

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم



Commission for Academic Accreditation

Annual Report 2020-2021



مفوضية الاعتماد الأكاديمي
Commission for Academic Accreditation

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Certified Reviewer Project, Round 5



Welcome

Prof Dr. Mohamed Yousif Baniyas Director of Commission for Academic Accreditation

Since the establishment of the Commission for Academic Accreditation (CAA), our mission is to provide leadership through upholding quality assurance standards that promote distinction, innovation, and academic excellence within higher education. During 2020-2021, the CAA focused on international agreements, through seeking out best practices and through agreements and discussions with international quality assurance bodies. The CAA continues to value transparency in action by publishing our well-developed institutional risk assessments.

Serving our community of learners is our highest priority. The CAA launched several initiatives to foster innovations in the higher education sector by organizing working groups to reform undergraduate and postgraduate programs to achieve high quality education and follow best international practices. CAA provided continuous support to higher education institutions (HEIs) during Covid-19 pandemic with rapid responses to enable sustainable and continuous remote online learning while also assisting the MoE in developing safety protocols aimed at protecting members of our learning communities.

As the UAE's higher education quality assurance and regulatory agency, the CAA works side-by-side with UAE higher education providers to ensure their continuous compliance with the 2019 *Standards* and to assist institutions in achieving their mission and vision effectively.

As Director of the CAA, my aim is to support higher education institutions within UAE to meet the 2019 *Standards for Institutional Licensure and Program Accreditation* to enhance UAE's higher education system so as to receive international recognition, to adopt a culture of quality assurance within institutions that values effectiveness and continuous educational improvement, and to align with the National Strategy for Higher Education 2030 that focuses on providing students with the technical and practical skills necessary to be productive elements that push the wheel of the economy in the both public and private sectors.

Furthermore, CAA works continuously to collaborate with higher education quality assurance entities and obtain world recognition in that field. As a result, CAA in 2019 achieved recognition from the World Federation for Medical Education (WFME) and late 2021 CAA has achieved the international recognition from the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) for the second time, as an accreditation agency that comprehensively complies with the Guidelines for Good Practices.

It is my honor to present to you the CAA Annual Report 2020-2021 on behalf of all those who support CAA success with passion. I would like to thank the Council of Commissioners, the CAA Office Team, and our external partners for their commitment and continuous support.



A handwritten signature in blue ink, appearing to be 'M. Yousif Baniyas'.

Prof. Dr. Mohamed Yousif Baniyas

Higher Education Advisor

Director of Commission for Academic Accreditation

Director of National Qualification Center

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Timeline

Summary of Key CAA Achievements 2020-2021



2020

Implemented 2019 *Standards*

Began Institutional Risk Evaluation

Launched Audit Review of High Risk Institutions

Launched CAA Certified Reviewer Project

Launched CAA & Inspection Sector Pilot Project: Distance Evaluation of eLearning Readiness

Established Strategic Advisory Committee

Agreed memorandum with Association to Advance Collegiate Schools of Business (AACSB) to conduct joint reviews

Agreed memorandum with Hong Kong Council for Accreditation of Vocational Qualifications (HKCAAVQ)

Agreed memorandum with UK Quality Assurance Agency for Higher Education (QAA)

Launch of CAA's new website

Agreed memorandum with Council for Pharmacy Education (ACPE)

January

February

May

August

September

October

December



CERTIFICATE OF ALIGNMENT

The Board of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) certifies that

Commission for Academic Accreditation (CAA)

is successfully aligned with the INQAAHE Guidelines of Good Practice, 2016 Edition, from 12 July 2021 to 12 July 2026


 SUSANNA KARAHANYAN
 INQAAHE President


 MARTI CASADESUS FA
 INQAAHE Secretary

2021

Signed Memorandum: with Australian Dental Council (ADC)



January

Launched new CAA Strategic Plan

Conducted Certified Reviewer Project Round 4 Arabic Version 1

March

Achieved recognition by Network for Quality Assurance Agencies in Higher Education (INQAAHE) Recognition of the CAA



July

Signed Memorandum with High Council for the Evaluation of Research and Higher Education (Hcéres)



Published Institutional Risk Statements on CAA website

September

Published Arabic Language version of 2019 *Standards* for Institutional Licensure and Program Accreditation

October



Timeline

Summary of Key CAA Achievements 2020-2021

COVID-19 Response

Safety of Learning Communities

- Updated HEIs with Ministry of Education Safety Protocols and Procedures during the Pandemic
- Cooperated with the Inspection Department to develop criteria for e-Learning Readiness Inspection reports
- Conducted 199 remote online reviews in 2020 and 77 remote reviews in 2021
- Conducted 53 Blended reviews in 2021

Rapidly Changed How we Work

- Shifted to Work-from-Home from March 2020—2021, with subsequent return to remote work when outbreaks occur
- Processed online submission of institutional licensure and program accreditation applications
- Conducted online training for the 93 participants in rounds 2-4 of Certified Review Project
- Conducted all planned conferences, workshops & meetings with video conference software

CAA's

Rapid Response

to COVID-19 prioritized community safety and delivery of quality learning.

Supported Enhancing Quality of Remote Online Learning

- Streamlined procedures for approved remote learning for accredited programs fall 2020
- Collaborated with the Inspection Department to develop criteria for e-Learning Readiness Inspection reports
- Conducted 12 Formative Distance Reviews of institutions to assess their rapid deployment of remote online learning (10 May - 4 June 2020)

Support for Rapid Deployment of Remote Online Learning

- Waived approval procedures for moving to remote online delivery
- Issued formative guidance for remote online learning



UAE Higher Education @ a Glance



Higher Education Institutions (HEIs)

- Distribution by Emirates
- Distribution by HEI Classification
- Growth of HEIs from 2000-2022

Programs

- Distribution by Emirates
- Distribution by Program Level
- Distribution by Area of Study

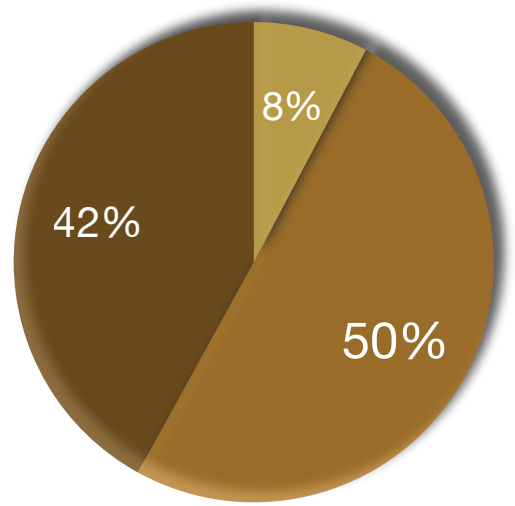
Students

- Distribution by Emirates
- Distribution by Gender and Nationality
- Distribution by Degree Level
- Top 3 areas of study

Faculty

- Distribution by Nationality
- Distribution by Gender
- Distribution by Degree Level





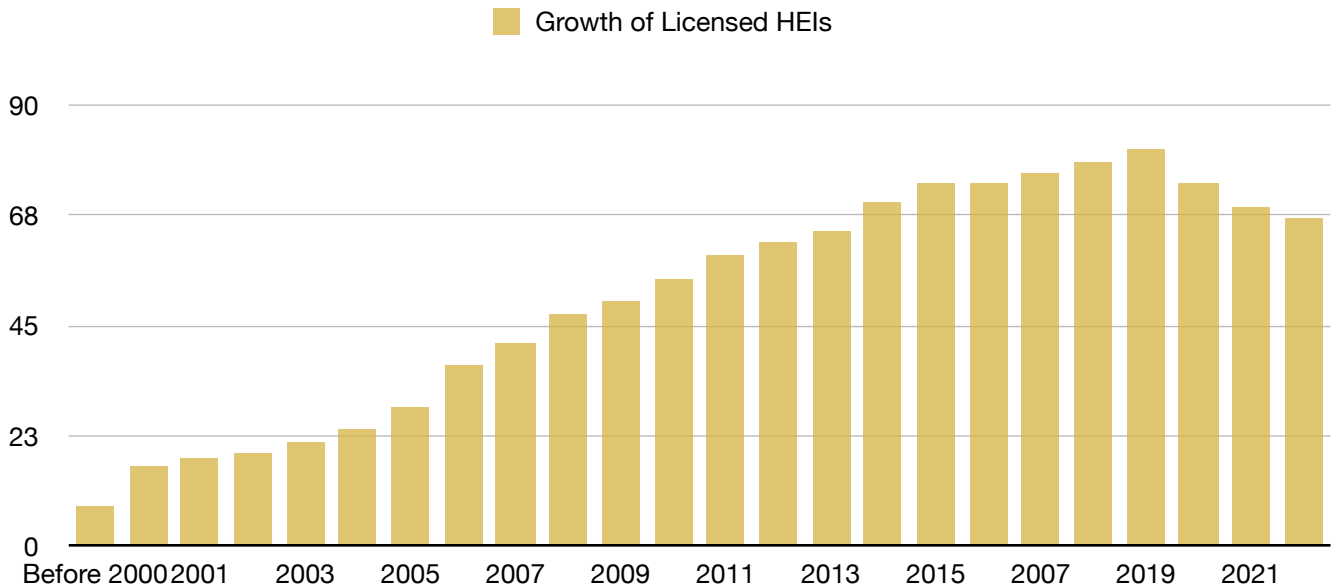
- Branch campus of International HEI
- Government Funded iHEI
- Private HEI

67 active HEIs

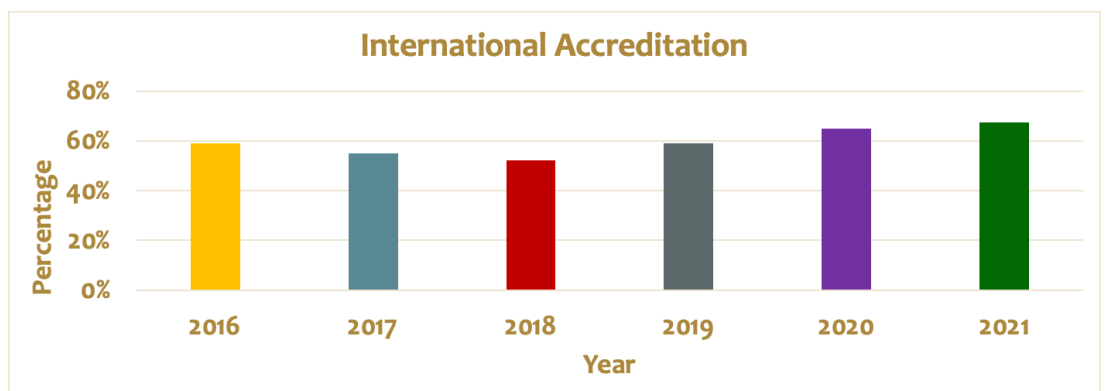
Since the formation of the CAA in 2000, the UAE has experienced considerable economic development during its first 50 years, and expansion of UAE's Higher Education sector increased apace with this rapid development. The federal government's commitment to the role of education in national development is recognized in Article 23 of the UAE Constitution and successive national plans and strategies, including to the present, have prioritized the development of the higher education sector in the country.

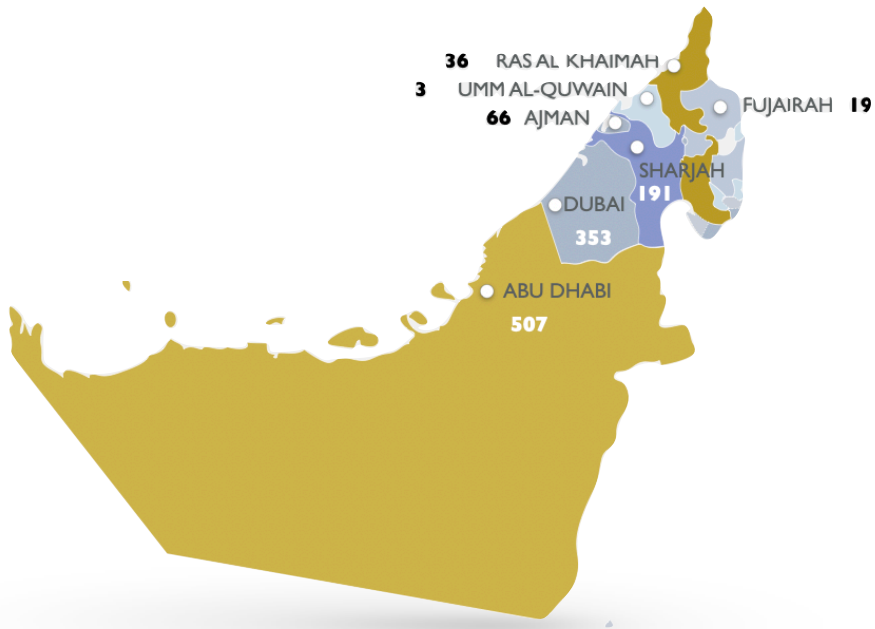
Since the establishment of UAE's first university, United Arab Emirates University, in 1977, the UAE Higher Education sector blossomed, with the greatest growth occurring after 2005. This expansion is not inclusive of the 41 additional Free Zone HEIs that do not operate under MoE licensure. Parallel to the marked growth in the number of licensed HEIs, the UAE higher education sector also experiences a rapid and continuing growth in the number of accredited programs that these institutions offer. Many private and governmental Institutions follow the American HEI model, but European, UK and other models are now represented in the UAE higher education sector.

2021 included a rise in the number of licensure applications from institutions operating in the educational Free Zones, indicating HEI's increasing value CAA licensure and accreditation.



Beginning in 2019, the growth of the HEI sector slowed. This is in part due to a natural stabilizing maturity and increase in competition at the higher end of the HEI market which has a number of contributing factors: (1) the introduction of the CAA's 2019 Standards, (2) publication of CAA's risk assessment of licensed universities, (3) CAA initiatives to encourage international accreditation of institutions and programs, and (4) MoE implementations to ensure parents and potential students are aware of Institution's rankings, graduate employment rates, accreditation status, and ability to receive attestation of degrees. These factors also contributed to an increase in licensure and program accreditation applications from Free Zone HEIs in 2021. These initiatives over the last two years contributed to creating a more competitive, higher quality UAE HEI sector which is better placed to attract top international researchers as well as local and international students.



