The Establishment of a Quality Education Development Centre in the Kingdom Of Saudi Arabia

Dr John Clayton

Background

To align educational outcomes with industry expectations Jubail Technical Institute (JTI) identified two key strategic initiatives;

1. A move from an achievement-based to competency-based curricula

2. A move from teacher controlled to a learner centred model of delivery

New Zealand Connection

- In 2011 JTI management sought expressions of interest to help initiate the two strategic initiatives identified.

- Polytechnics International New Zealand (PINZ) and Waikato Institute of Technology (Wintec) submitted a proposal.

- This proposal, the *Design and Establishment of a Quality Education Development Centre* (QEDC), was accepted.

Benchmarking

Benchmarking aligns an institution's performance against an established set of indicators. Indicators can measure

- institutional performance in achieving institutional objectives, *or*
- institutional performance against others in the same sector, *or*
- institutional performance internationally

Conceptual Model

The New Zealand team recognised the appropriate use of benchmarking would help JTI;

- **Reflect** on their current strengths and weaknesses in curriculum development and teaching practices.

- Identify **Action(s)** that would facilitate increased JTI capacity in competency-based curriculum practises

- **Measure** and report on the impact changes have on teaching, learning and administrative practices.
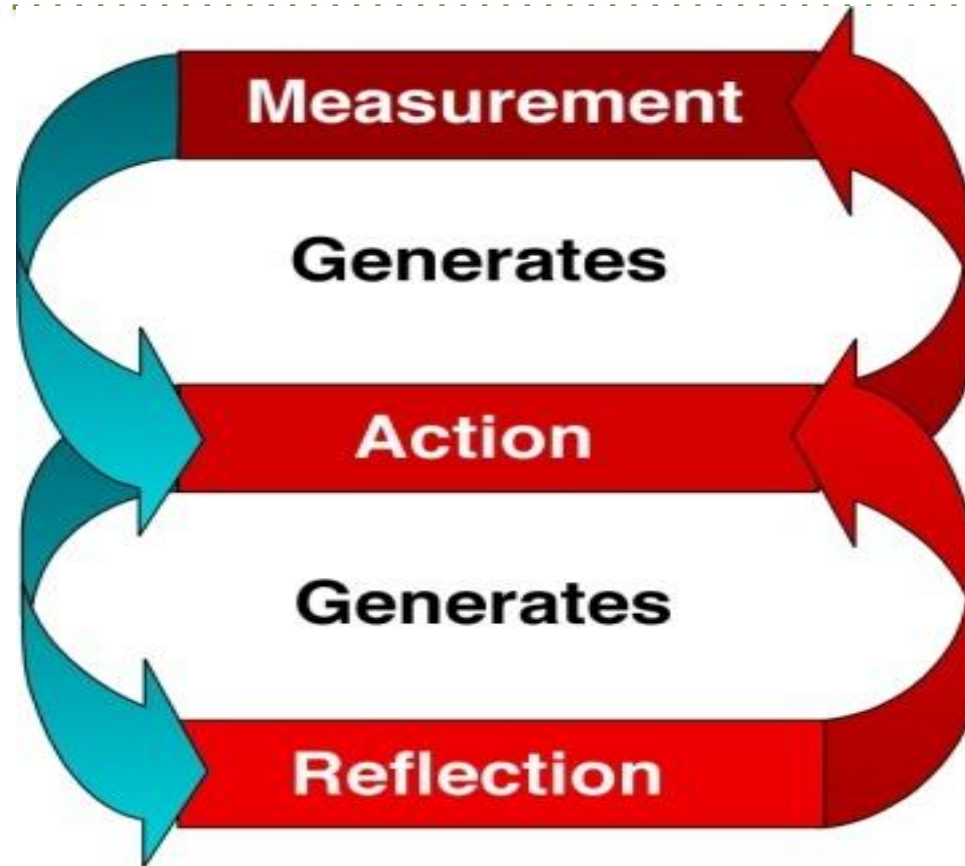
R.A.M

Fig. 1. The R.A.M. (Reflective Action Measurement) Model

Action Plan

Reflection on current state of JTI activity identified 4 action points

- **Action 1: Design:** Promote the concept and anticipated benefits of QEDC in JTI.

- **Action 2: Establishment:** Provide appropriate professional development to JTI staff to establish QEDC.

- **Action 3: Implementation:** QEDC staff would develop training modules and instructional manuals (with support from NZ partners) for all staff in JTI.

- **Action 4: Evaluation:** The impact of the implementation of QEDC on learning outcomes in JTI reported on by NZ partners.

