

دورة تطوير قدرات أعضاء الهيئة التدريسية:

## إشراك طلبة الجامعة في رفع كفاءة ثقافة ضمان الجودة الداخلية وتحقيق متطلبات الاعتماد الخارجي

Incorporating students at university level in enhancing the  
culture of internal quality assurance and the process of  
external accreditation

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تقديم:

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**Higher Education Reform Experts (HEREs)**

**National Erasmus+ Office**



## أهداف اللقاء:

- ▶ 1- نشر ثقافة ضمان الجودة الداخلية بين طلبة كليات الجامعة الأردنية وتفعيل دورهم الجوهري في الوصول لهذه الثقافة نوعيا وليس فقط كميا.
- ▶ 2- استعراض التوجهات الحديثة المتعلقة بنشر ثقافة ضمان الجودة الداخلية على المستوى الجامعي محليا وعالميا
- ▶ 3- استعراض معايير ضمان الجودة الأوروبية
- ▶ 4- أمثلة واقعية من أدوار طلبة كلية العلوم التربوية في نشر ثقافة الجودة الداخلية لبرامجهم الأكاديمية وتواصلهم الميداني
- ▶ 5- ممارسات ضمان الجودة في الجامعات الأوروبية وإشراك الطلبة فيها (تقديم الطالبة سارة منصور/كلية الصيدلة/ عضو خبراء تطوير التعليم العالي)
- ▶ 6- مناقشة آليات عملية لتفعيل دور طلبة الجامعة في رفع كفاءة ثقافة ضمان الجودة الداخلية وتحقيق متطلبات الاعتماد الخارجي.

# المراجع

- ▶ "Standards and Guidelines for Quality Assurance in the European Higher Education Area"(2009)
- ▶ [http://www.enqa.eu/wp-content/uploads/2013/06/ESG\\_3edition-2.pdf](http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf)
- ▶ "EUA Policy Statement on Quality and Quality Assurance in the European Higher Education Area" (2010)
- ▶ [http://www.eua.be/Libraries/Publications\\_homepage\\_list/EUA-QA-Policy-2010.sflb.ashx](http://www.eua.be/Libraries/Publications_homepage_list/EUA-QA-Policy-2010.sflb.ashx)
- ▶ "Examining Quality Culture: Part 1 – Quality Assurance Processes in Higher Education Institutions" by Tia Loukkola and Thérèse Zhang (2010)
- ▶ [http://www.eua.be/pubs/examining\\_quality\\_culture\\_part\\_1.pdf](http://www.eua.be/pubs/examining_quality_culture_part_1.pdf)
- ▶ "Examining Quality Culture Part II: Processes and Tools – Participation, Ownership and Bureaucracy" by Andree Sursock (2011)
- ▶ [http://www.eua.be/pubs/Examining\\_Quality\\_Culture\\_Part\\_II.pdf](http://www.eua.be/pubs/Examining_Quality_Culture_Part_II.pdf)
- ▶ "Examining Quality Culture Part III – From self-reflection to enhancement" by Oliver Vettori (2012)
- ▶ [http://www.eua.be/Libraries/Publications\\_homepage\\_list/Examining\\_Quality\\_Culture\\_EQC\\_Part\\_III.sflb.ashx](http://www.eua.be/Libraries/Publications_homepage_list/Examining_Quality_Culture_EQC_Part_III.sflb.ashx)

# Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

- ▶ The focus of the ESG is on quality assurance related to **learning** and **teaching** in higher education, including the learning environment and relevant links to research and innovation.
- ▶ **Purposes of all Quality Assurance Activities???**

[http://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

# Purposes of all Quality Assurance Activities

- ▶ (1) Accountability
- ▶ (2) Enhancement.


Taken together, these create trust in the higher education institution's performance.

Quality assurance and quality enhancement are inter-related.

Quality assurance and quality enhancement can support the development of a quality culture that is embraced by all: from the students and academic staff to the institutional leadership and management.

[http://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

# Principles of the ESG

- ▶ 1) Higher education institutions have primary responsibility for the quality of their provision and its assurance.
  - ▶ 2) Quality assurance responds to the diversity of higher education systems, institutions, programmes and students
  - ▶ 3) **Quality assurance supports the development of a quality culture**
  - ▶ 4) Quality assurance takes into account the needs and expectations of students, all other stakeholders and society
- 



# Internal Quality Assurance Standards and Guidelines

## 1.1 Policy for quality assurance

Standard:

Institutions should have **a policy for quality assurance** that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.