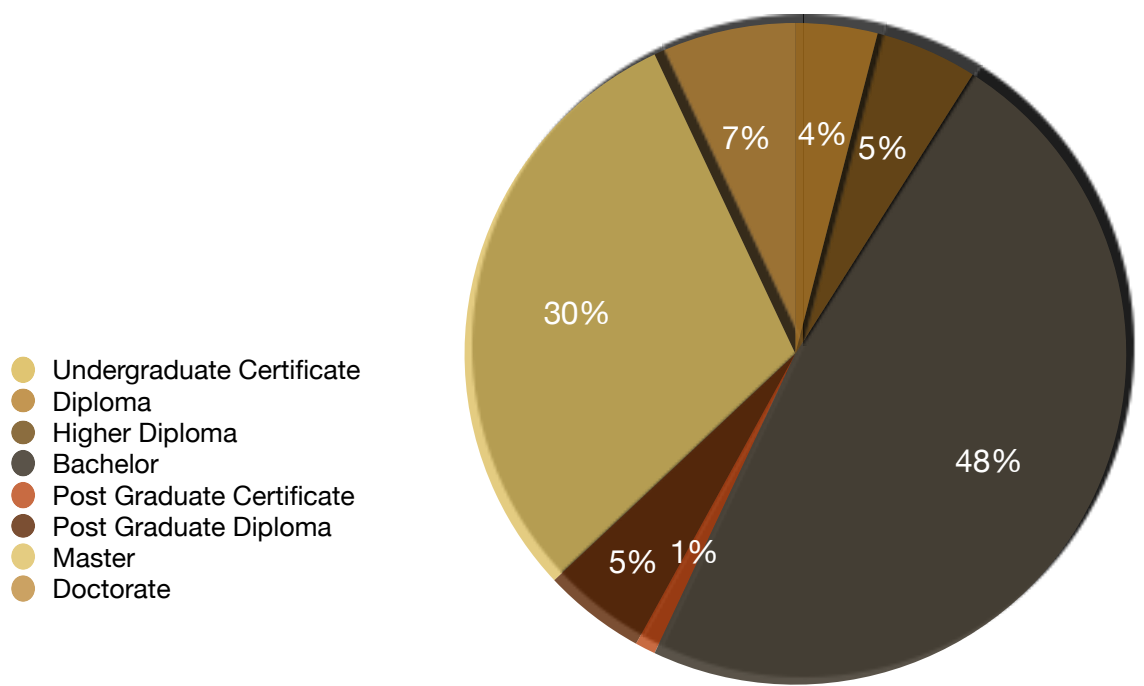


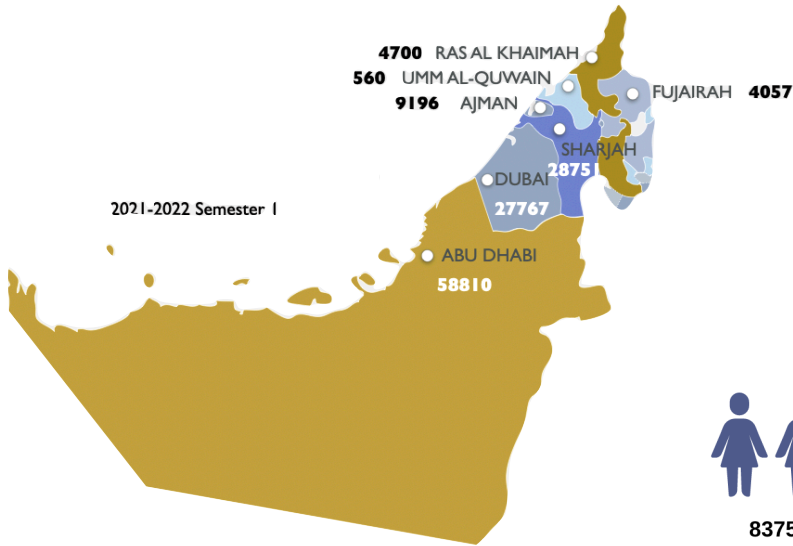
Accredited programs distribution by area of subject or discipline

1175 Accredited Programs

Programs @ a Glance

The CAA accredits a wide variety of programs across the spectrum of academic fields with the majority focused in STEM and professional fields. The accredited programs are heavily weighted towards the academic fields of Business, Engineering and Health Sciences. The last two years has seen an increase in the numbers of graduate degrees and postgraduate certifications.



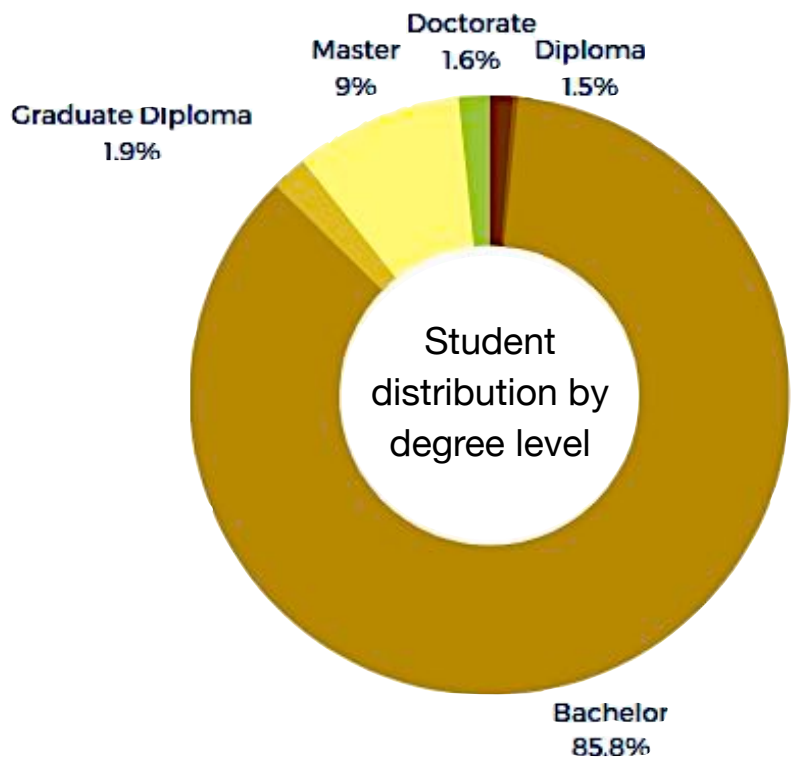
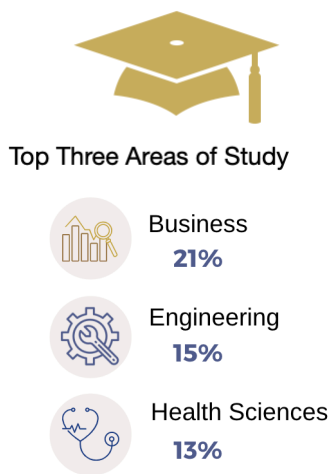


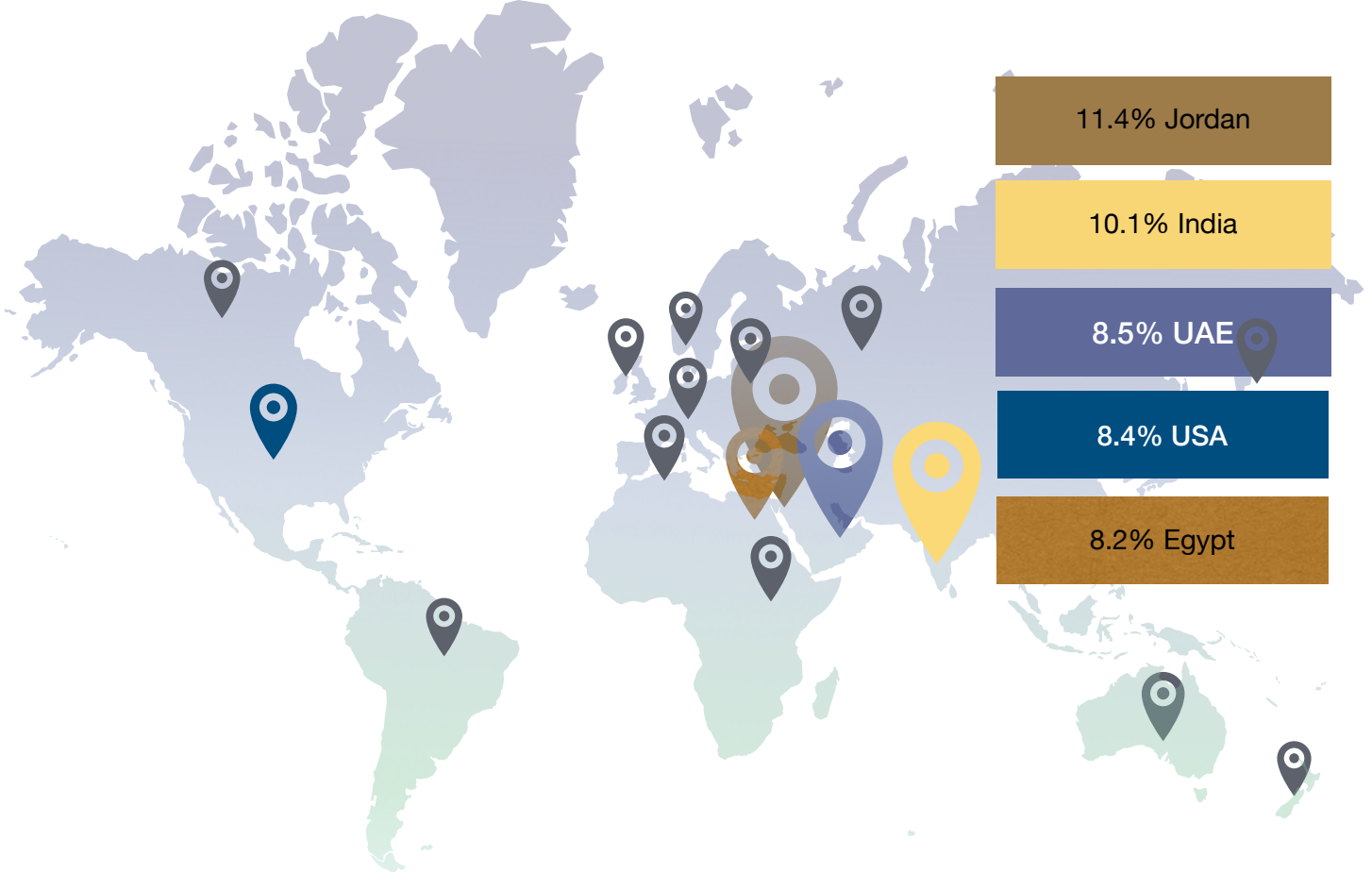
83753 female students, both national and non-national

133841 Students

Numbers of students enrolled in licensed HEI's are increasing in diversity, with the majority of Emirati students now at 63.4%. Female students are approximately 62.57% of all students at licensed HEIs. The top three areas of study, Business, Engineering, and Health Sciences align with the most numerous accredited programs.

While the vast majority of students are enrolled in Bachelor level programs, enrollment in Master's and Doctoral programs is rising.





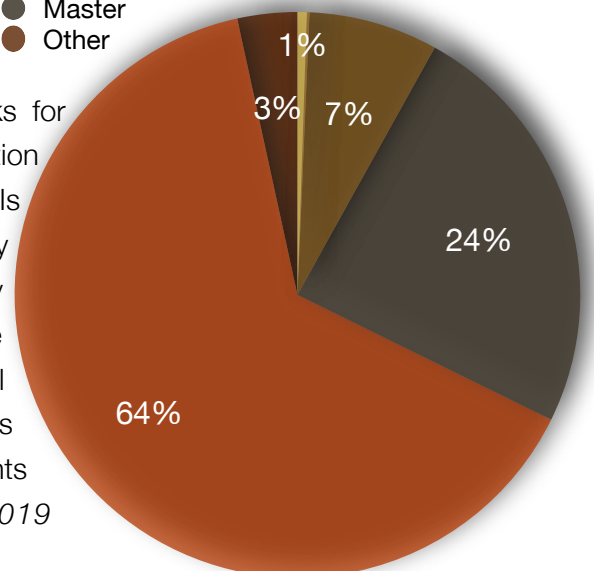
8861 Faculty from **130** Countries



3385 female faculty, both national and non-national

- Diploma
- Higher Diploma
- Bachelor
- Master
- Doctorate
- Other

CAA licensed HEIs often receive high marks for faculty diversity during international accreditation and ranking reviews. Faculty at UAE HEIs come from around the world, with the majority from Jordan and India. The majority of faculty at UAE licensed HEIs have PhDs, and the percentage of faculty qualified with terminal degrees has increased over the last two years as universities aligned with higher requirements for terminal degree holders in the *2019 Standards*.



The Commission @ a Glance



The Commission

- What We Do
- Organizational Structure
- Committees
- Commissioners
- Administrative Team
- External Reviewers

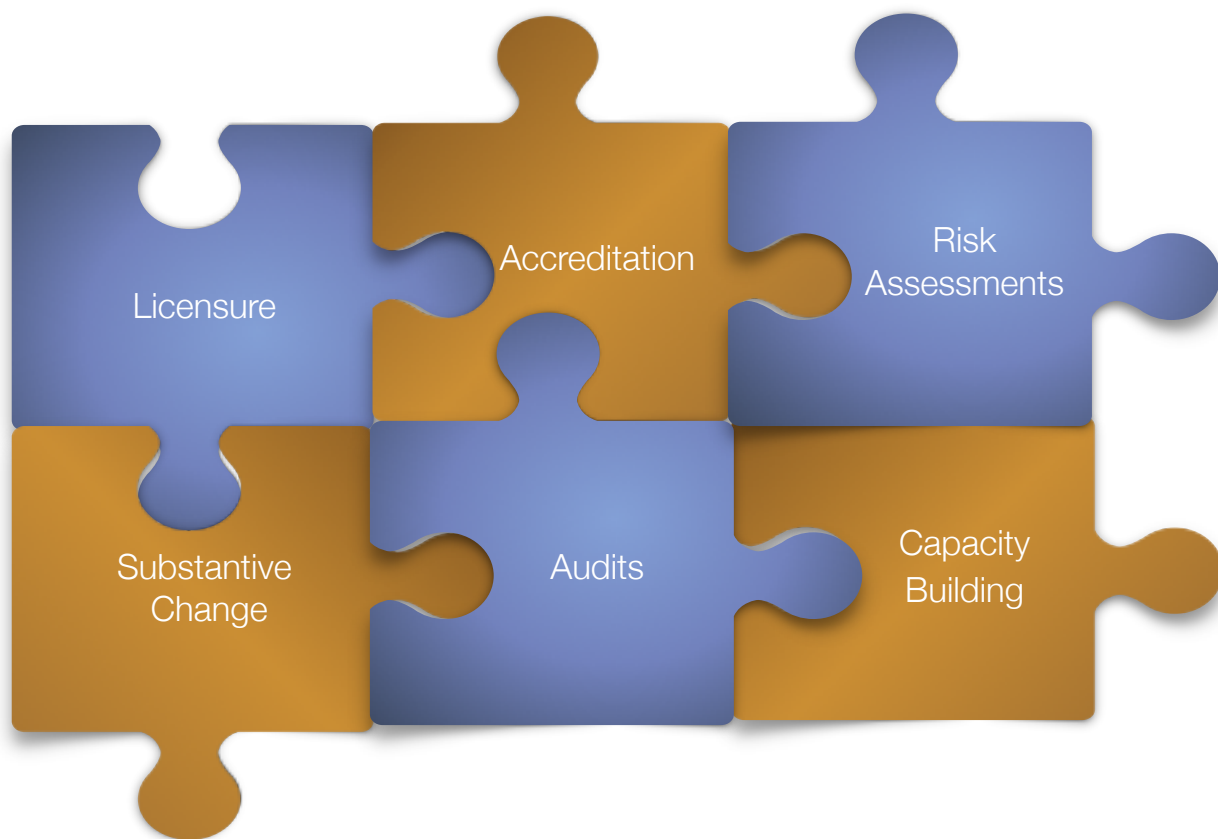
Ministry Resources

- CAA Offices
- Ministry Support
- Higher Education Platform: Licensing and Accreditation Management System

How We Work

- Application Workflow
- Substantive Change Workflow
- Audit Workflow

What We Do



The Commission for Academic Accreditation (CAA) is the UAE Federal Government Quality Assurance Agency for Higher Education. Its jurisdiction includes all seven of the Emirates of the UAE and overseas campuses of UAE-based higher education institutions.

The CAA was established in 2000 in association with Ministry of Higher Education and Scientific Research for the purpose of assuring that private HEIs and programs meet international quality assurance standards. The scope of the CAA's activities was broadened in 2012 to include licensure and accreditation of all HEIs in the country, including governmental HEIs. Additional to its licensure and accreditation activities, the commission has responsibility for approval of substantive changes to HEIs and their programs, and undertakes academic audits of HEI activities. The CAA now also conducts risk assessments and investigates concerns about higher education provision and provides advice, support and development opportunities for HEIs in line with its Mission.



The Commission

Working collaboratively with relevant national and local authorities in the Emirates, the CAA has a key leadership role in securing and developing the quality of higher education in the UAE. As a matter of the highest priority, it sets out to safeguard academic standards, and to assure and enhance the quality of learning opportunities provided for students in UAE's higher education institutions (HEIs).

