



Enhancing **Quality Assurance Management**  
in Jordanian Universities  
**EQuAM**

**White Paper Outcomes**

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Quality Assurance Guidelines  
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# Outline

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- White Paper
  - Activities leading to White paper
  - Outcomes:
    - Standards
    - Model
    - QABs
    - Involvement
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# White Paper

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- *White Paper* constitutes the backbone of a *QA management model* (Principles, Priorities, Guidelines, and Procedures) for universities in Jordan.
  - Activities/Reports to build *evidence base* in writing this paper.
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# Activities □ White Paper

No.	Activity	Purpose
1	Kick-off meeting	Roadmap
2	1 <sup>st</sup> matching exercise	<b>current and active</b> QA meet the expectations of ESG and HEAC
3	2 <sup>nd</sup> matching exercise	<b><u>layers</u></b> of quality assurance, <b><u>drivers</u></b> and <b><u>priorities</u></b>
4	Roundabout on European QA Management	trends on QA at EU level both from a regional and from an institutional perspective.
5	Survey of current Situation on QA in Jordan	Current situation on QA in Jordan

# Activities □ White Paper

No.	Activity	Purpose
6	Workshop on QA in HE in Jordan: State of the Art, Context and Next , Developments (Maan)	<u>preliminary</u> results of the <u>survey</u> to consider the extent to which QA <u>expectations</u> were being met, how <u>priorities</u>
7	Discussions and propositions: Notes for the guidelines and procedures (Tallinn)	Estonian QA Agency, recommendations to White Paper
8	Comparative analysis of the activities of <i>European QA agencies</i> for higher education (Report)	<u>variations</u> in the <u>approaches</u> , stages of <u>development</u> , and the <u>methods</u> applied in QA in EHEA

# Activities White Paper

No.	Activity	Purpose
9	Report on QA Management Principles and Priorities	Principles and Priorities

# Outcomes - Similarity

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- Comparing the 12 HEAC Criteria and 7 European Standards (ES's) reveals that
  - There is a significant similarities between the 12 HEAC Criteria and 7 ESGs.
  - A single HEAC criterion may be embedded in more than one ES, and vice versa.
  - **C # 8** (Financial Resources) does not have a **clear** comparable ES.
  - **ES # 7** (Public Information) does not have a **clear** comparable HEAC Criterion.

# Outcomes - Compliance

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- The degree of compliance with HEAC Criteria and ESG's are different.
- The lowest compliance are with
  - **ES # 1** (Policy and procedures for Quality Assurance)
  - **ES # 4** (quality assurance of teaching staff)
  - **ES # 6** (Information systems)
  - **C # 11** (Community Engagement).
- The highest compliance are with
  - **ES # 3** (assessment of students).
  - **C # 3** (Students and students support services)



# Outcomes – Importance

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- The least important are
  - **ES # 7** (Public information)
  - **C # 11** (Community Engagement).
- The most important are
  - **ES # 2** (approval, monitoring and periodic review of programs and awards)
  - **ES # 3** (assessment of students)
  - **C # 2** (Educational programmes and their effectiveness)

# Outcomes – Priority

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- The highest priority:
  - ES # 2 (approval, monitoring and periodic review of programs and awards)
  - ES # 4 (quality assurance of teaching staff)
  - C # 4 (Faculty members)
  - C # 3 (Students and students support services).
  
- The lowest priority:
  - ES # 7 (Public information)
  - C # 11 (Community Engagement)

# Outcomes – Standards

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- Fact: Partial compliance in all partner universities (Jordanian and European) with HEAC and ESG.
- Center of Attention:
  - Clarification/Modification:
  - Enhancement:
  - Importance and Priority:

# Outcomes – Standards

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## ➤ Center of Attention:

### ➤ Clarification/Modification:

➤ ES # 7 (Public information)

➤ C # 8 (Financial Resources)

### ➤ Enhancement:

➤ ES # 1 (Policy and procedures for QA)

➤ ES # 4 (QA of teaching staff)

➤ ES # 6 (Information systems)

➤ C # 1 (Institution's Vision, Mission, Objectives  
and Planning)

# Outcomes – Standards

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- Center of Attention:
  - Importance and Priority:
    - **ES # 7** (Public information)
    - **C # 11** (Community Engagement)
- Conclusion:
  - HEAC Criteria should be clarified, modified (combined, deleted,...), and enhanced.
  - Emphasis: **ES # 7** and **C # 11**

