Roundtable

Sub-theme 3: Designing Curricula for Societal Impact

Responding to the Third Qatar National Development Strategy: An NCQAA Perspective

Context

- In 2022, the national committee for qualifications and academic accreditation (NCQAA) was established to accredit higher education institutions and programs in Qatar and steward the national qualification framework. Hence, NCQAA has developed a set of institutional accreditation standards that followed best international practices while catering to the local needs of Qatar.

- In 2023, the State has announced the third national development strategy (NDS3) 2024-2030 that should guide the strategic directions of the country in all aspects toward the year 2030, the year of realizing Qatar National Vision (QNV).

- In response to that, NCQAA has analyzed the NDS3, and determined a number of potential implications on the higher education sector. Some examples include enhancing the status of Qatar as hub for higher education, focus on quality of graduates to support emerging economic and industrial clusters, increased focus on STEM disciplines, support for the innovations and entrepreneurship national frameworks, among others.

Objectives

- The presenters plan to engage the audience to learn more about their experiences of aligning accreditation standards to national strategies, and what level they believe will be both more effective and sustainable.

Agenda

No.	Topic	Allocated Time (minutes)
1.	Context setting and objective.	10
2.	Discussion: To what extent should academic accreditation standards align with national strategies (vs. international best practices, for example)?	15
3.	Discussion: What is the most effective and sustainable approach to align the accreditation standards with national strategies: a. Embedding national requirements within existing standards: where more specific key words can be introduced to the relevant standards to reflect the focus of the strategy (e.g., entrepreneurship, sustainable development, etc.). b. Adding a specific criterion or standard to address national requirements (e.g., under standard 5 Making Impact and Meeting Stakeholders Expectations). c. Keeping the standards unchanged but updating the resource manual of the standards to include examples and clarifications on how to respond to NDS3. d. Adding a section to the self-study report template which requires institutions to report on how NDS3 requirements were addressed by the institution without referring to a specific standard. **What are the pros and cons of each of the above approaches?**	50
4.	Presentation of conclusions.	15