



Skills Development System

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Introduction

In the light the strategic objectives of NU Vice-Rectorship for Development and Quality, which aim at developing the skills of NU employees, including academic and administrative leaderships, faculty members and the governing body, the pivotal role played by the Skills Development Unit at the Deanship of Development and Quality underlies its importance in providing distinguished training for all NU employees. The Unit aims at developing their abilities and skills to achieve NU vision, mission and strategic objectives. Accordingly, a system for managing training processes is required, complying with NU mission and strategic objectives.

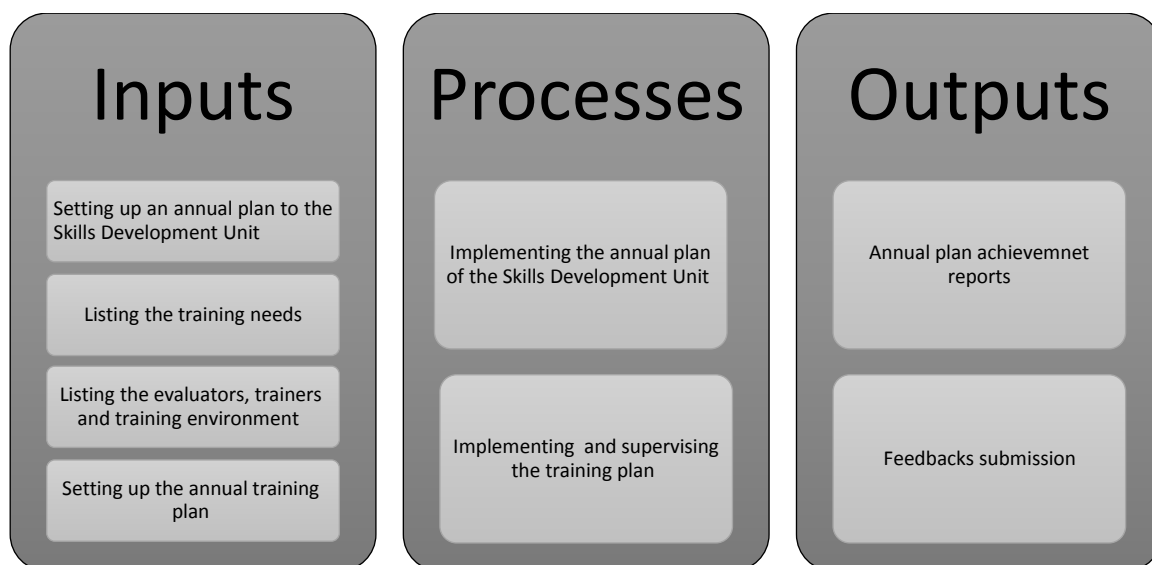
Skills Development System Objectives

Objectives of the skills development system are as follows:

- Setting up mechanisms to measure the training needs in the fields of quality and teaching among the target groups of NU employees.
- Setting up an annual training plan including all training programs to be afforded by the University.
- Adopting special training programs through which the unit can achieve local reputation and hold training courses for civil society institutions.
- Setting up mechanisms to measure the training impact on the quality of performance and educational process in cooperation with the Performance Measurement Unit at NU.
- Setting up mechanisms for continuous improvement of the training programs offered by the University.
- Developing the academic skills of faculty members to enable them to improve the educational outcomes quality.
- Developing and improving the skills of NU academic and administrative leaderships.
- Preparing training cadres in the fields of quality and skills development.

Skills Development System Components

The system of skills development consists of three basic phases including six ingredients as follows:



Skills Development System Procedures

1. Setting up an annual plan for the Skills Development Unit at the Deanship of Development and quality.
2. Following up the implementation of the annual plan of the Skills Development Unit.
3. Listing the training needs of the University employees.
4. Listing the evaluators and certified trainers cooperated with the Deanship of Development and Quality.
5. Listing the training centers and facilities available to the Deanship of Development and Quality and ensuring their readiness.
6. Setting up the annual training plan for all the university employees.
7. Following up the implementation of the annual training plan.
8. Measuring the training impact of the training programs included the annual training plan in collaboration with the Performance Measurement Unit.
9. Preparing the final report for the completion of the annual plan and its approval by the Dean of the Deanship of Development and Quality.