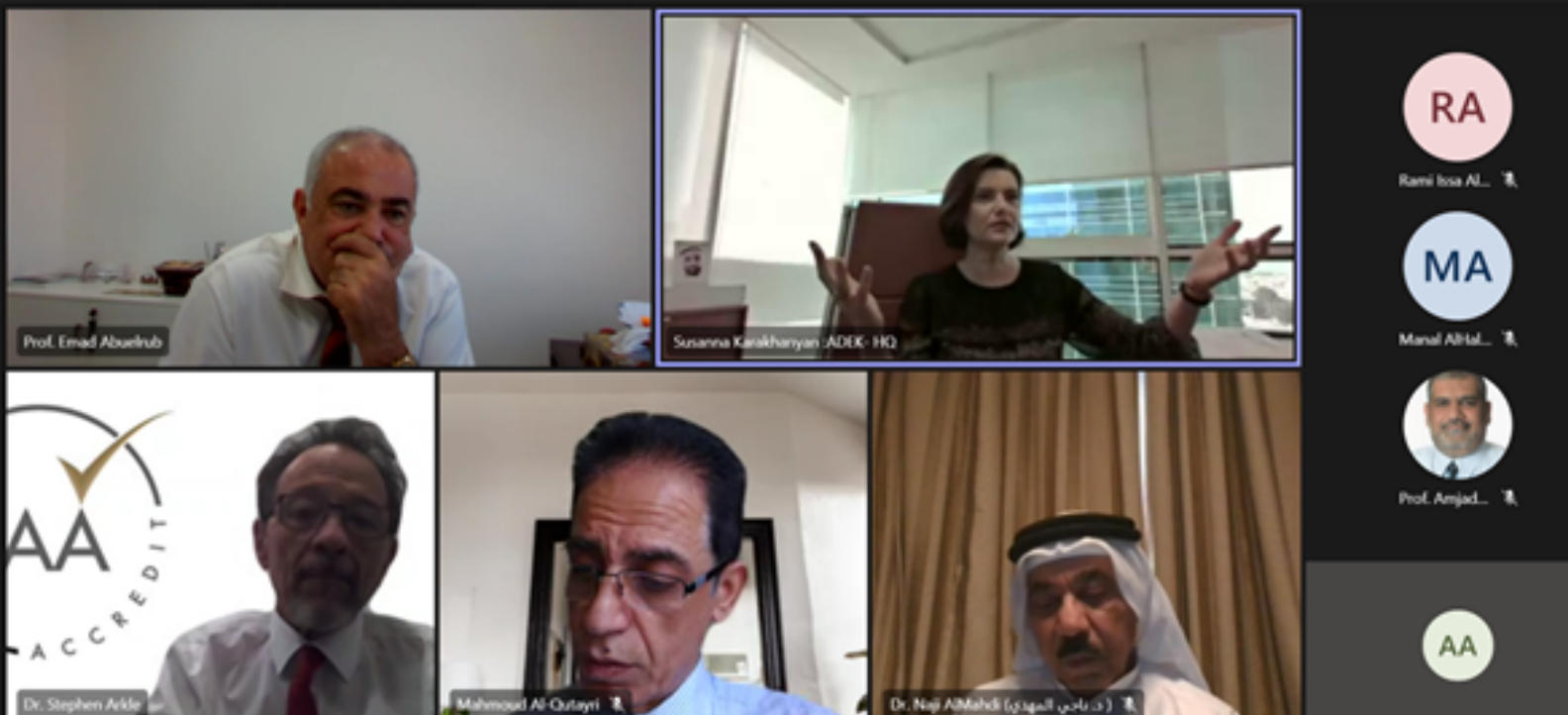
The CAA works internationally with international quality assurance groups and is now recognized by The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and has agreements and memberships in many other international organizations. The CAA now conducts joint reviews with field-specific organizations such as AACSB and Accreditation Council for Pharmacy Education (ACPE).

The CAA currently has fourteen Commissioners in various fields including business, engineering, sciences, law, health sciences, humanities and arts. Its senior committee is the Council of Commissioners, composed of the executive director and all Commissioners. The CAA is supported by administration staff executives, who are taking care of quality, archiving and logistics. A Strategic Advisory Committee consists of members of representative stakeholder groups in higher education in the UAE. The CAA also provides strategic academic advisory support to senior leadership of MoE on tertiary academic policies, trends and developments.

Organizational Chart



Dr. Mohammad Baniyas, Award Ceremony, Certified Review Project



3rd Meeting of the Strategic Advisory Board, Fall 2021

The CAA has three primary governing committees

Strategic Advisory Board

The Strategic Advisory Board meets biannually.

Members:

Prof. Khaled Shuaib, CIT, UAEU

Dr. Mahmoud Al-Qutayri, Associate Dean, Graduate Studies, KU

Dr. Najj AlMahdi, Board Member, Chief Executive Officer, NIVE

Prof. Rami Issa Al-Ruzouq, College of Engineering, UoS

Dr. Susanna Karakhanyan, Higher Education Policy & Regulation Director, ADEK

Mr. Taner Topcu, Director of Academic Zone, RAKEZ

Quality Assurance Committee

The QAC reviews systemic quality assurance issues as they arise and coordinates with the Strategic Advisory Board in drafting, updating and reporting on the CAA's Strategic Plan.

Council of Commissioners

The CoC consists of all Commissioners and meets every two weeks to formally review recommendations from External Review Teams. The CoC also regularly discusses and reviews CAA policies, practices, amendments, additions or new revision to the CAA *Standards*, requests for guidance from institutions, and formally considers potential reviewers for inclusion in the CAA database of approved reviewers among other items relevant to the work of the CAA.

Commissioners

Our Commissioners have extensive academic experience with both international and local accreditation systems. The Commissioners represent several academic traditions and cultures, with most working or studying in several academic traditions. We believe this diversity of academic traditions implements the CAA's commitment to seeking out the best international academic and accreditation practices to incorporate into development of the *Standards* and to guide our review teams.



Prof. Dr. Mohamed Yousif Baniyas
Director, Commission
Academic
Accreditation

Prof. Emad Abuelrub
Senior Commissioner
Primary area - Computer
Science



Prof. Aly S. Nazmy
Commissioner
Primary area - Engine

Prof. Dhayaneethie Perumal
Commissioner
Primary area - Health
Sciences



Prof. Abdulsalam Ghaith
Commissioner
Primary area - Sciences

Prof. Jehad Ahmed Al-Sadi
Commissioner
Primary area -
Computer Sciences



Prof. Amjad Mohammad Qandil
Commissioner
Primary area - Health
Sciences

Prof. Mohammed Al Jarrah
Commissioner
Primary area -
Engineering



Commissioners



Prof. Dawit Teklu
Commissioner
Primary area -
Social Sciences

Prof. Tracy Ann Scholl
Commissioner
Primary area - Humanities



Prof. Rihab Khalifa
Commissioner
Primary area -
Business
& Economics

Prof. Mousa S. Mohsen
Commissioner
Primary area - Engineering



**Prof. Youssef Abdel
Magid**
Commissioner
Primary area -
Engineering

Prof. Stephen Arkle
Commissioner
Health Sciences
(Retired)



**Prof. Robin
Bunton**
Commissioner
Retired

**Prof. Rhys Rowland
Jones**
Commissioner
Retired



Prof. Berthold Peters
Commissioner
Retired



Prof. Judith Buchanan
Commissioner
Retired



Prof. Thomas Hochstettler
Commissioner
Retired

Administrative Team

The CAA administrative team strives to perform at a high standard to exceed stakeholders' expectations. The Team is equipped with a rich combination of academic backgrounds in Quality Assurance, Statistics, Finance, Business Administration, Law, Pharmacy, Computer Science, Engineering, and English Literature. Team members have competencies in data collection, data analysis, risk management, business process re-engineering, protocols, logistics, project management, website management, students affairs, and administrative management support.

Team Members	Fatima Al Jafri	Academic Expert
	Mouna Al Kousi	Senior Specialist Quality & Operations
	Alia Mohammed Al Shamsi	Program Specialist
	Ayah H. I. Eshbair	Programs Benefit Assistant Specialist
	Ayesha Mohamed Al Mazroiei	Administrative Services Officer
	Eman Ghorab	Executive
	Khawla Alkatheri	Programs Benefit Assistant Specialist
	Lubna Abdul Nazar	Assistant Programs Specialist
	Nahed Saeed Al Ebri	Administrative Services Executive

Team Responsibilities	Provide an authoritative source of information pertinent to academic matters, including CAA <i>Standards</i> , records of Higher Education Institutions applications and status of HEIs licensure and programs accreditation.	Provide timely executive and administrative support to the CAA Director, Commissioners, and Senior Management Team.
	Data and information management	Respond to diplomatic requests for information concerning UAE's licensed Higher Education Institutions and our Quality Assurance Systems.
	Logistics and Financial Management	
	Administrative management of student complaints and requests	Collaborate with other departments within the Ministry of Education on interdepartmental projects.



ERT Selection

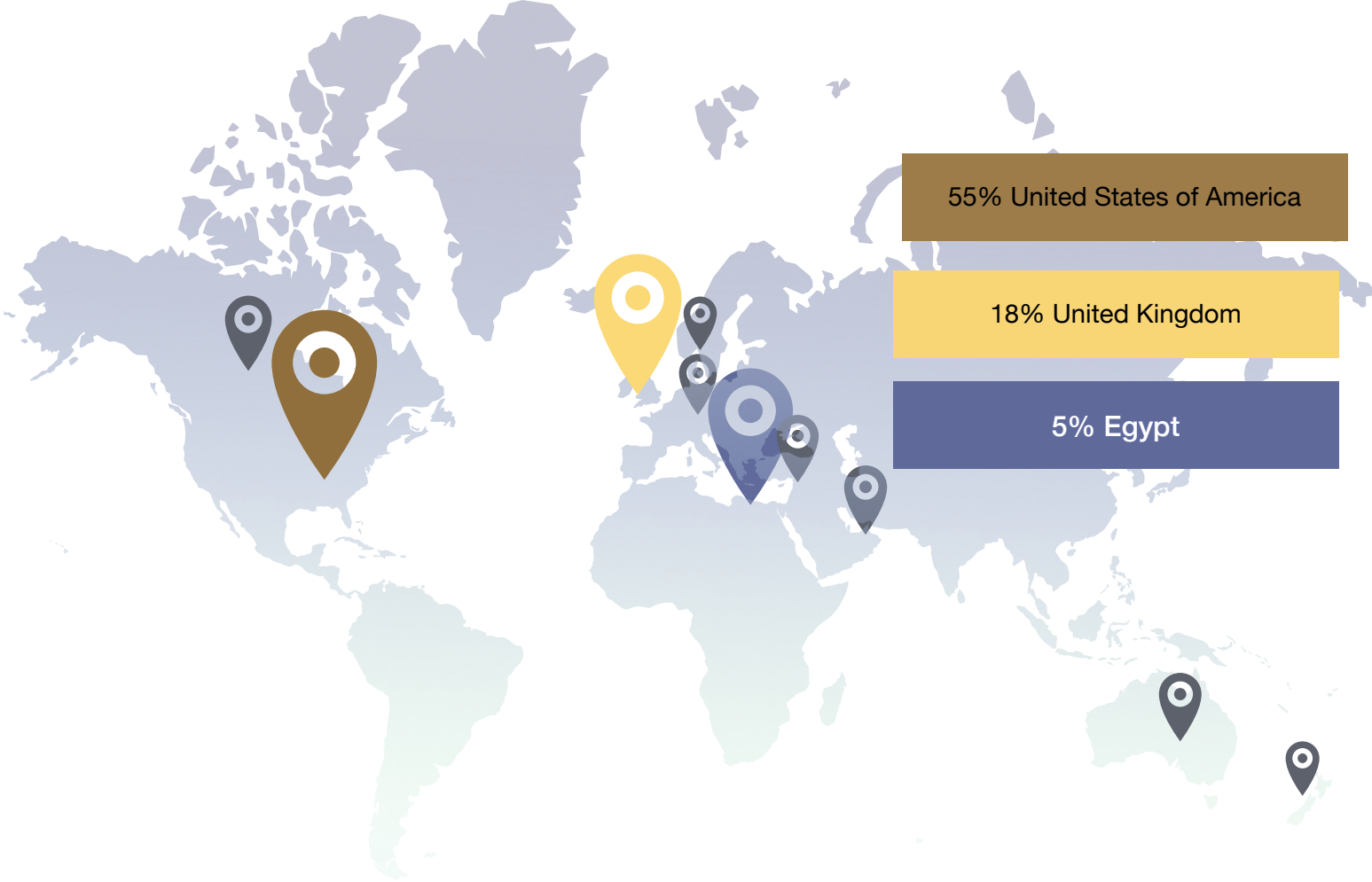
The CAA has sought and continues to seek out top international reviewers who can apply the best international practices in reviews of local universities. The CAA relies heavily on a large number of subject-matter academics to form our External Review Teams (ERT) internationally and locally.

CAA maintains a registry of more than 1000 subject matter specialists, which are regularly updated. Additions are added upon review of credentials by the CoC.

In addition, the CAA now calls upon local reviewers who have completed CAA's Certified Review Project.

Formulation of an ERT begins with an assigned commissioner searching for potential members of ERT teams who are of a professorial rank and have considerable expertise in research, university academic administration and academic quality assurance. Commissioners provide coordination and evaluative support to the ERT during visits (whether hybrid or onsite review) to ensure efficient and rigorous reviews of academic programs and institutions.

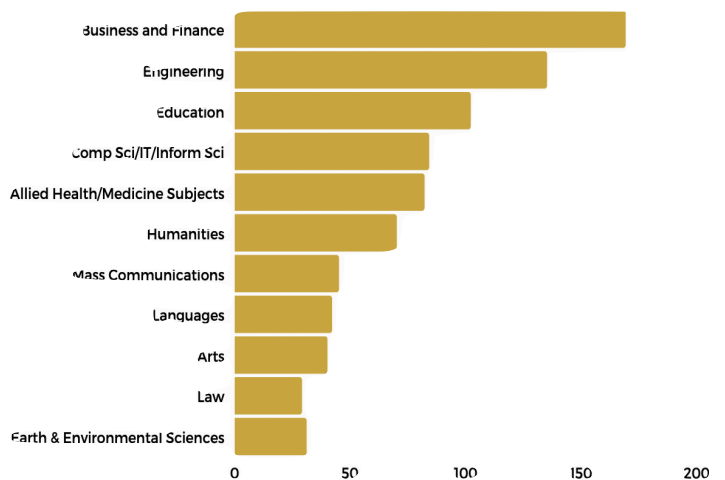
Reviewers



The CAA's ERT registry includes reviewers from 38 countries around the world. The majority of our reviewers are based in USA. The next largest group are from United Kingdom and European countries, followed by reviewers from Egypt. The CAA also includes reviewers from Canada, other African nations, Australia and New Zealand.

The broad specializations of the reviewers reflect the distribution of programs in the UAE, where the largest number of academic programs are in business and finance, followed by engineering, education and computer science.

ERT Field Distribution



CAA Offices

The CAA offices were previously located in the IPIC tower, at Al Muroor Road, Abu Dhabi, from the period 2017 to 2021.

In June 2021, the CAA offices relocated to the second floor of the Ministry of Education in Khalifa City, Abu Dhabi.



RESOURCES

Ministry of Education Support

The CAA receives support from Ministry of Education support in terms of Human Resources, Information Technology, Finance, Procurements and Facility Management Services including hospitality support, maintenance, security, and cleaning.

Higher Education Platform - Licensing and Accreditation Management System

The CAA has collaborated with Tahaluf Al Emarat Technical Solutions, one of the growing IT companies that has developed advanced software solutions for the government sectors, to provide the CAA with more efficient Information Systems.

The CAA established a project committee team from the CAA including Prof. Jihad Al Sadi, Ms. Mouna Al Kousi and Ms. Lubna Abdul Nazar, and the IT department at the Ministry of Education. The project began in November 2020, with the CAA team gathering information for the requirements process

The Software Specifications Requirements document was formalized on 21 April 2021, launching the design and implementation stages. The system is currently at the *User Acceptance Testing* phase that started in December 2021 prior to fully launching the platform.



Retirement Celebration The CAA bids good wishes in retirement to Dr. Stephen Arkle, one of our of longest serving and most valuable Commissioners.



Target Timelines

Registration & Assignment

Application submitted by HEI & registered by CAA office.