# مركز الاعتماد وضمان الجودة - الجامعة الأردنية

## الرسالة

تفعيل نظام إدارة الجودة لضمان تطبيق المعايير العالمية في مجالات التعلم والتعليم والبحث العلمي وخدمة المجتمع وصولاً بالجامعة إلى مصاف الجامعات العالمية.

## الأهداف

- (1) وضع استراتيجية شاملة لضمان جودة البرامج الأكاديمية في الجامعة تركز على وجود معايير ضمان جودة داخلية تراعي المعايير العالمية.
- (2) نشر وتجزير ثقافة الجودة لدى كافة العاملين في الجامعة وترسيخ مفاهيم التطور والتحديث.
- (3) تطوير القدرات والمهارات الأكاديمية والبحثية لدى أعضاء هيئة التدريس.
- (4) الإشراف على عملية التخطيط الاستراتيجي وعملية إعداد الخطة الإستراتيجية ومتابعة إعداد وتنفيذ الخطط التنفيذية للوحدات المختلفة

## 1.2 Design and approval of programmes

Standard: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education

DEPARTMENT SECRETARY M. 315

CONFERENCE ROOM M. 316

غرفة اجتماعات

## THE UNIVERSITY OF JORDAN



FACULTY OF ENGINEERING AND TECHNOLOGY  
MECHANICAL ENGINEERING DEPARTMENT

### PROGRAM EDUCATIONAL OBJECTIVES (PEO<sub>s</sub>)

1. Apply the principles of math, science and engineering to solve a wide variety of technical problems.
2. Excel in designing products and systems that integrate contemporary engineering practices and modern tools to meet the societal, environmental and sustainability constraints.
3. Accept leadership roles, communicate effectively and behave professionally and ethically in multidisciplinary work environments.
4. Succeed in graduate studies, professional practice in local, regional and global markets and engage in continuous career development.
5. Engage in entrepreneurial activities that promote sustainable economic development.

### STUDENT OUTCOMES (SO<sub>s</sub>)

1. An ability to apply knowledge of science, mathematics, multivariable calculus, differential equations, linear algebra, and mechanical engineering sciences.
2. An ability to design and conduct experiment as well as to analyze and interpret data.
3. An ability to design and realize physical systems, components or processes in both thermal and applied mechanical systems to meet desired needs within realistic constraints.
4. An ability to communicate effectively and function in multidisciplinary teams.
5. An ability to identify, formulate, model, analyze, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. The broad education necessary to understand the impact of engineering solutions in a global and societal context and knowledge of contemporary issues.
8. A recognition of the need for and ability to engage in life-long learning.
9. An ability to use modern engineering techniques, skills and tools necessary for engineering practice.
10. An ability to engage in industrial practice in local, regional and global markets, to succeed in graduate studies, and to engage in entrepreneurial activities.