# Outcomes – QA Concept

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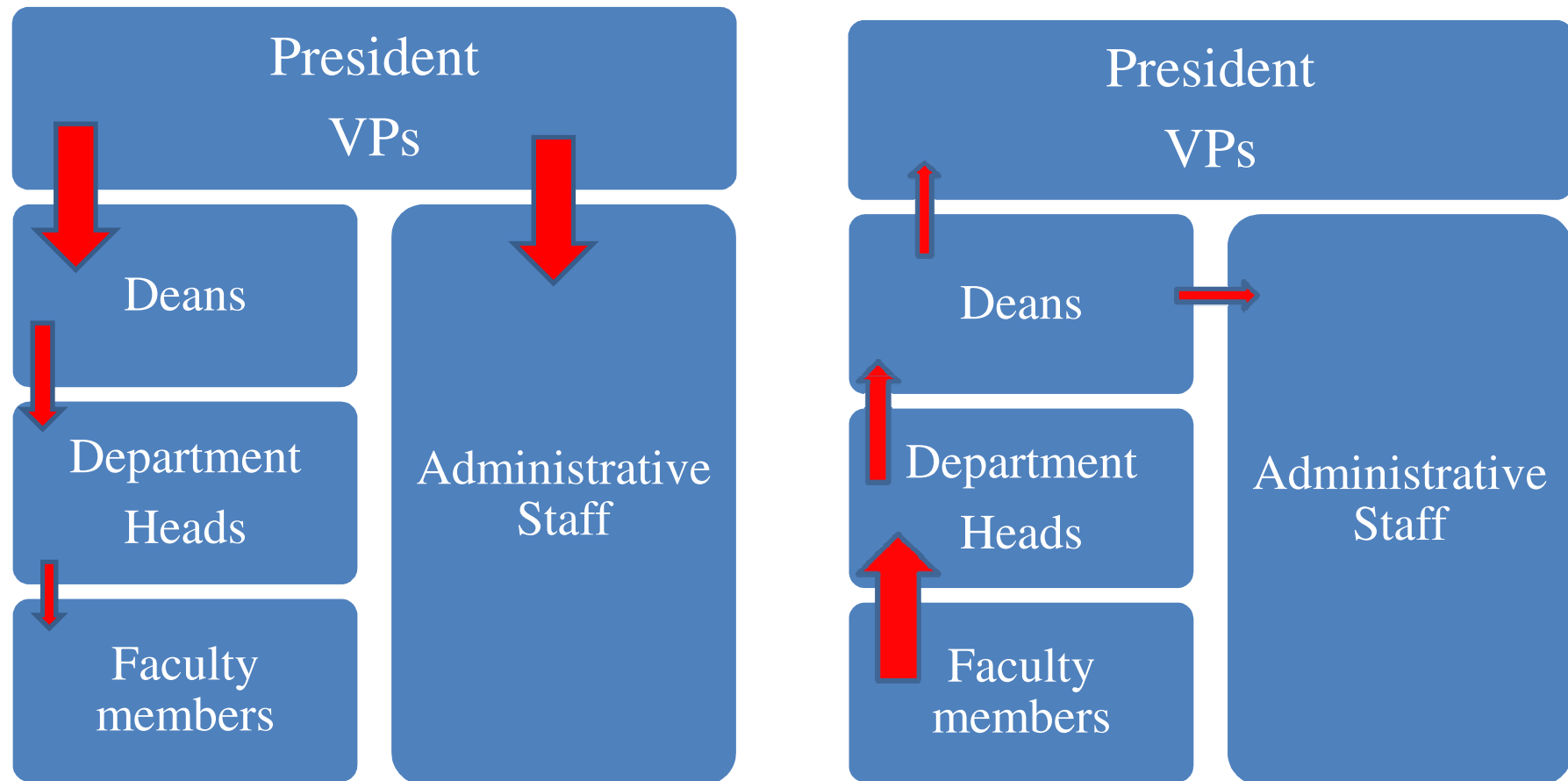
- The concept of QA is embedded in most universities' regulations.