1

1 Week

External Review & Evaluation

Assigned to Commissioner who assembles an ERT to conduct a site visit and submit an evaluation report

2

4 months

Institutional Response & Reply

ERT report sent to HEI with 1 month response timeline (up to 3 responses)

3

1-3 Months

Evaluation Assessment

Responses evaluated by Commissioner and ERT

4

3 Months

Decision

Executive summary presented to Council of Commissioners for decision

5

1-2 Weeks

Notification

HEI notified of decision

6

1 Week

How We Work

Application Workflow

Substantive
Change

How We Work

Substantive Change Workflow

Registration & Assignment

Application submitted by HEI, registered by CAA office and assigned to a Commissioner.

1

1 Week

External or Desk Review and Evaluation

Assigned Commissioner organizes an ERT review or conducts desk review.

2

2 Months

Institutional Response & Reply

ERT report sent to HEI with 1 month response timeline (up to 2 responses)

3

1-2 Months

Recommendation

Responses evaluated by Commissioner and ERT

4

2 Months

Decision

Executive summary presented to Council of Commissioners for decision

5

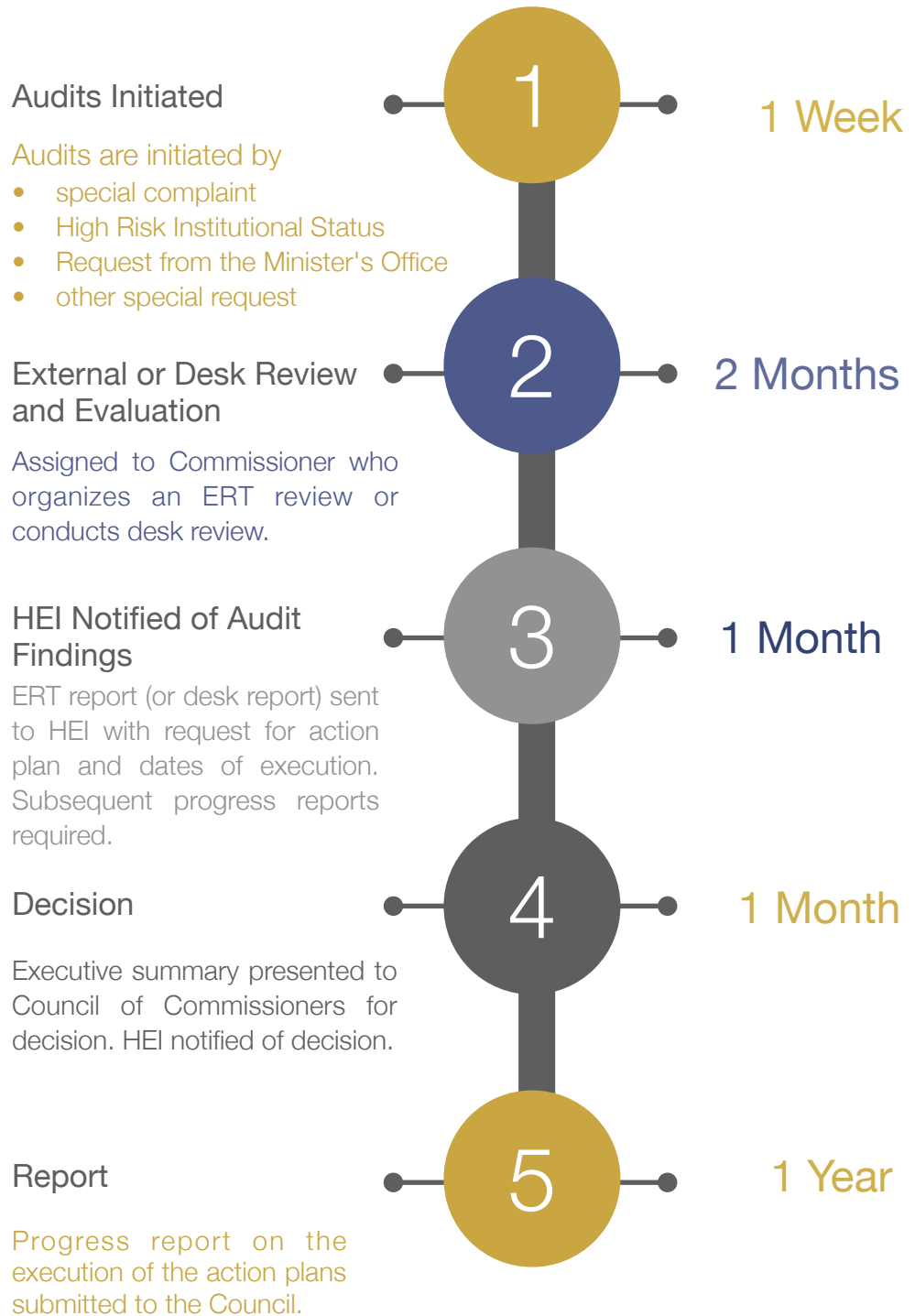
1-2 Weeks

Notification

HEI notified of decision

6

1 Week



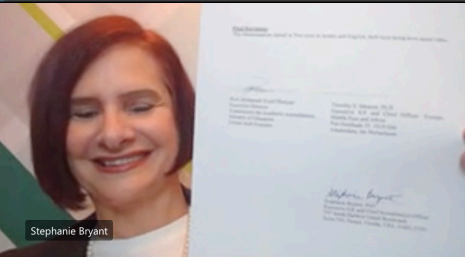
International Partners



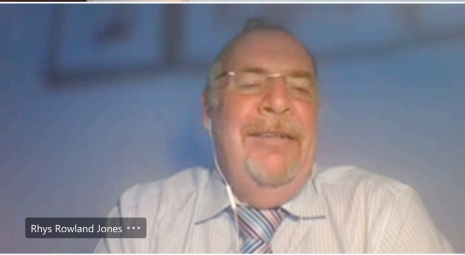
Fatima Al Jafri ...



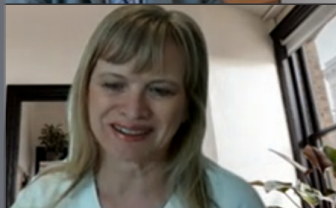
Amna AlHammedi



Fatima Al Jafri



MOU Next Week



Amna AlHammedi





CAA's International Approach

CAA strategic plans include objectives to adopt collaborative practices with international accrediting and education agencies to enhance the quality assurance process. This includes seeking recognition from international organizations, developing shared alignments and understanding of principles of accreditation, review processes and program design, as well as conducting joint reviews.

The CAA, together with the Ministry of Education, also encourages international accreditation of institutions and programs. The CAA encouraged the international accreditation and initiated a program of conducting joint reviews with international agencies where feasible and appropriate, and 2020-21 saw an increase in international accreditation of programs and institutions.

The CAA developed protocols for joint accreditation reviews and memorandum of understanding with recognized field-specific accrediting bodies such as ACPE and AACSB.



Professionally, joint reviews add values to the academic programs and reduce the institutional financial burden toward the international accreditation, thereby enhancing CAA international recognition, the higher education academic programs and opportunities for their graduates in the UAE.

The CAA meets with representatives from AACSB



CERTIFICATE OF ALIGNMENT

The Board of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) certifies that

Commission for Academic Accreditation (CAA)

is successfully aligned with the *INQAAHE Guidelines of Good Practice, 2016 Edition*, from 12 July 2021 to 12 July 2026

SUSANNA
KARAKHANYAN
INQAAHE President

MARTÍ
CASADESÚS FA
INQAAHE Secretary

INQAAHE Alignment

The CAA successfully aligned with the International Network for Quality Assurance Agencies in Higher Education Guidelines of Good Practice, 2016 Edition, from 12 July 2021 to 12 July 2026. This recognition confirms the high quality of CAA practices which reflects on the quality of its Institution Licensure, Program Accreditations, and Audits.

WFME Recognition

The CAA received recognition from the World Federation for Medical Education (WFME) for the period from June 2019 to June 2029 as the first in the GCC region to receive this recognition for medical programs.



When feasible and *Standards* sufficiently align, the CAA addresses “accreditation fatigue” and “accreditation costs” by conducting joint program accreditation reviews with international field accrediting agencies. The CAA plans to expand the practice of joint program accreditation reviews in coming years.

The CAA has agreements with three quality assurance groups to conduct joint program accreditation reviews: Association to Advance Collegiate Schools of Business (AACSB), Australian Dental Council (ADC) and the Accreditation Council for Pharmacy Education (ACPE). The CAA conducted joint reviews during 2020-2021 with AACSB and ACPE.

Joint Review with AACSB

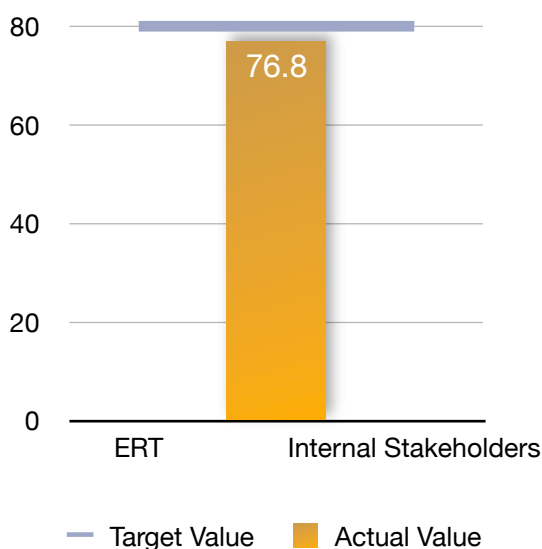
Renewal of Program Accreditation of School of Business Administration, American University of Sharjah, February 2021:

- ▶ Bachelor of Science in Business Administration - Accounting
- ▶ Bachelor of Science in Business Administration - Economics
- ▶ Bachelor of Science in Business Administration - Finance
- ▶ Bachelor of Science in Business Administration - Management
- ▶ Bachelor of Science in Business Administration - Management Information Systems
- ▶ Bachelor of Science in Business Administration - Marketing
- ▶ Master of Business Administration
- ▶ Master of Science in Accounting

Joint Reviews with ACPE

- ▶ Renewal of Program Accreditation: Bachelor of Science in Pharmacy, Al Ain University, 28 February-3 March 2021
- ▶ Renewal of Program Accreditation: Bachelor of Pharmacy, Dubai Pharmacy College for Girls, September 2021
- ▶ Renewal of Program Accreditation: Bachelor of Pharmacy, Ras Al Khaimah Medical and Health Sciences University, October 2021

Satisfaction with Pilot Joint Visits



The KPI is approaching target for HEIs.

Main area for improvement:

- HEI: The cost effectiveness of mutual accreditation decisions

Action Plans: Will be discussed and decided by Council of Commissioners

The CAA coordinated joint activities formalized through Memorandums of Understanding. These activities focused on information, experience sharing and the previously mentioned joint reviews. Over 2020-2021, COVID 19 did not slow down the CAA's progress on meeting goals for forming and conducting activities with international partnerships. In 2020-2021, the CAA formalized or renewed partnerships with:

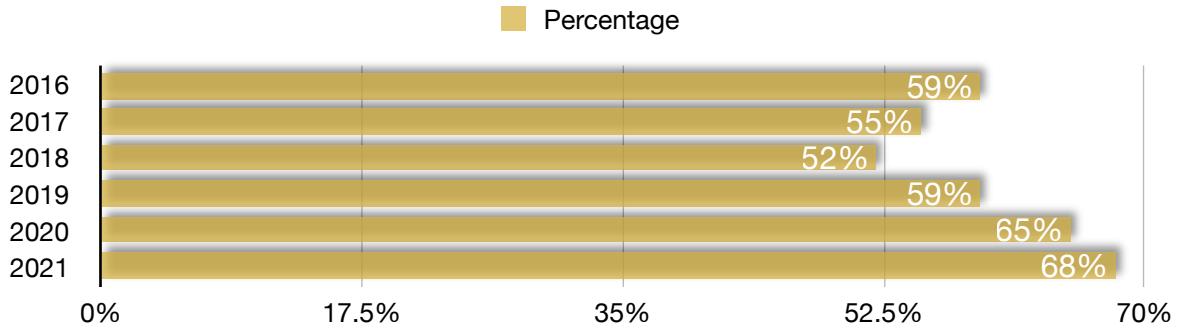
- ▶ High Council for the Evaluation of Research and Higher Education (HCÉRES) 29 July 2021
- ▶ Australian Dental Council (ADC) 23 February 2021
- ▶ Accreditation Council for Pharmacy Education (ACPE) Renewed 7 December 2020
- ▶ Pharmacy Education Summit - A Roadmap for Pharmacy Education in the UAE, 6-7 March 2019
- ▶ Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) 22 September 2020
- ▶ UK Quality Assurance Agency (QAA) 16 September 2020
- ▶ Association to Advance Collegiate Schools of Business (AACSB) 10 September 2020
Opportunity For Dual Accreditation Between CAA And AACSB Seminar, 9 December 2021
- ▶ Tertiary Education Quality and Standards Agency (TEQSA) 29 November 2019



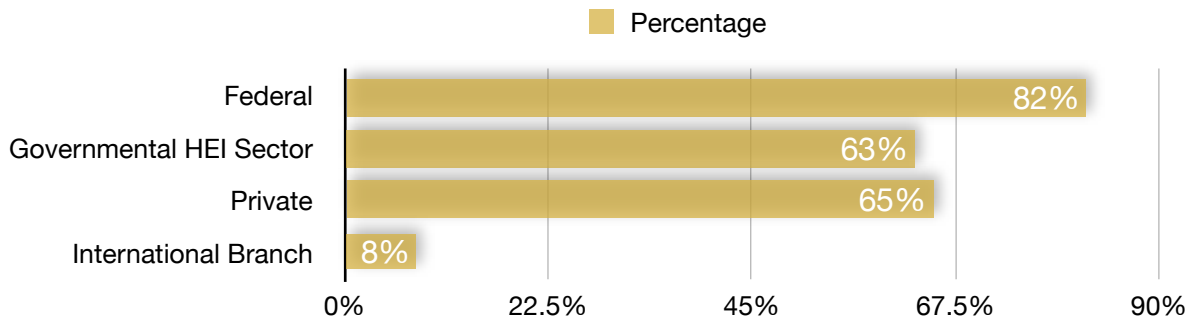
CAA welcomes Australian Dental Council

Progress Report International Accreditation

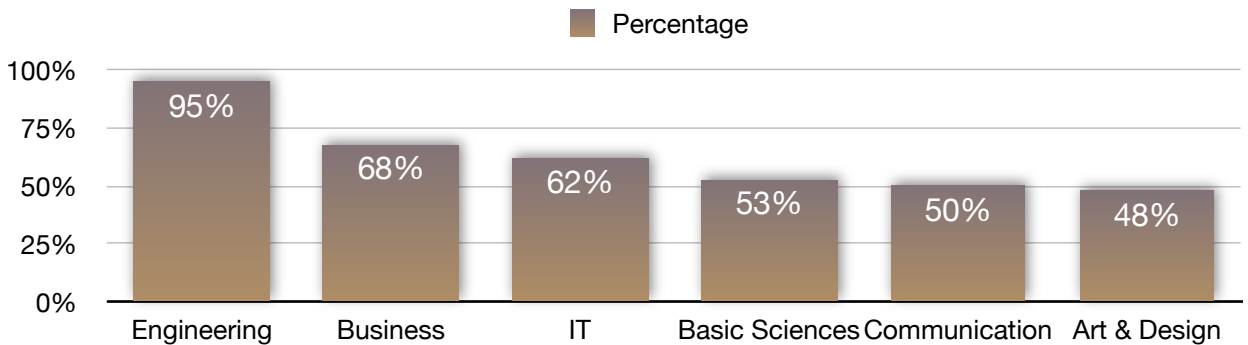
Trend per year: Steady improvement from 2019-2021. The target of 65% set for year 2021 was already met in 2020.



Trend per Sector: Federal institutions have the highest percentage of internationally accredited program, with similar percentages in the local governmental and private institutions.



Trend per Discipline: Disciplines in Engineering and Technology have very high percentage of international accreditation. Lowest percentage is in Health Professions programs but have improved over the previous years.