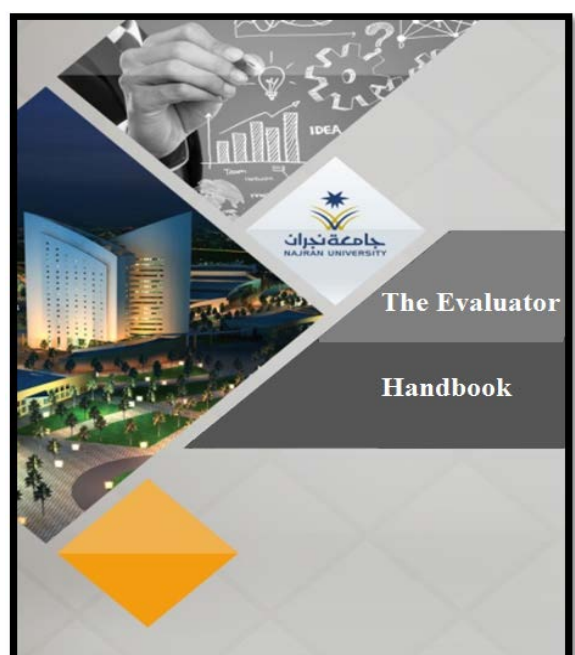
Responsibilities of the Skills Development System Officials

The roles and responsibilities of the skills development system officials can be specified as following:

S.	Task	Official	Time
1	Setting up the annual plan for the Skills Development Unit at the Deanship of Development and Quality	Head of the Skills Development Unit	At the first week of the academic year
2	Approving the annual plan for the Skills Development Unit	The Dean of Development and Quality	At the first week of the academic year
3	Listing the training needs of the University employees	Head of the Skills Development Unit	At the last three months of the academic year
4	Listing and categorizing the evaluators and certified trainers cooperated with the Deanship of Development and Quality.	Head of the Skills Development Unit	At the first week of the academic year
5	Listing the training centers and facilities available to the Deanship of Development and Quality	Head of the Skills Development Unit	At the first week of the academic year
6	Setting up the annual training plan for the university employees, including the orientation program for the new faculty	Head of the Skills Development Unit	At the first week of the academic year
7	Approving the annual training plan for the university employees	The Dean of Development and Quality	At the first week of the academic year
8	Holding a meeting with the participating trainers of the annual training plan	The Dean of Development and Quality	By the end of the second week of the academic year
9	Preparing the training process letters and approving them by the Dean of Development and Quality	The Dean of Development and Quality	Throughout the academic year
10	Supervising the implementation of the annual training plan	The Dean of Development and Quality	Throughout the academic year
11	Executive supervision of the annual training plan	Training Supervisor	Throughout the academic year

S.	Task	Official	Time
12	Coverage of training activities	The Technical Office	Throughout the academic year
13	Developing the training portal on the University website	The Technical Office	Throughout the academic year
14	Preparing the final report for the completion of the annual plan and its approval by the Dean of Development and Quality	Head of the Skills Development Unit	By the end of the academic year

Skills Development System Handbooks



Skills Development System Templates



- The template of the annual training plan (by the Head of Skills Development Unit).
- The Follow-up template of the annual training plan implementation (by the Head of Skills Development Unit).
- The template of measuring the training impact (by the Performance Measurement Unit, the Vice-Rectorship for Development and Quality).
- The template of listing the training needs (by the Head of Skills Development Unit).

Skills Development Unit KPIs

S.	KPIs	Target	Follow-up official
1	Percentage of implementing the annual plan of the skills development unit	Achieving more than 90% of the annual plan	Head of Skills Development Unit
2	Percentage of implementing the annual training plan for skills development of NU employees	Achieving more than 90% of the approved training plan	Head of Skills Development Unit
3	Percentage of faculty members who received training in teaching (teaching strategies / assessment methods / educational technology)	At least 50% of the total number of trainees attending the training activity during the year	Head of Skills Development Unit
4	Attendance percentage of NU employees at training courses	Attending 95% of the target number of training courses	Head of Skills Development Unit
5	Percentage of faculty satisfaction with the feasibility of training courses	Achieving a satisfaction rate of 80%, at least	Head of Skills Development Unit
6	Percentage of the heads of academic departments satisfaction with the feasibility of training courses	Achieving a satisfaction rate higher than that of the previous year	Head of Skills Development Unit
7	Percentage of administrators satisfaction with the feasibility of training courses	Achieving a satisfaction rate of 80%, at least	Head of Skills Development Unit
8	Percentage of administrative leaderships satisfaction with the feasibility of training courses	Achieving a satisfaction rate of 80%, at least	Head of Skills Development Unit