



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

White Paper Outcomes

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Quality Assurance Guidelines
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Outline

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

- *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 st matching exercise	current and active QA meet the expectations of ESG and HEAC
3	2 nd matching exercise	<u>layers</u> of quality assurance, <u>drivers</u> and <u>priorities</u>
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

- 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

- 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

- 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

- 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

- 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

➤ 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

- 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**

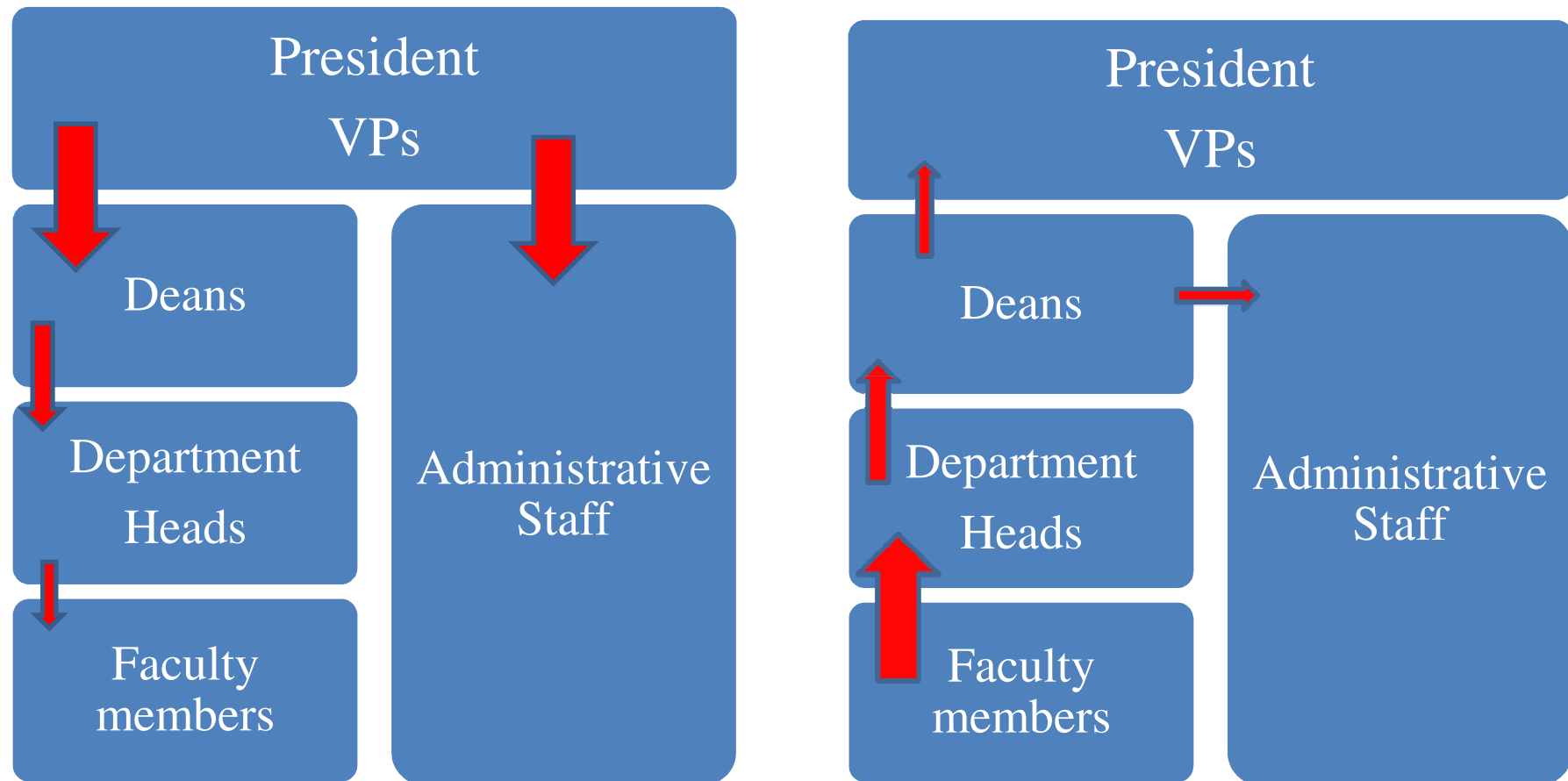
Outcomes – QA Concept

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

However,

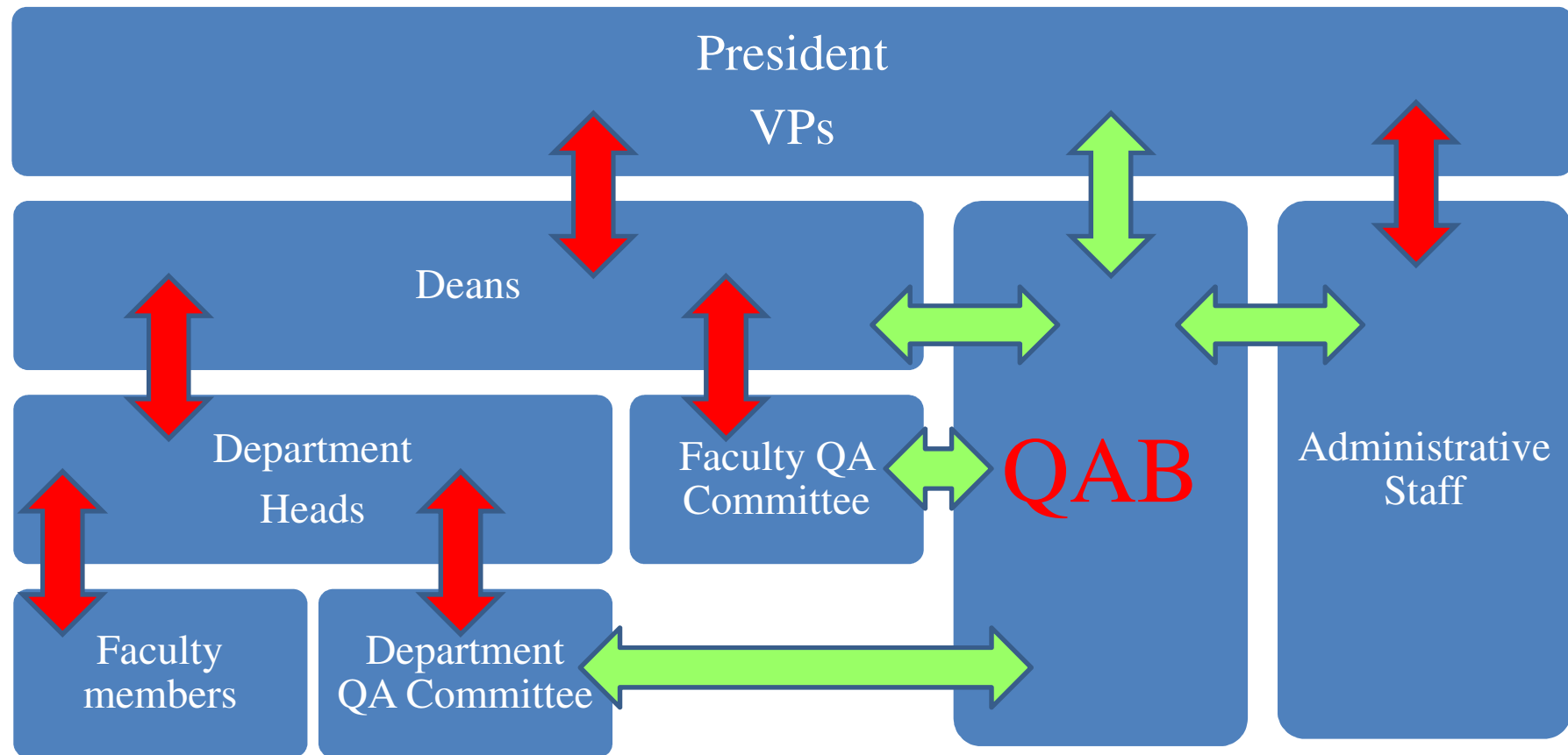
- Proper documentation of QA concept is needed.
 - Proper QA terminology should be utilized.
 - Proper QA criteria design
 - Measurable QA criteria
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- Proper IQA system is needed

Up-Down and Down-Up Model



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

Optimal QA Model



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

Outcomes - QABs

- 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

- 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

- **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