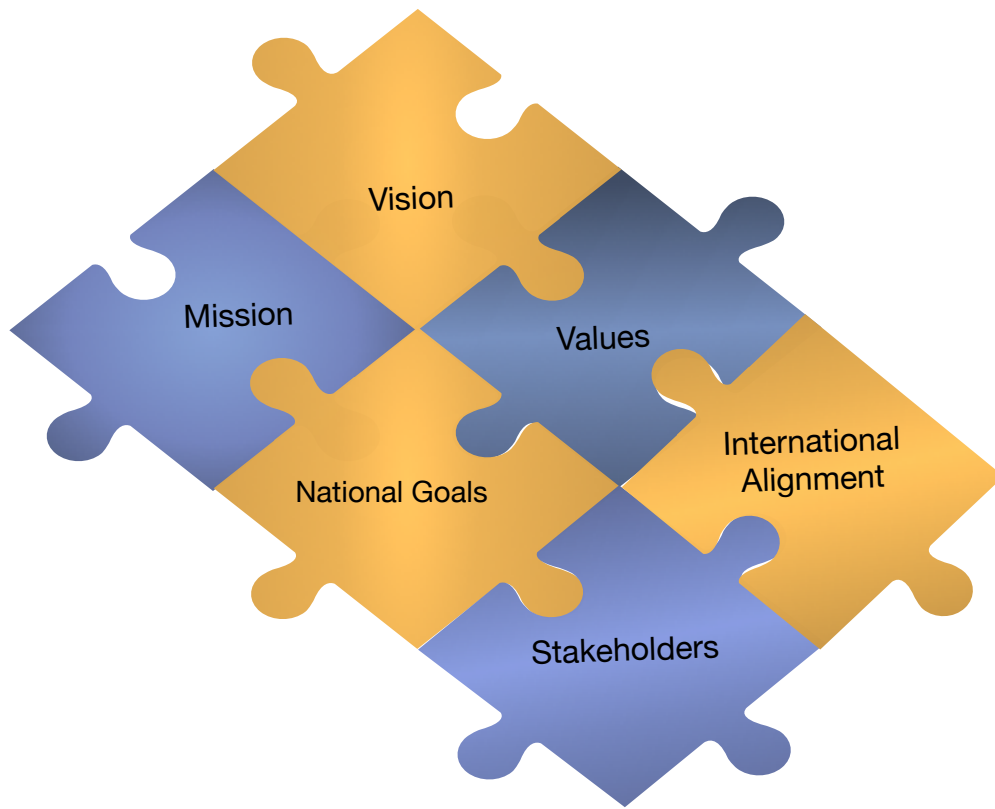


Strategic Plan



- Strategic Plan
- Stakeholders
- Mission, Vision & Values
- Strategic Goals
- Key Accomplishments
- Future Plans





In 2019, the CAA formulated a full Strategic Plan to guide the CAA through the following four to five years. The CAA was guided by its Mission, Vision, Values, and informed by UAE national strategic plans. Implementation began in 2020 with the introduction of the *2019 Standards*.

The CAA also considers its stakeholders when formulating the strategic plan. HEIs and their community of students are its primary stakeholders, as they are the main beneficiaries of quality assurance. Other interests are considered: international partners, local regulatory bodies and employers. By developing aligned and shared goals that benefit our stakeholders, we contribute more to society.

The plan aims at workflow efficiencies, staffing plans, increased internationalization and educational reforms necessary to prepare students for the many changes and challenges facing them in the 21st century. The achievement of the Strategic Plan is measured through a Key Performance Indicator evaluation plans that directly involves many of the stakeholders at differing stages. The CAA deploys surveys and engages with stakeholders to track the action plan, which formulate the basis for evaluation and analysis of the CAA's performance in relation to achieving its strategic goals. The data demonstrates that even with COVID-19 disruptions, the CAA made significant progress towards the completion of its strategic plan during 2020-2021.

Stakeholders

The CAA views the higher education institutions that we license and whose programs we accredits as our primary beneficiaries in developing a world class educational system in the UAE. The CAA involves representatives from licensed institutions in all reform projects, revisions to *Standards*, development of guidances, and invites institutions to share their best practices.

Students are one of our stakeholders and main beneficiaries of our quality assurance work. In both private and public sectors, the CAA strives to improve the quality of education to ensure that students are prepared for 21st Century careers and life.

Students

UAE HEIs



Local Employers

The CAA views local employers as a group benefiting from the quality assurance work that we undertake. By engaging local employers in the review processes, the CAA receives feedback and information on the quality of students' education and preparation for their careers.

International Partners

The CAA regularly engages with international accrediting and quality assurance agencies, including INQAHEE. USA's regional accreditors, UK's QAA, and field-based accrediting agencies such as AACSB, ABET and medical agencies among others. The CAA is open to conducting joint reviews with other agencies. The CAA has already begun holding joint reviews of Business Programs with AACSB.

Governmental Agencies

The CAA regularly engages with other governmental agencies such as ADEK, KHDA and RAKEZ Academic Zone, and have representatives from them in our CAA Strategic Advisory Committee. The CAA also works closely with the Emirates Schools Agency and the NQF to ensure that the higher educational sectors takes a holistic perspective of K-postgraduate education to ensure a robust lifelong learning journey for students.

Mission, Vision, and Values

CAA Mission

To work collaboratively with stakeholders to assure the quality, effectiveness, and continuous improvement of higher education, safeguard its system, embrace its diversity and foster the quality culture.

CAA Vision

To provide leadership by upholding quality assurance standards that promote distinction, innovation and academic excellence within higher education.

CAA Values



Strategic Goal 1

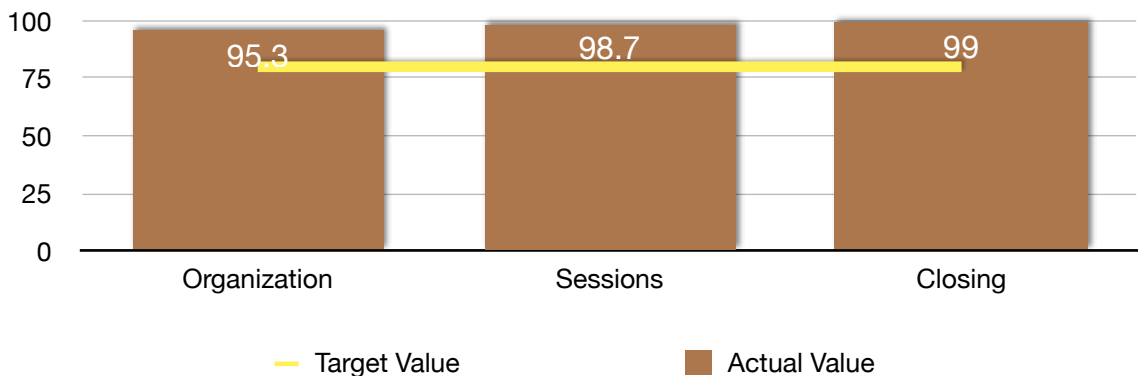
Provide institutional licensure and program accreditation services using contemporary and internationally inspired Standards and efficient procedures that accommodate the expanding and diverse higher education landscape in the UAE.

	STRATEGIC INITIATIVES, ACTIONS & KPIS	2020	2021	COMPLETION RATES	NOTES
1A	Ensure that the CAA Standards are aligned with international best practice	●	●		
ACT	Renewing INQAAHE Recognition	●	●	100%	Recognition received in December 2021
ACT	Maintain WFME Recognition	●	●	100%	Renewal maintained July 2021
2B	Training and certifying UAE-based external reviewers and Contribute to the development of a culture of academic quality enhancement in the UAE and internationally.	●	●	100%	
ACT	Conduct a structured program to certify UAE-based reviewers	●	●	4 Rounds of CRP completed	147 participants, 66% successful completion of reviewers (see section on <i>Capacity Building</i> for more detail)
ACT	Providing professional development opportunities seminars and workshops to stakeholders	●	●	6 Workshops	eLearning Readiness Seminars 2020 and 2021 Workshop for joint AACSB-CAA reviews Others delayed due to COVID-1
KPI	Stakeholder Surveys	●	●		See survey results

● In Progress
 ● Completed
 ● Not Completed
 ● Continuous

KPI 1 for Strategic Goal 1: Participants Satisfaction with the CRP (Latest Round)

CRP delivery of a reviewer training proved successful for participants both in terms of completion rates (see *Capacity Building* section for this data) and high participant satisfaction results.

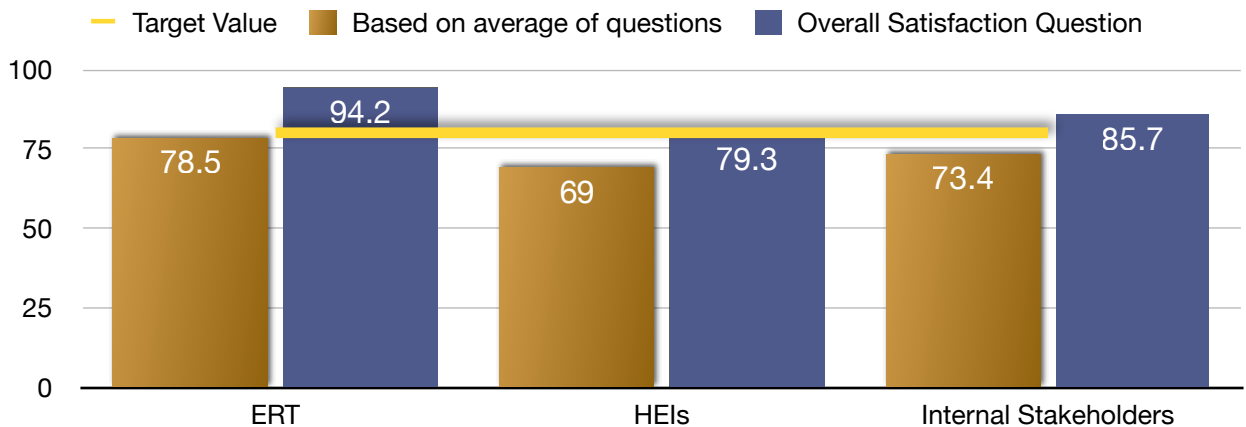


The KPI met target for Organization, Sessions and Closing Session

Main areas for improvement: None

Action Plans: Will be discussed and decided by Council of Commissioners

KPI 2 for Strategic Goal 1: Satisfaction with CAA Services



Find more data and information on the Certified Reviewer Project in section on Capacity Building.

The KPI did not meet target based on average of question for all surveyed sample but did meet target based on overall satisfaction.

Main areas for improvement:

- ERT: Honorarium (both the amount and timeliness of payment)
- ERT: Training sufficiency
- CAA Staff: Meeting Scheduling
- HEI: Training sufficiency, Friendliness of application submission
- CAA: Low levels of interaction with other bodies (ADEK, KDHA)
- Low levels of professional development opportunities

Action Plan: New action targets determined by Council of Commissioners

“Introduction about the Reform of the Program” presented on behalf of the CAA by Commissioner, Prof. Amjad Mohd Qandil, at the Summit: Collaboration Between Higher Education Institutions”



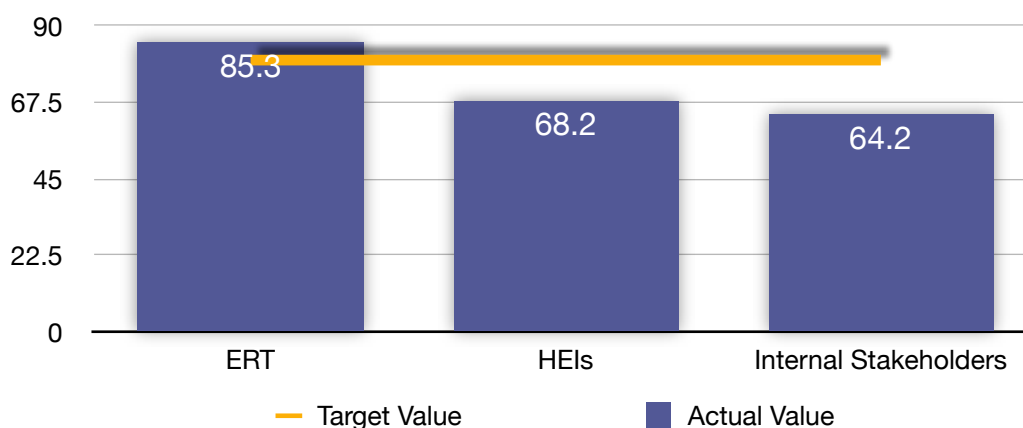
Strategic Goal 2

Facilitate the reform of Academic Programs to improve their outcomes and graduates' market readiness, and to increase international recognition.

	STRATEGIC INITIATIVES, ACTIONS & KPIs	2020	2021	COMPLETION RATES	NOTES
2A	Facilitate reform of Academic Programs				
ACT	Law, Medicine, Business, Engineering, Pharmacy, Dentistry, and Arts published			100%	
ACT	Graduate, computer science and general education			80%	
ACT	Humanities, Social Science & Islamic Studies starting in 2022			60%	Scheduled for 2022
2B	Negotiate and approve agreements with accreditation bodies and other education agencies.			83% implemented	
ACT	MOUs with ADCE, AACSB, HCRES, ADC, QAA, HKCAAVQ, TEQSA			7 MOUs, 2 involving joint reviews	
KPI	Stakeholder Surveys				See survey results

In Progress Completed Not Completed Continuous

KPI 1 for Strategic Goal 2: Satisfaction with Program Reform Activities



The KPI met target for internal stakeholders, approaching target for ERT but is below target for HEIs.

Main areas for improvement:

- ERT: How helpful are the CAA program reform activities
- HEI: How helpful are the CAA program reform activities

Action Plans: Will be discussed and decided by Council of Commissioners

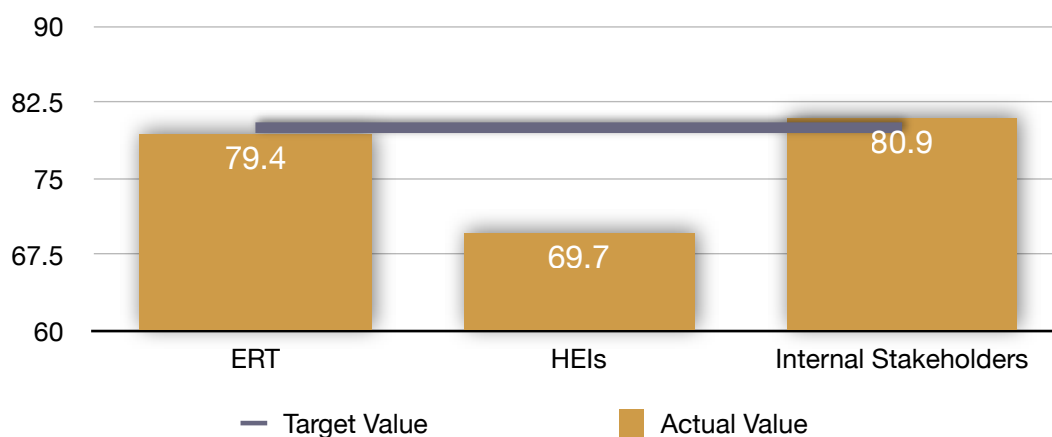
Strategic Goal 3

Ensure an organizational culture that is based on a robust internal quality assurance system

	STRATEGIC INITIATIVES, ACTIONS & KPIS	2020	2021	COMPLETION RATES	NOTES
3A	Maximize the use of strategic planning and performance measurement with an understandable and transparent policies and procedures.				
ACT	Website Publication of Policies and Procedures Manual CAA website 14 July 2021			100%	Published: 14 July 2021
ACT	IQAS policy and framework approved, Col policy updated 1 August 202			100%	Policy updated 1 August 202
ACT	PPM under review by CAA for 2022 update			70%	Progress on track for 2022 update
ACT	KPIs approved by CoC			100%	
ACT	Implement Reporting Requirements: Biannual Report & Annual effectiveness report				Biannual Report scheduled for on time submission in 2022, Annual effectiveness report delayed due to KPI approval from IT Taskforce
3B	Adopt efficient and automated information management systems that improve the efficiency of the Commission			85%	
ACT	Create an integrated database and workflow system for information management, document control, archiving and process facilitation				Approval, testing and information systems updated.
KPI	Stakeholder Surveys				See survey results

In Progress Completed Not Completed Continuous

KPI for Strategic Goal 3: Satisfaction with CAA Standards and Manuals



The KPI met target for internal stakeholders, approaching target for ERT but is below target for HEIs.

