



BEING AN EFFECTIVE LEADER IN THE 21ST CENTURY UNIVERSITY

This programme is for academic leaders within universities who are responsible for quality assurance and enhancement. There are two key issues which affect institutions of Higher Education in the 21st Century:

1. the need to provide evidence of effective learning environments that result in highly qualified and employable graduates;
2. the need to adjust learning opportunities to make good use of new technologies.

This programme will focus on these issues and provide the opportunity for the university's strategic leaders to examine different approaches to delivering degree level courses that are relevant to their environment in the 21st Century.

By the end of the programme participants will not only have enhanced their knowledge of quality assurance procedures and improved their strategic leadership skills, but should also be able to:

- Design programmes that develop cognitive, practical and transferable skills for students in addition to knowledge enhancement;
- Provide leadership for programme directors and other faculty staff with a framework for degree level provision in the 21st Century;
- Explore and identify assessment procedures that demonstrate student capability in the range of desirable skills;
- Ensure effective use of digital technologies in both the teaching and assessment of students.

The course will be led by Dr. Trevor Male and will consist of inputs and activities designed to meet the learning outcomes specified above.

UNIVERSITIES IN THE 21ST CENTURY

The education system faces new challenges many of which are the result of advances in information and communication technologies and increased globalization and competition amongst nations which has created demand for skills that the Saudi Education needs to promote.

The education system is poised to adapt to these global transformations. It is required to provide students with 21st Century capabilities and attitudes that will help them grow into productive citizens who engage with the rest of the world positively. Their creativity and talent is the most valuable asset that will help the Kingdom strengthen its competitiveness in the 21st Century.

Tatweer Strategy Brief, Kingdom of Saudi Arabia (2010)

The fundamental premise underpinning this course is that degree level provision in Saudi universities should reflect this desire to develop student capability to engage with the wider world, particularly through use of new technologies.

In addition such an environment qualifications should be awarded on the basis of achievement of outcomes and attainment rather than how long someone has been studying. The definition of learning outcomes thus describe the knowledge, skills and attributes expected for the award of individual qualifications and represent the integration of various learning experiences.

Such degree programmes result in graduates with high level analytical skills and a broad range of competences and are therefore distinct from training or solely the acquisition of higher level skills.

In designing, approving and reviewing academic programmes the curriculum and assessments should provide all students with the opportunity to achieve, and to demonstrate achievement of, the intended outcomes which can include a range of wider abilities that the typical student could be expected to have developed. Such a profile will be of assistance to employers with an interest in the general capabilities of holders of the qualification.

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Day 1

Welcome to the programme

Session 1:

University Education in the 21st Century: Challenges and Opportunities

Lunch

Session 2:

Learning Outcomes & Skills Development for 21st Century Students

Day 2

Session 3:

Equality, diversity, inclusion and differentiation for students in higher education

Lunch

Session 4:

Implications for Programme Design

Day 3

Session 5:

Practical session: Developing a skills based curriculum

Lunch

Session 6:

Presentations and critical feedback

Dr. Trevor Male



The course is led by **Dr Trevor Male**, Visiting Lecturer at Westminster Business School. Trevor has over 40 years of experience of working in education. He joined the university after previous employment in higher education as a Senior Lecturer in Education at the University of Hull (2002-14), Principal Lecturer at University of Lincoln (1998-2002) and as Senior Lecturer at Brunel University (1993-1998).

In previous careers he has been a senior officer in the Education Department of London Borough of Harrow (1986-1993) and a qualified schoolteacher (1973-86). In all employment he has held senior leadership positions, with his most recent such post being as Head of Education Studies. Trevor is a Senior Fellow and Academic Associate of the Higher Education Academy (HEA) in England and is currently supervising 12 doctoral candidates (PhD).

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