

<https://g.page/ofuqacademy>

**Enrol in the training program:**

[www.ofuq.net/211120](http://www.ofuq.net/211120)



**Contacts:**

**Phone/WhatsApp:**

+601123062940

+601111807581

**Email:**

[Info@ofuq.net](mailto:Info@ofuq.net)