Main areas for improvement:

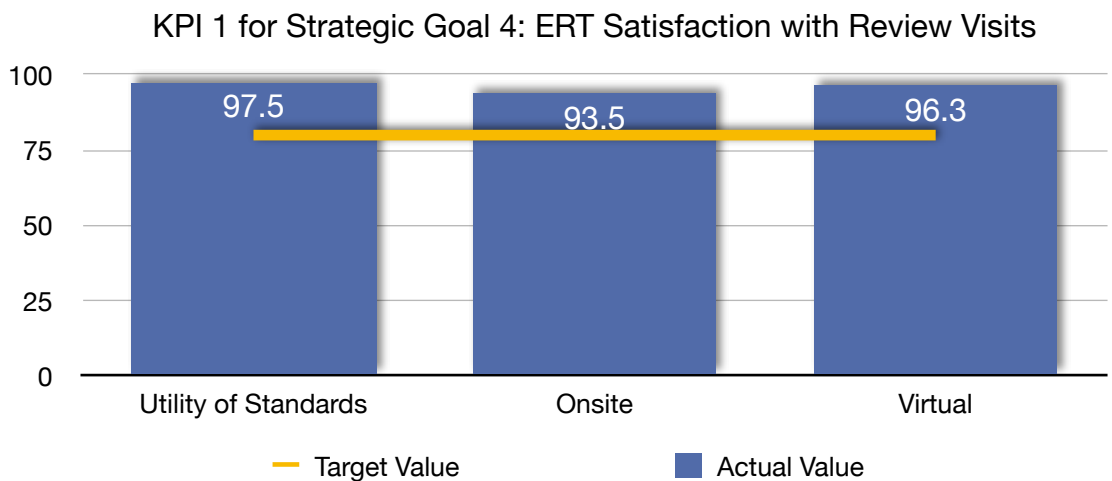
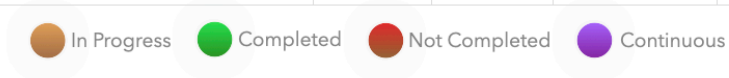
- ERT: Lowest satisfaction was with ease of preparation of the Self-Studies based on the *Manuals and Standards*
- HEI: Lowest satisfaction was related to ease of application of *Manuals and Standards*

Action Plans: Will be discussed and decided by Council of Commissioners

Strategic Goal 4

Foster capacity building activities and a creative work environment within the Commission to further enhance its efficiency and effectiveness.

	STRATEGIC INITIATIVES, ACTIONS & KPIs	2020	2021	COMPLETION RATES	NOTES
4A	Utilize a robust and sustained professional development program for Commissioners.				
ACT	Professional Development				Waiting confirmation of budget approval
ACT	Request professional development budget			50%	Waiting confirmation of budget approval
4B	Recruit skilled staff to enhance operational efficiency				
ACT	Developing a systemic recruitment and selection process that supports CAA operational efficiency.				A Commissioner resigned in 2021, one has joined, one more is due to join August 2021 and two are approved to join Fall 2021.
KPI	Stakeholder Surveys				See KPI results



The KPI met target for ERT in terms of the Utility of the *Standards* in helping achieve Quality Assurance, onsite visits and virtual reviews

Main areas for improvement: None

Action Plans: Will be discussed and decided by Council of Commissioners

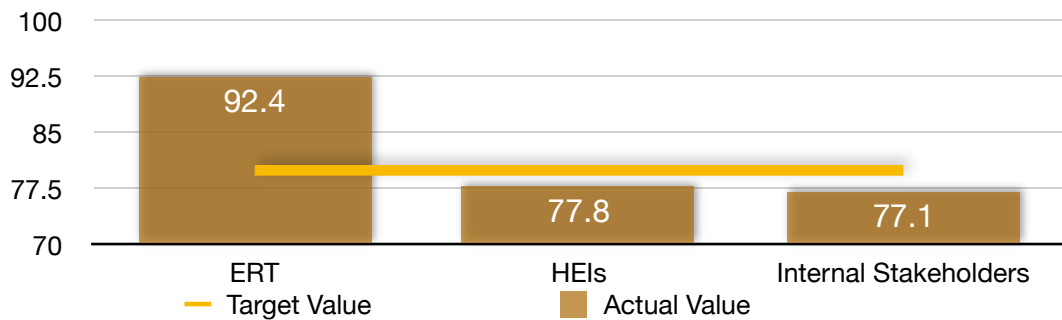
Strategic Goal 5

Foster capacity building activities and a creative work environment within the Commission to further enhance its efficiency and effectiveness.

	STRATEGIC INITIATIVES, ACTIONS & KPIs	2020	2021	COMPLETION RATES	NOTES
5A	Seek mutual professional development opportunities and sharing of best practices		●		
ACT	Explore the possibility of inter-agency professional development events	●	●	100%	5 attended by CAA representatives. Built into MOU's with international quality assurance agencies
5B	Construct active feedback loops with stakeholders and collaborators.	●	●	100%	
ACT	Electronic ERT survey deployed	●	●	100%	
ACT	Disseminate Electronic ERT survey results	●	●	100%	
5C	Compile and maintain a comprehensive quality database of guides and collaborate on research for quality improvement and enhancement in higher education	●	●		
ACT	Developing an enhanced CAA website	●	●	100%	Completed 2021
	Promoting the sharing of tools, dissemination of guidelines and publications of best practices	●	●		On track for website launch in 2022
KPI	Stakeholder Surveys	●	●		See survey results



KPI for Strategic Goal 5: Satisfaction with the CAA Website



The KPI met target for ERT is approaching target for HEIs and internal stakeholders

Main areas for improvement:

- HEIs: The searching capability of the website
- Internal Stakeholders: The searching capability of the website

Action Plans: Will be discussed and decided by Council of Commissioners

Key Accomplishments



100% Launch of new CAA website



100% INQAAHE and WFME recognition maintained



83% of MoUs implemented



100% Requirements of reformed programs published



INS Purchased, Developed, Piloted with Feedback submitted, waiting for final development and launch



100% Launch of Certified Reviewer Project



100% Launch of Joint Accreditation Programs

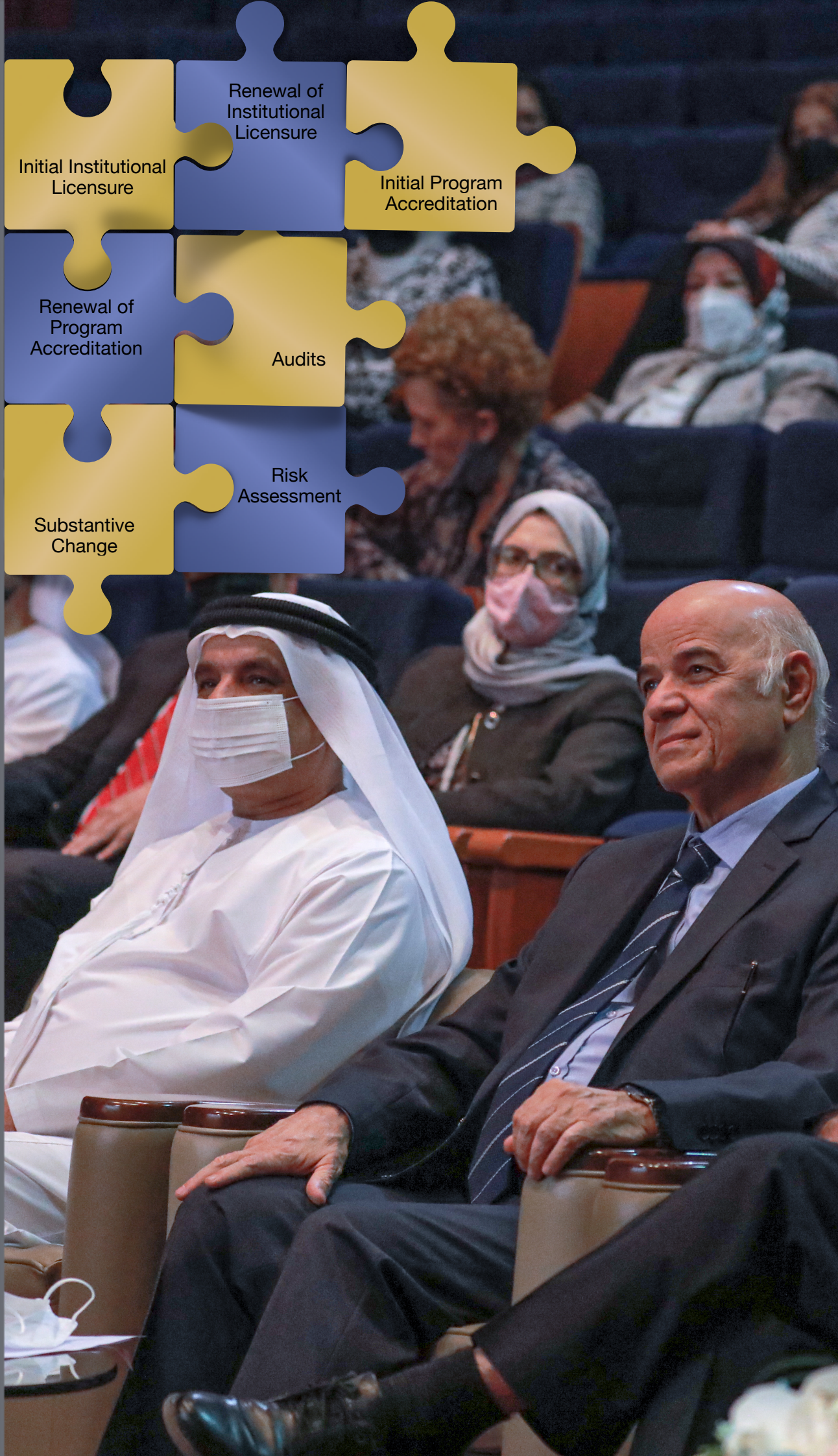
Future planning will continue to focus on alignment with Federal Plans, ongoing feedback from stakeholders. Future planning will address continuing progress on current goals, redefining goals and setting actions. Analysis of the Key Performance Indicators and Key Actions Report recommends the following initial actions:

- Full Implementation of the application management system
- Planning for the Review of the CAA Standards to author and publish the next version (*i.e.*, the 2024 Standards)
- Implement a system for the review of CAA policies and procedures
- Investigating and setting action plans for the identified areas of improvement in the KPI's analysis.
- Enhance the strategic collaboration and feedback loops between the CAA and its partners, *e.g.*, HEIs and other regulatory bodies.



Our Certified Reviewer Project uses practical applications and project-based methodologies.

Reviews



Initial Institutional Licensure

Renewal of Institutional Licensure

Initial Program Accreditation

Renewal of Program Accreditation

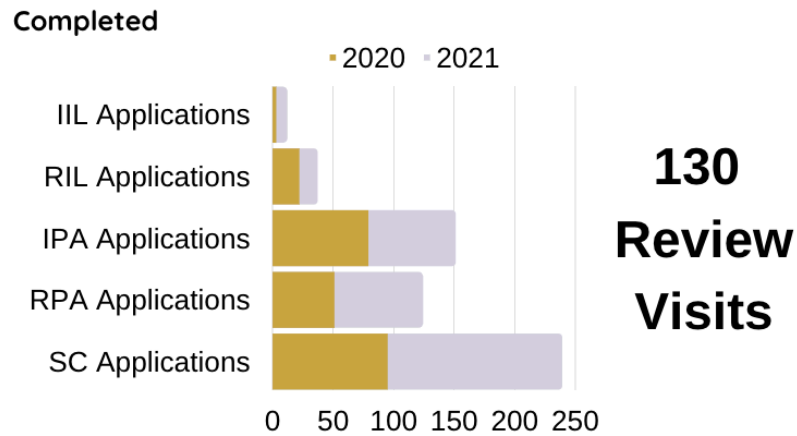
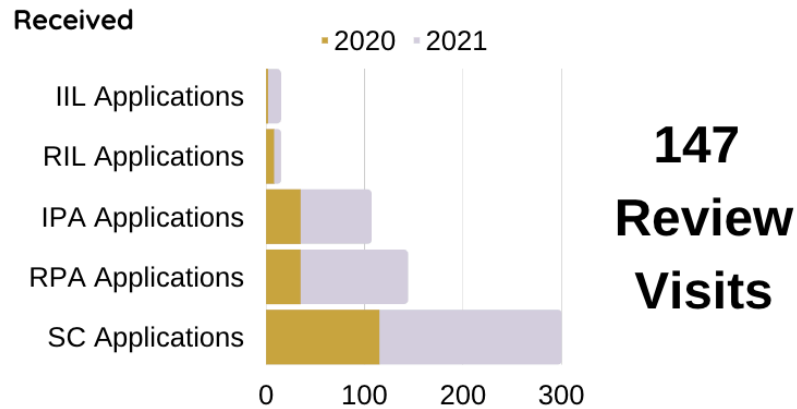
Audits

Risk Assessment

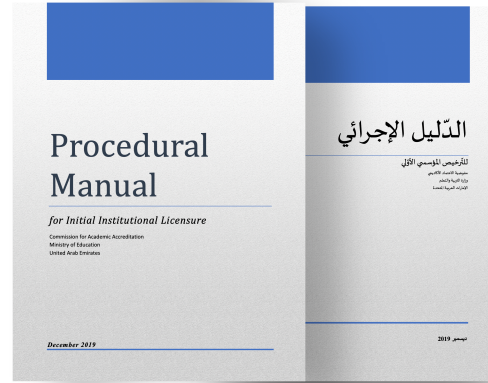
Substantive Change



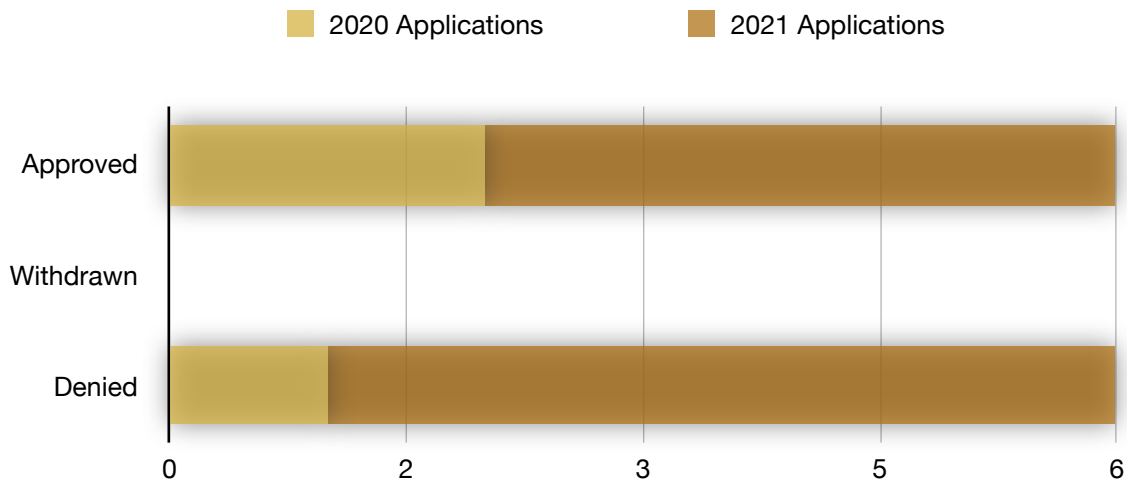
The main activity of the CAA is our programmatic and institutional assessments: institutional reviews, substantial change and program accreditation reviews, audits, and risk evaluations. During 2020-2021, despite disruptions from the COVID 19 pandemic, the CAA continued planned reviews, albeit remotely, and processed further applications through a new electronic submission system. These reviews are led by the Commissioners and undertaken by our External Reviewers. Once the ERT review process is complete, an Executive Summary of the ERT recommendations of the ERT is submitted to the Council of Commissioners for approval.