However,

- Proper documentation of QA concept is needed.
  - Proper QA terminology should be utilized.
  - Proper QA criteria design
  - Measurable QA criteria
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- Proper IQA system is needed

# Up-Down and Down-Up Model

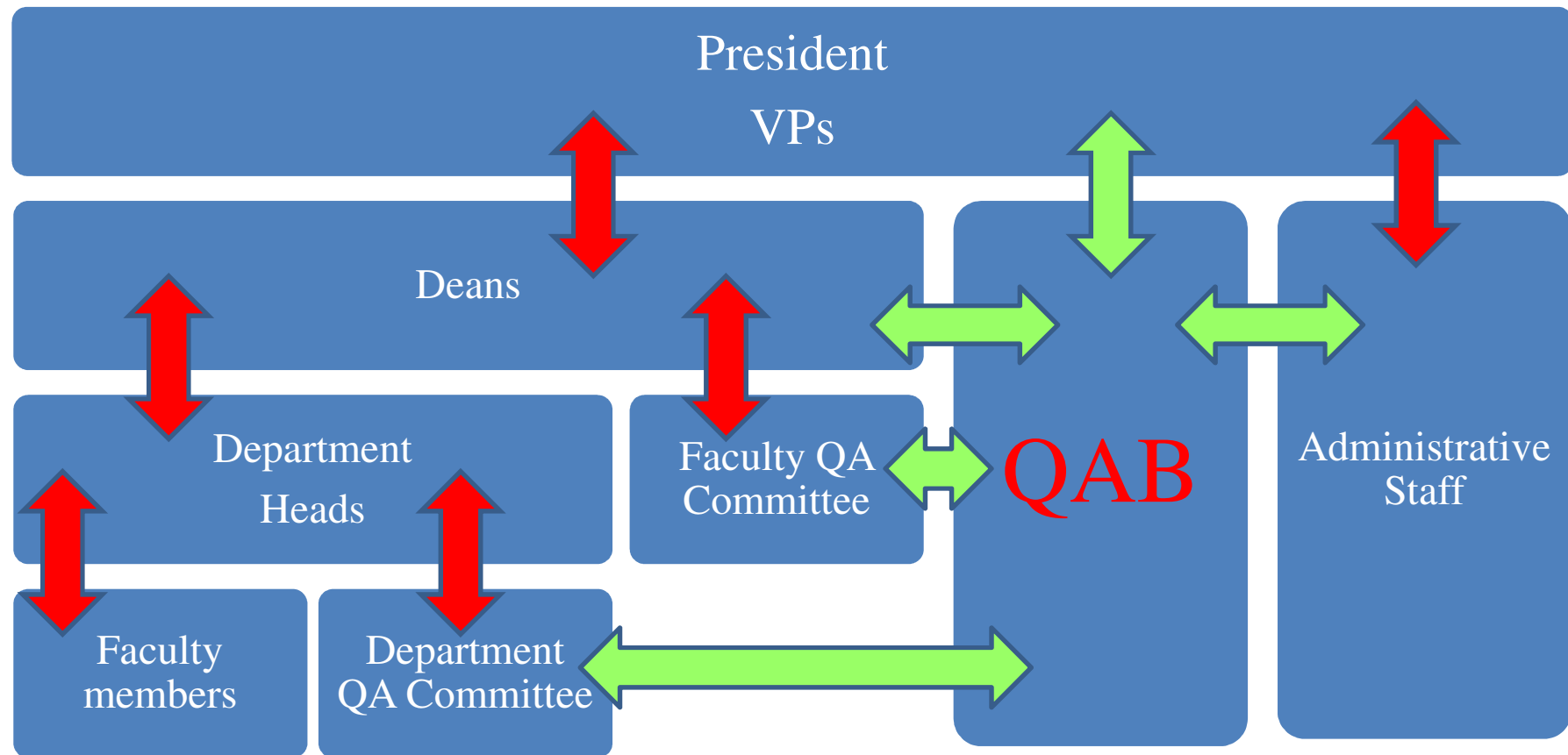
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- One-way flow of ideas
- As idea go forward, it fades away.

# Optimal QA Model

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- Two-way flow of ideas
- As idea go forward, it keeps its momentum



# Outcomes - QABs

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- QABs should be the **HUB** of IQA system in Jordanian HEIs.
- QABs should obtain adequate **support** from **top management** in any university.
- Academic and administrative **staff**
  - Employment basis
  - Proper training (to meet the national and international QA requirements)
  - Enough staff (size, objectives,...)
  - Advisory board (local, national, and international experience)

# Outcomes - QABs

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- Approved **regulations** to assign the tasks and determine the duties.
- Giving the same attention to **IQA** (Internal Quality Assurance) as **EQA** (External Quality Assurance)
- **Sharing** experience and **Networking** among national QABs
- **Infrastructure**
  - Hardware
  - Software

# Outcomes - Involvement

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- **Top** administration:
    - **active engagement** with all QA activities (from **planning** to **implementation**).
  - QAB:
    - **spreading** QA culture
  - Faculty members / staff:
    - **keen on** implementing QA principles in their daily work.
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Thank You

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