Framework for Development

A number of initiatives in Wintec have been implemented using a framework based on

- **3 A's** *Awareness, Action, Accomplishment*

- **3 C's** *Context, Content, Capability*

- **3 E's** *Enabled, Engaged, Empowered*

This **ACE** framework was used as a guide during the development of QEDC
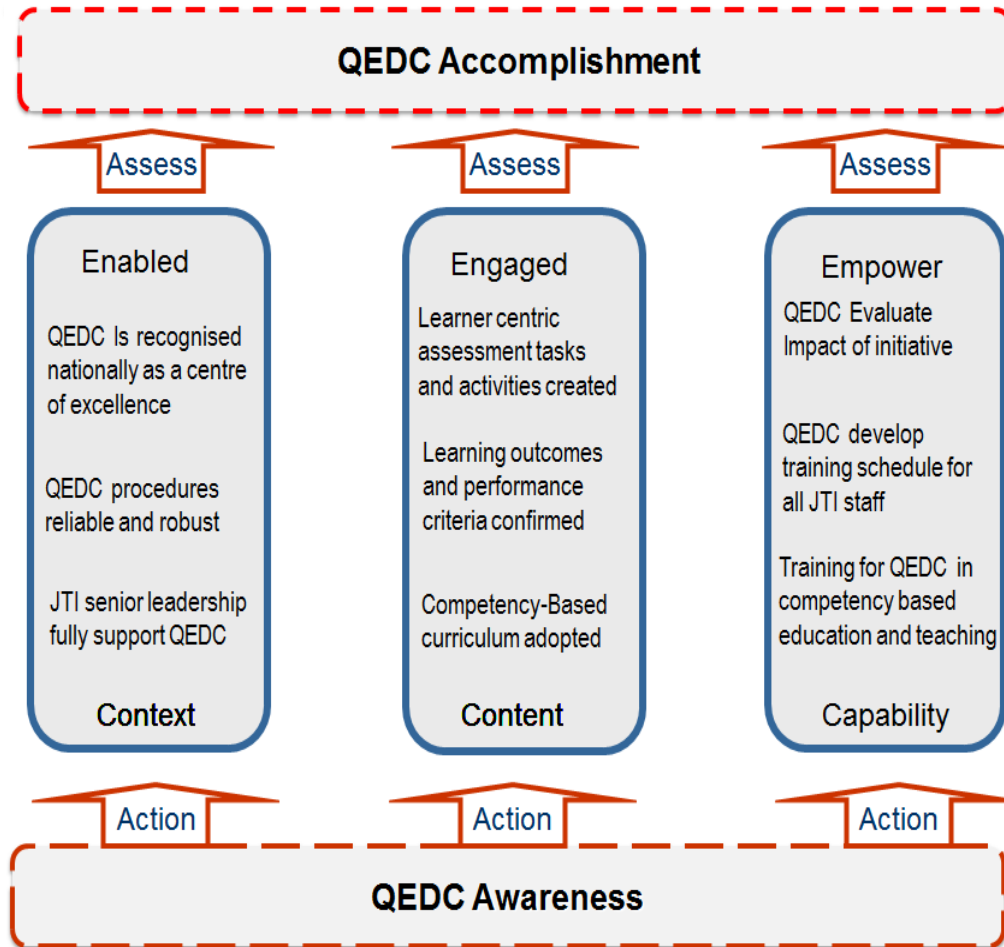
Framework of Development A.C.E.

Fig. 1.   The A.C.E Model

Design Phase

- Establish QEDC objectives and define requirements for both curriculum development and train the trainer units within the centre

- Create a QEDC foundation staff professional development plan and establish targets to measure the plans success

- Discuss professional development requirements with potential QEDC foundation staff selected as curriculum experts and / or master trainers.

- Obtain approval from senior management team at JTI for objectives, requirements and professional development plan

Establishment Phase

A nine week Professional Development programme was developed for QEDC staff that included:

- Presentations and workshops on adult learning theories, learner centred modes of delivery and curriculum design.

- Teaching observation of programs using competency-based curricula and learner centred approaches.

- Work-shadowing of specialist staff undertaking curriculum development

- Curricula revision with input, guidance, support and supervision by Wintec staff

Implementation Phase

CURRICULUM DEVELOPMENT
- On return to JTI QEDC staff, supported by PINZ and Wintec, commenced a planned program of transition of curricula from achievement based to competency-based.
- Curriculum templates and examples were developed and distributed in a JTI manual.

TRAIN THE TRAINER
- On return to JTI QEDC staff, supported by PINZ and Wintec, developed a one week basic competency based development and teaching skills programme for all staff.
- Assessment templates and examples were developed and distributed in a JTI manual.

Evaluation Phase

PINZ and Wintec staff made 2 visits to JTI to:

CURRICULUM DEVELOPMENT

- Review and evaluate the progress of implementation and provide guidance for further enhancement.

TRAIN THE TRAINER

- Perform class-room/practical observations to evaluate the teaching effectiveness
- Observe the mentoring system and process to evaluate the effectiveness of the new mentoring framework;
- Review the systems and processes in place for training of new and existing teachers

Future Directions: Curriculum

CURRICULUM DEVELOPMENT

- Curriculum documents need to be supported with appropriate content.

  1. JTI staff will need training in the identification, selection and use of external resources.

  2. Selected JTI staff will need support and training in liaison with industry partners and the creation of industry relevant content

Future Directions: Teaching

TRAIN THE TRAINER

- QEDC staff will facilitate the development of a structured system of class-room/practical observations to review and embed teaching initiatives.

- JTI senior management will establish a minimum standard of teaching for all staff through the development and provision of a teaching qualification in competency based education.

- JTI senior management will investigate how this qualification could be internationally recognised and offered to other skills focused education and training institutions across the Kingdom of Saudi Arabia