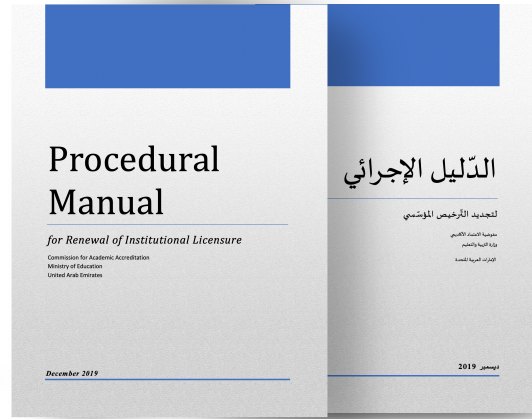
Reviews



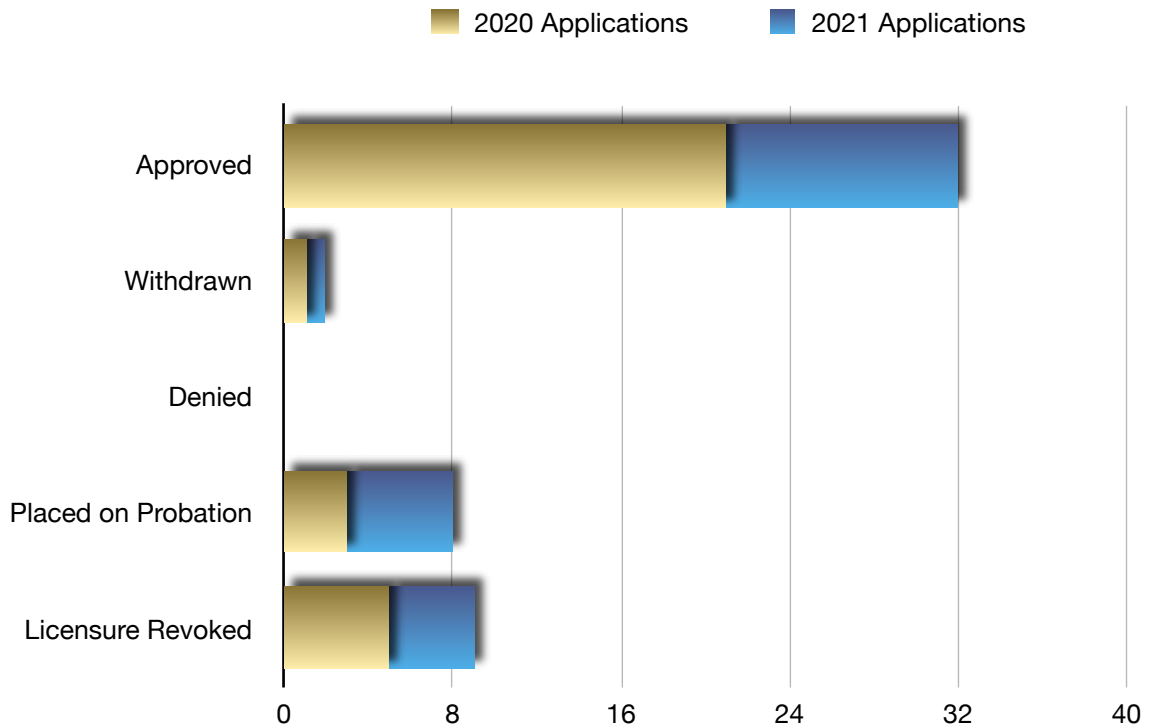
Initial Institutional Licensures are usually the most lengthy and infrequent of CAA procedures. The CAA wishes to ensure that any new institution has the organizational and financial ability to provide ongoing education for students, ensure their safety and well-being and to provide high quality, university-level academic programming and services to students.



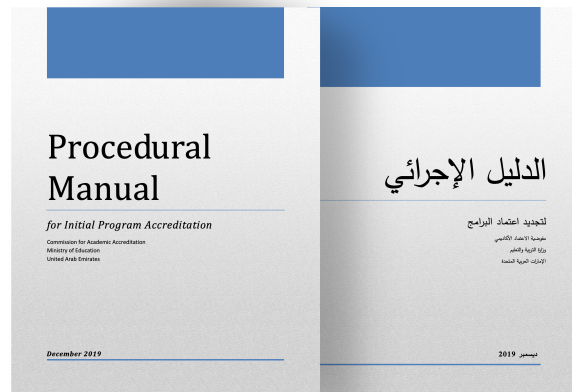
Renewal of Licensure



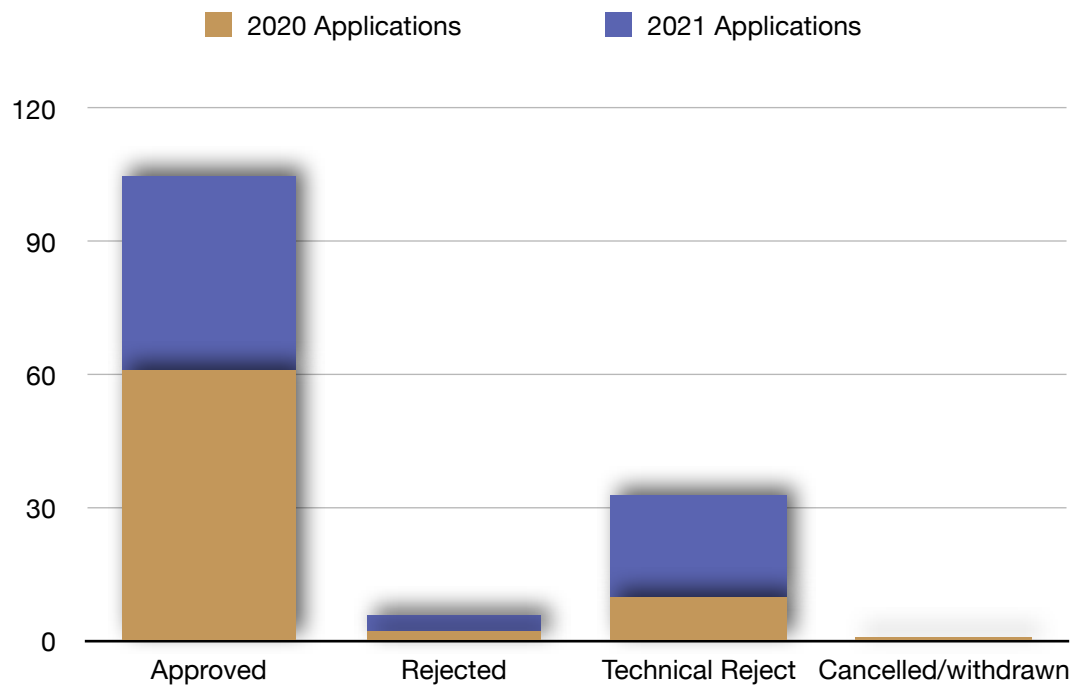
The CAA conducts Renewal of Institutional Licensures for all licensed institutions every 3, 5 or 7 years. Frequency of an Institution's Renewal of Institutional Licensure depends on the individual Institution's Risk Assessment: *High Confidence Institutions* renew licensure every 7 years, *Confidence Institutions* apply every five years, and *Low Confidence Institutions* are put on probation and apply for Institutional Licensure every three years.



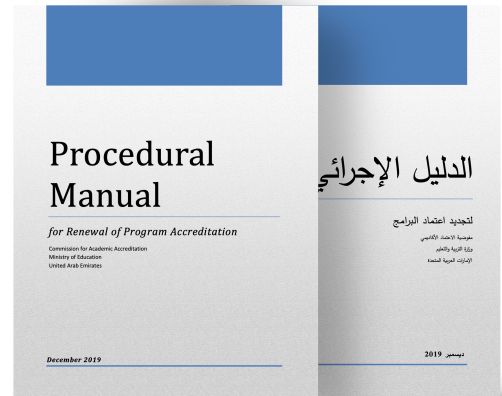
Initial Program Accreditation



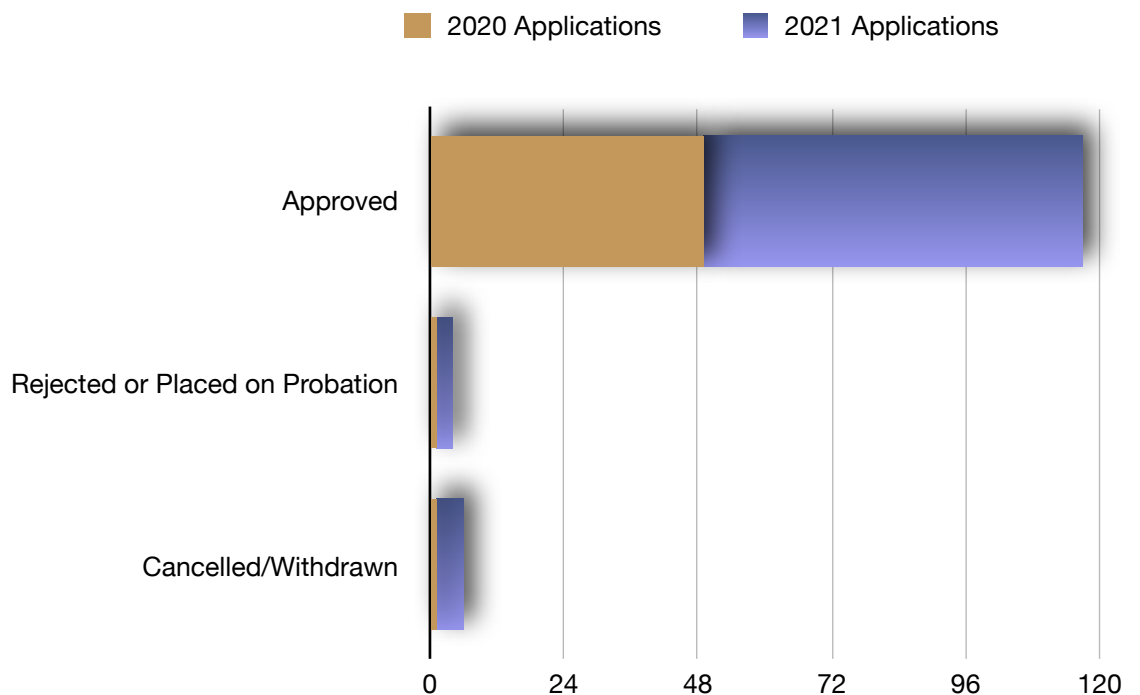
Initial Program Accreditation Reviews are triggered by a HEI's Application for Initial Program Accreditation. The CAA establishes an External Review Team of experts in the academic field of the program, who review the Application, conduct a site visit (virtual or blended visit during 2020-21) and submit a report with recommendations.



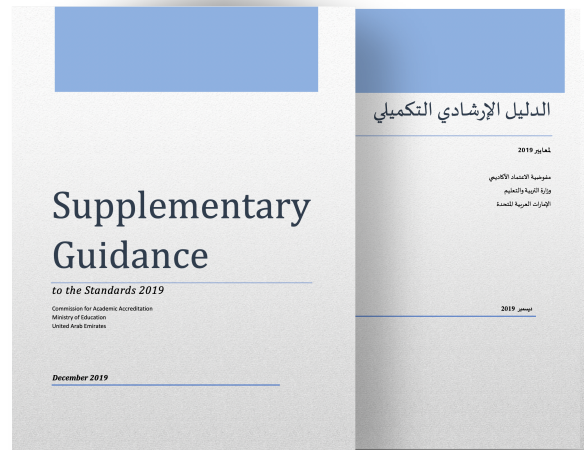
Renewal of Accreditation



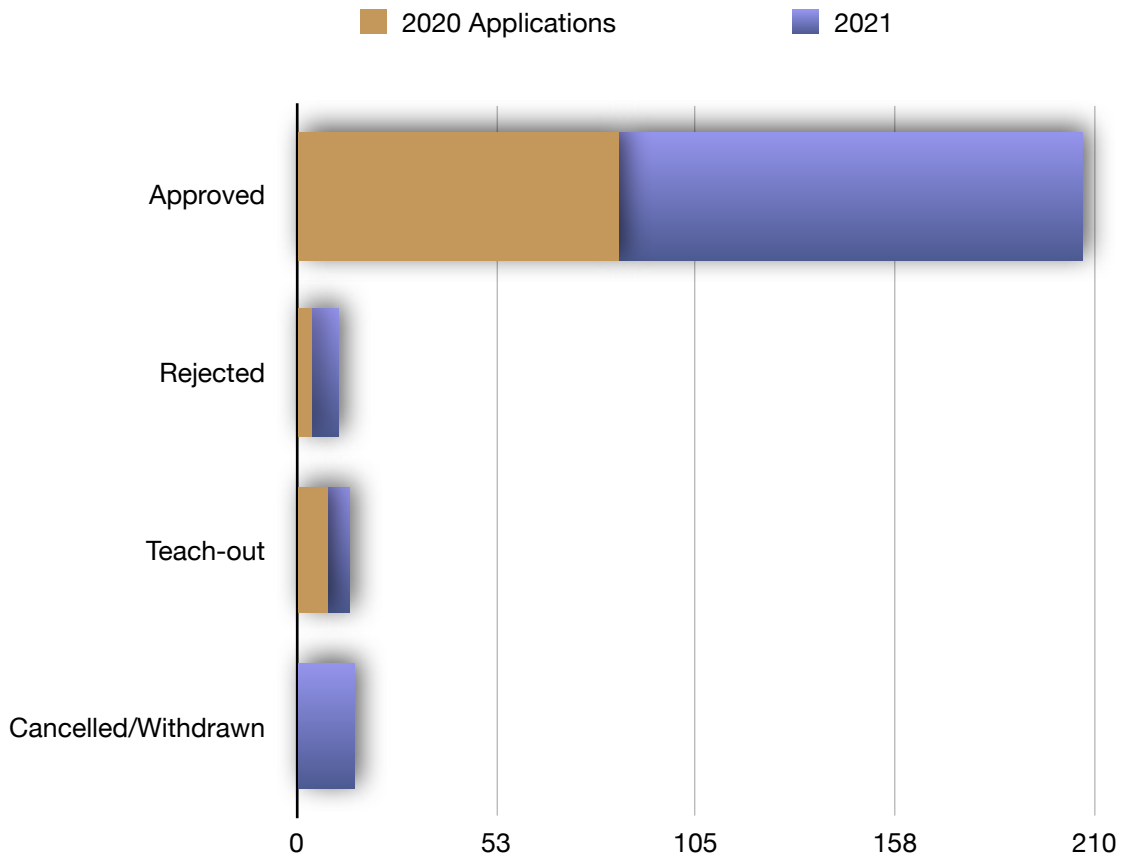
The CAA conducts Renewal Program Accreditation every 3, 5 or 7 years. The frequency of Renewal of Program Accreditation depends on an institution's the Risk Evaluation. *High Confidence* institutions submit Renewal of Program Accreditation Applications for accredited programs every 7 years to maintain accreditation of their academic degree programs. For HEIs with *Confidence* status, the cycle is every 5 years. For institutions with *Low Confidence* Status, the cycle is every 3 years.

