

# SUSTAINABLE DEVELOPMENT GOALS



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## 17 PARTNERSHIPS FOR THE GOALS



**17.2.1 Does your university as a body have direct involvement in, or input into, national government SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management?**

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## **Contributing to Nation's Initiative on Higher Education Quality Programs**

UBT continues engaging with various government bodies to ensure responding to opportunities and raising challenges as well as developing policies and strategies associated with SDGs. In specific, and stemming from UBT Slogan “education for job opportunities”, and to enhance graduates’ readiness to the job market as well as employability rates, which eventually is associated with SDG 4 (Quality Education), UBT contributed in multiple ways.

Firstly, UBT contributed to Saudi National Initiatives related to National Saudi University Ranking Initiatives, improving the National Program Accreditation Standards and Policies, enhancing the Digital Platform of the Saudi National Center for Academic Accreditation and Evaluation (NCAAA), as well as to the Saudi Education Ministry Initiative to Evaluate the Quality of all Higher Education Institutions Programs (Since 2020 until today).

Indeed, in 2021 UBT have contributed to the ETEC-NCAA policies handbook, some of the raised concerns and feedback raised by UBT was incorporated in the final approved ETEC-NCAAA Policies that was approved early January 2022. (Evidence No. 1 – ETEC-NCAAA Policy Handbook). Additionally, in 2022, the Kingdom Vision 2030 program launched a program known as “Human Capability Development Program”, which included having all Saudi Higher Education Program to be Nationally Accredited (by NCAAA) before the end of 2025. UBT have contributed to this National Target by gaining 14 Program National Accreditation by NCAAA during the period OCT2021 and March 2022, which places UBT at the Top Saudi Private Higher Education Institutions Total Programs Nationally Accredited by NCAAA. Additionally, UBT has officially committed to NCAAA to have all its program (remaining 4 undergraduate programs) to be accredited before the end of 2025. Indeed, UBT have contributed to ETEC becoming the first Arab Nation Quality Assurance Agency to join the Washington Accord for Engineering Program, as the

Two of UBT Engineering Programs were part of the application process to Join Washington Accord (Evidence No. 2 – Program Accreditations as well as plan to 2025).

Furthermore, Since the launch of the Ministry of Education “Private Higher Education Quality Project” back in 2020 and until today, UBT annually contribute to its requirements, which started in 2020 for an institutional review, followed by reviewing the engineering programs in 2021, and currently in 2022, UBT is contributing to the project through the review process of Business and Law Programs, which will take place in December 2022. (Evidence No. 3 – Higher Education Quality Project).

UBT have actively participated in September 2022, to a workshop in which ETEC-NCAAA have invited all Saudi University Representatives to contribute to updating the Standards of Program Accreditation, which was officially approved in October 2022. (Evidence No. 4 – Workshop and Approved 2022 Standards)

### **Contributing to Ministry of Education Planning Initiatives**

UBT members have officially contributed to the review of the new 'Saudi Private Higher Education Institutions' Bylaws' by publicly providing feedback to the new proposed bylaws that was announced in Public Policy Feedback Platform ([Click Here](#) to Access the Feedback Online Platform – Istitlaa). The feedback was provided during August to September 2022 period and it is expected that the approved Bylaws will be launched sometime during early 2023 (Evidence No. 5 – Provides a summary of UBT members' contribution to the revision of the Saudi Private Higher Education Institutions' Bylaws–SEP2022).

UBT have contributed to advancement of many MoE initiatives, which include contributing to MOE Entrepreneurship Universities Initiative through attending various workshops to share ideas moving forward as well as contributing by providing MOE with some required data. (Evidence No. 6 – Contribution to Entrepreneurship Universities MOE Initiative)

Additionally, UBT contributed to MOE Educational and Training Strategic Planning Initiative, through the provision of information and data related to the strategic plan main pillars, which was communicated to MOE in April 2022. (Evidence No. 7 – UBT contribution to MOE Educational and Training Strategic Planning Initiative). Another project that UBT have contributed to is a workshop related to Attracting International Universities Initiative. The workshop that was held in the Saudi Capital involved representatives from all private higher education institutions in the Kingdom.

UBT have actively engaged in the event through sharing input towards the policy development to attached International Universities. These efforts have led to contributing to the official launch of a new bylaws that permits collaboration between national and international higher education institutional to operate in the Kingdom. (Evidence No. 8 – Responding to Survey and UBT Delegates Attending the Workshop – MOE Initiative to Attract International Universities to the Kingdom).

Furthermore, UBT have contributed to MOE initiative related to enhancement of Energy Sector Human Capital Development (Evidence No. 9). In continuation of UBT 2020-21 contribution to the Saudi Job

Classification Framework, in 2022 UBT have aligned all its program to match the new approved Job Classification Framework (Evidence No. 10).

### **Participated in British Council Research Project**

UBT has participated in a research project conducted and sponsored by British Council titled “Environment for Transnational Higher Education Partnerships and UK Qualifications: Challenges and Opportunities – Saudi Arabia and UK”. The research project presented findings and recommendations from primary research. (Evidence No. 10)