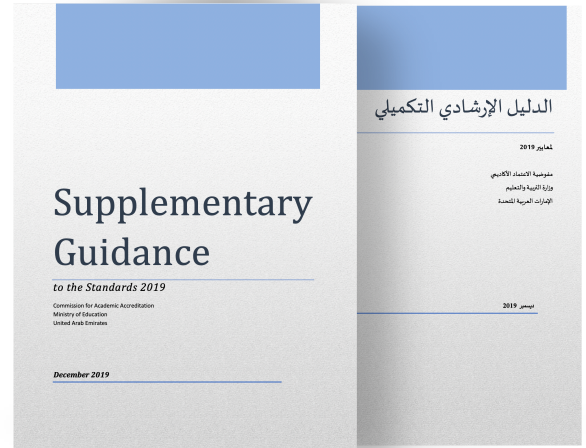


Substantive Change

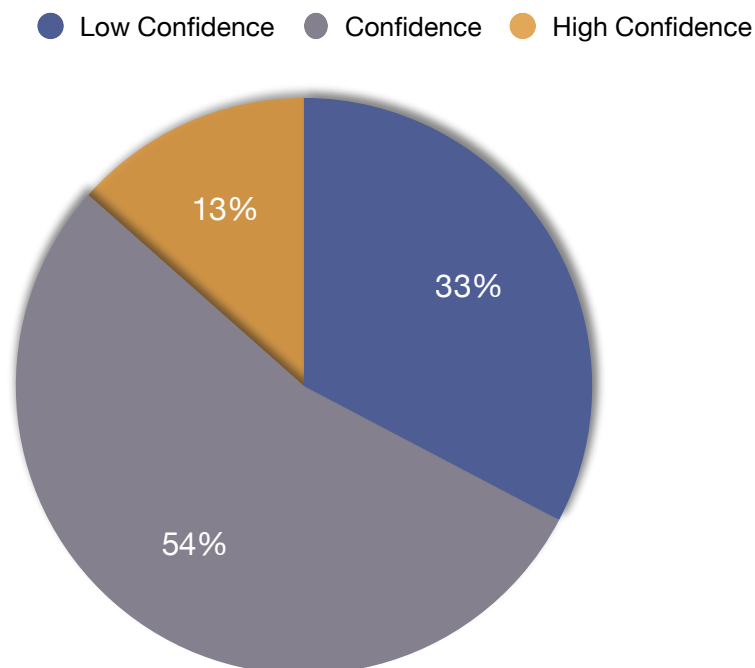


All accredited programs at HEIs must submit a *Substantive Change Applications* and receive approval from the CAA for any substantive change to an accredited program. This can include: program closure, changing course or program delivery to blended or online modes, altering program learning outcomes, and credit hour allocation changes, among other substantial changes noted in the CAA's Procedural Manuals.

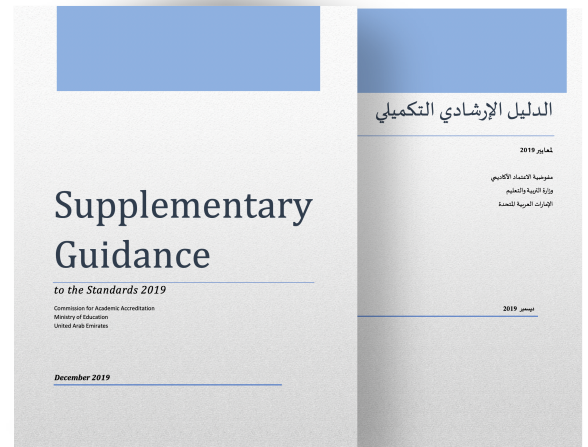




The CAA publishes Risk Assessments of all Institutions, based on a 100 point scale. The Risk Assessment primarily evaluates an institution's framework for managing academic standards, quality assurance, the quality of the student academic experience, the legal and financial management of the institution, and the quality of learning and teaching in relation to the CAA 2019 *Standards*. The Risk Assessment occurs at Licensure Reviews and may be further informed by risk assessments undertaken by Program Accreditation ERTs. The CAA publishes Risk Statements online: <https://www.caa.ae/Pages/Institutes/All.aspx>



*Some HEIs were re-evaluated based on the Risk Assessment approach due to the very low/high confidence scores resulting from a single assessment.



The CAA undertakes audits for a number of reasons: probationary status, special requests, special complaints, *etc.* These are more specific investigations into the international operations of an institutions and have a differing aim than our other reviews. While our program accreditation and licensure reviews aim at formative development, audits are summative evaluations of the quality of an institution. An institution is required to create a timed action plan in response to an audit report and submit regular reports on progress of the action plan.

6
Audit Visits
in 2020

20
Audit Visits
in 2021

Audits

Capacity Building



Capacity Building

- Certified Reviewer Project
- Program Reforms
- Training & Support



IT Reform meeting with HE Minister for Education, Hussain bin Ibrahim Al Hammadi

Capacity Building

Faculty and administrators at all universities represent a vast diversity of academic traditions and quality assurance systems. To take advantage of this rich and diverse experience of international quality assurance systems, the CAA aims to develop shared capacity and understanding of the local quality assurance systems to bridge gaps between international and local systems of quality assurance of academic programming.

The CAA aims to enhance the quality of the academic program offerings in the UAE. The CAA offers training and encouraging innovative reforms that will ensure better learning experience for students which will meet the educational needs and aspirations of the UAE. The CAA remains committed to ensuring that all licensed higher educational institutions deliver educational programming that UAE graduates need to fulfill local societal and employment needs in the 21st Century.

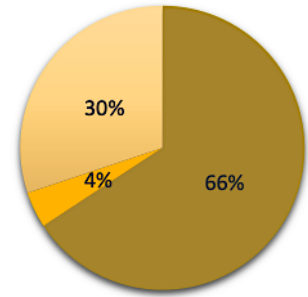
In 2020, the CAA implemented plans to increase programmatic innovation and to enhance capacity building. By engaging our partner institutions in discussions regarding new trends in academic fields, program sand design, eLearning, and preparing local academics to serve as Certified Reviewers in CAA reviews, the CAA aims at enhancing a culture of quality in the UAE higher education community.

As we proceed into a time of rapid technological and other disruptions, the CAA's work on programmatic and other reforms will continue to adapt to the larger innovations in education and society at large.

Certified Reviewer Project



Total Number of Participants: 147



- Percentage of Completion
- Percentage of Failed participants
- Percentage of participants are in progress

Building the quality assurance competencies of academics in UAE higher education institutions is one of our highest strategic priorities, as it directly fulfills the Federal 2071 Centennial Plan for building a

Knowledge Economy. The CAA's Certified Reviewer Project aims to prepare and qualify academics from selected group of higher education institutions in the UAE to serve as members of our External Review Teams.

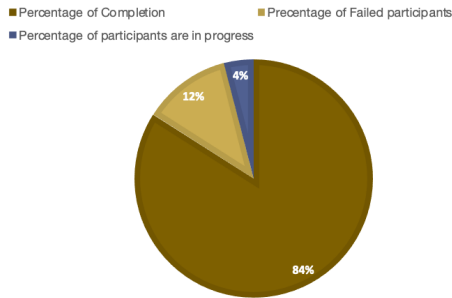
The CAA implemented this project using the CAA 2019 *Standards for Institutional Licensure and Program Accreditation* in accordance with international best practices in institutional licensing procedures and accreditation of academic programs. Upon completion of a series of training workshops and successfully passing the associated assessments, participants will achieve the status of Certified Reviewers for licensure of higher education institutions and accreditation of their academic programs.

This project consists of three workshops with the required accompanying training and practical applications. Participants must actively attend the entire three workshops effectively and complete all required activities successfully to be qualified to obtain CAA Certified Reviewer recognition. The third workshop is an onsite practical experience through actual participation with one of the onsite visits conducted by the CAA. If completing all stages of the CRP successfully, participants receive a certificate and be added to the CAA's registry of reviewers.

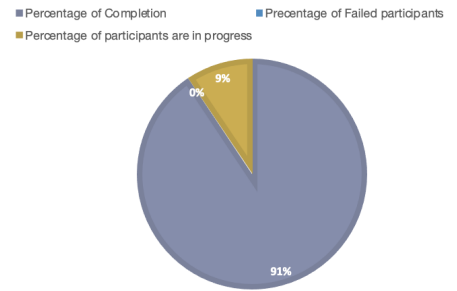
Certified Reviewer Project

CAA offered four rounds of CRP in 2020-2021, three in English and one in Arabic. Each round consists of three workshops with the required accompanying training and practical applications. Participants must actively attend the entire three workshops effectively and complete all required activities successfully to be qualified to obtain CAA Certified Reviewer recognition.

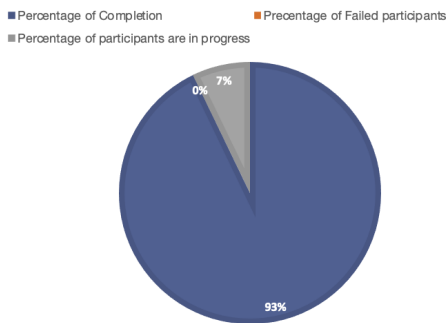
ROUND 1 SPRING 2020



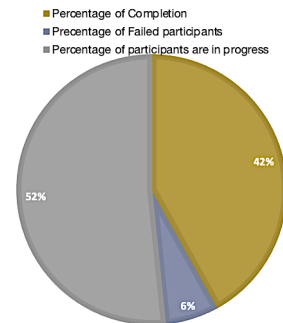
ROUND 2 FALL 2020



ROUND 3 SPRING 2021



ROUND 4 SPRING 2021 (ARABIC)





Graduate Programs Reform Taskforce Virtual Meeting

Program Reforms

Encouraging high quality educational experiences for students is always a concern of the CAA. This is particularly true in the 21st Century which is increasingly Volatile, Uncertain, Complex and Ambiguous. Given the increasing rapid pace of disruptions from technology and other sectors, students in higher educational institutions will face more complex social and career paths. To navigate life during the 4th Industrial Revolution, students in university today and starting in the next decade will need an educational path that is more varied, broader and spread throughout their life. The CAA's Reform Initiative aims to assist UAE higher educational institutions in continuing the innovations needed to ensure that students have lifelong, adaptable and scalable skills required for 21st career and life paths. The reforms in programs the CAA started in 2021 will continue and adapt to the changing needs of students.

Reform Taskforce membership includes CAA Commissioners and representatives from licensed HEIs. The task forces consider employability, admissions criteria, competency requirements, updating of curriculum, modernization of assessment methodology and revision of *Standards* among other changes to ensure programs engage in continual enhancements that graduates will need to fully contribute to and flourish in a knowledge-based economy.

Program Reforms



Reform of Health Sciences Programs

Reform of Clinical Education Programs

In collaboration with stakeholders, the CAA defined expectations of clinical programs including threshold admission criteria, set minimum required clinical practicum hours, set expectations of balance between theory and practice in the curriculum, defined expectations for External Advisory Board arrangements, and set metrics for benchmarking and international accreditation, enhanced expectations regarding data-gathering of graduate's employment and a move to competency-based curricula.

Completed 2021

Introduction of Clinical Competencies

The CAA assisted universities and colleges in developing competency-based curricula in healthcare programs. Competency frameworks were developed for undergraduate dentistry, pharmacy and nursing programs.

Completed 2021

Joint Review of Pharmacy Programs Competencies

The CAA and ACPE have undertaken joint review of bachelor of pharmacy programs at two UAE higher education institutions in 2021 and other UAE pharmacy colleges are following suit with applications for joint accreditation submitted. The process for joint CAA and ADC accreditation of bachelor of dental surgery programs will be inaugurated in 2022.

Completed 2021

Program Reforms



Reform of Professional Programs

Reform of Law Programs

The CAA, together with stakeholder representations, recommended reforms to admission requirements. Other reforms included expectations of balance between theory and application, training courses, type of assessments, External Advisory Board arrangements to include both private and public sector, and modernization of program content to include of emerging topics such as Digital Privacy, Social Media, Artificial Intelligence, *etc.*

Completed 2021

Reform of Business Programs

CAA worked with university representatives to establish reforms for undergraduate Business Programs. Reforms include introduction of a course in 'Business to ensure advanced skills in IT, math and statistics, internship management requiring a standardized assessment, ensuring alignment with 2019 *Standards* in regarding to internship and dissertation supervision, and offering joint AACSB accreditation to high confidence institutions and seeking out other joint field-based accreditation, such as in finance, *etc.*

Completed 2021

Reform of Undergraduate Engineering Programs

The CAA, in collaboration with universities and colleges, to define reform measures in engineering undergraduate programs. Reforms included threshold admission grade, expectations of student selection processes, minimum required training hours and experience, minimum expectations of balance of theory and application, expectations of benchmarking and international accreditation, inclusion of AI and Data Analytics courses.

Completed 2021

Reform of Computer Science Programs

The aim of this reform is to enhance the quality of computing programs, to upgrade skills of graduates, to improve international ranking profile of HEIs, and to meet international expectations and best practices.

In Progress

Program Reforms



Reform of Academic Programs

Reform of *Standards for Arts Practice-Based Programs*

In order to meet international quality expectations, the CCA reformed the requirements of section 3.iii of the *CAA Standards* to address the needs of higher education programs to avail of the expertise of experienced professionals to deliver of arts practice-based qualifications such as those in the creative and performing arts.

Completed 2021

Reform of General Education Programs

The group consensus thus far is that general education programs should serve defined roles in the educational program, have a future skills frameworks and encourage innovation that benchmarks emerging trends. The working group also recommends a return to the 2011 *Standards Framework* for general education, with additional criteria to ensure high-level breadth and focus on competencies.

In Progress

Reform of Graduate Programs

The aim of the reform is to enhance the quality of graduate programs, increase research outcome, improve the international ranking profile of institutions and meeting international expectations and best practices. The team identified five main challenges: Low admission requirements, limited internal and external research funding, part-time vs. full-time students, quality of faculty members and teaching load, and graduate studies vs. investment in private HEIs. The scope of the reform includes admission requirements, faculty qualifications, thesis component, research and scholarly activities, and establishing new graduate programs.

In Progress

Reform of Humanities & Social Sciences

The Humanities and Social Sciences Reform will start in May 2022 and aims to complete by December 2022. The reform group will consider declining enrollments, employability, and interdisciplinary programming.

Starting 2022

Reform of Islamic & Arabic Programming

The Islamic and Arabic Programs Reform will begin in 2022. The reform group will consider declining enrollments, increasing employability, admissions criteria and modernization of programming.

Starting 2022

Training & Support



eLearning Guidance

During the COVID-19 Pandemic, the CAA formulated an internal eLearning working group to ensure CAA protocols for eLearning were adapted for rapid deployment of emergency remote education. This team worked closely with institutions, the Ministry of Education and Health Agencies to ensure quality education that also ensured the safety of students, faculty and staff. The eLearning team also provided online workshops and assisted universities with sharing best practices. The eLearning Taskforce remains and will, in 2022 provide updated guidance for eLearning in the 2019 Standards and consult with institutions at a workshop regarding rapidly changing practices for eLearning.

Continuous

Translation Project

The CAA undertook a project to ensure that all institutions submitting applications had access to both English and Arabic versions of the 2019 *Standards*, *CAA Procedural Manuals* and *CAA Guidances*. The translation team began this large task in 2021 and is scheduled to finish in early 2nd Quarter 2022.

Continuous

Formalizing Protocols for Cluster Reviews

In response to financial and time concerns of licensed institutions, in 2021 the CAA undertook to begin formalization of planned Clustering of Reviews for Renewal of Accreditation for High Confidence Institutions. The agreements and protocols were established in 2021. In 2022, the CAA will start the first required formal Cluster Reviews and will examine protocols for formalizing reviews for medium Confidence institutions.

Completed 2021

Workshops

In addition to the workshops for eLearning during the COVID-19 pandemic, the CAA also hosted a virtual workshop on the protocols and process for the joint AACSB and CAA reviews of Business Programs. The CAA will plan future workshops in 2022.

Continuous



CAA Workshop regarding Joint Accreditation CAA & AACSB Nov. 2021

- ◆ Maintained international recognitions
- ◆ Joint reviews with international accrediting agencies
- ◆ 80% Implementation of international MOU's
- ◆ Exceeded targets for international accreditation of Institutions and programs
- ◆ New automated data and workflow system
- ◆ Significant enhancements with stakeholder and internal communication
- ◆ Met targets for procedural manuals and translation projects



- ◆ Contributed to quality enhancement of UAE Higher Education Sector
- ◆ Transparency enhanced with publication of Institutional Confidence Statements
- ◆ Significant Contributions to rapid deployment of eLearning and safety measures during COVID-19 Pandemic
- ◆ Launch of Certified Reviewer Program
- ◆ Program Reform Targets met
- ◆ Launch of ongoing seminars and workshops