## 1.2 Design and approval of programmes

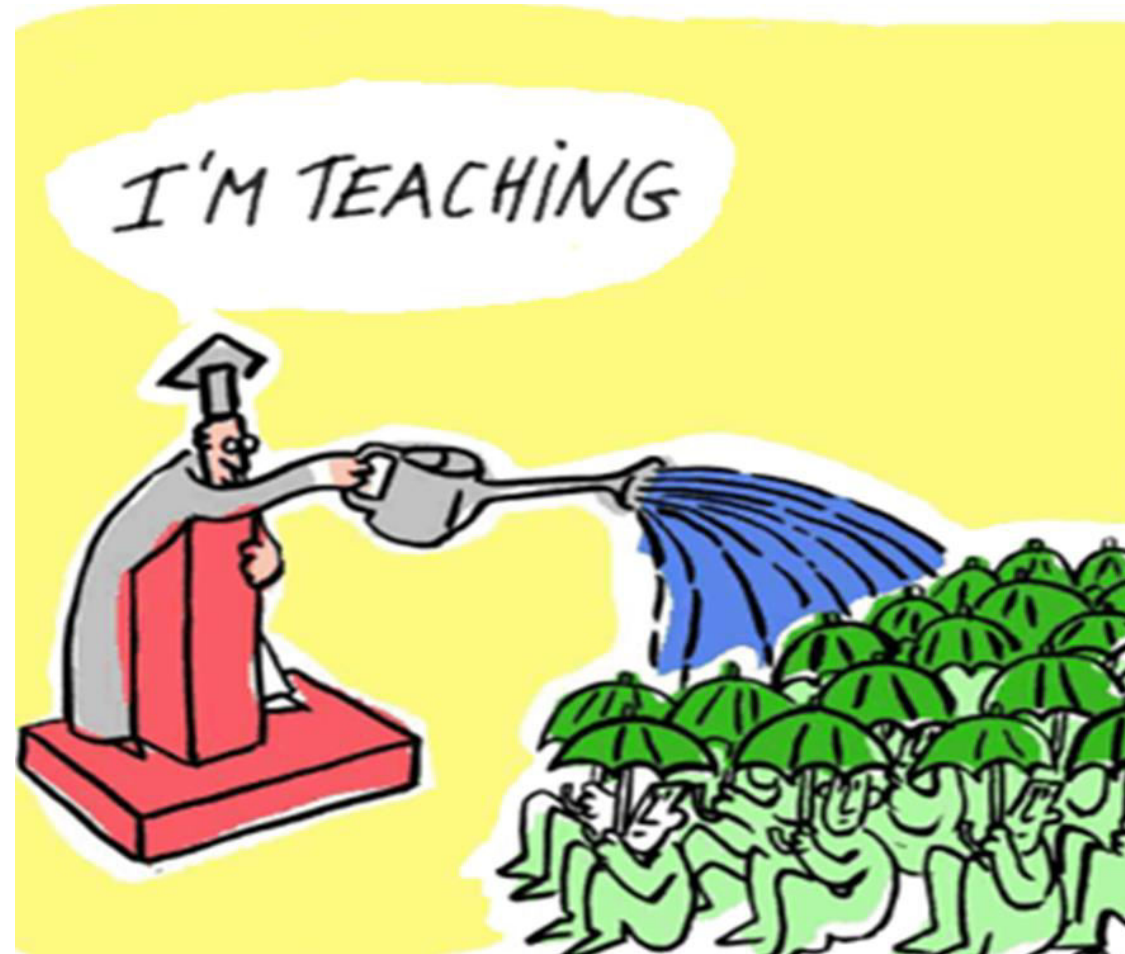
- ▶ Study programmes are at the core of the higher education institutions' teaching mission.
- ▶ They provide students with both academic knowledge and skills including those that are transferable
- ▶ Programmes are designed with overall programme objectives that are in line with the institutional strategy
- ▶ Have explicit intended learning outcomes;
- ▶ **Are designed by involving students and other stakeholders in the work.**
- ▶ **Define the expected student workload, e.g. in ECTS;**

# 1.3 Student-centred learning, teaching and assessment

- ▶ Standard:

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

## 1.3 Student-centred learning, teaching and assessment



# 1.3 Student-centred learning, teaching and assessment

## ▶ Guidelines:

Student-centred learning and teaching plays an important role in:

- 1) Stimulating students' motivation,
- 2) Stimulating self-reflection
- 3) Stimulating engagement in the learning process.

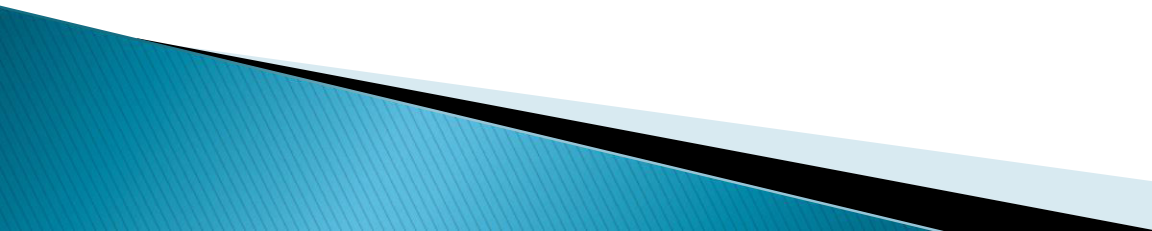
This means careful consideration of the **design and delivery** of study programmes and **the assessment of outcomes**.



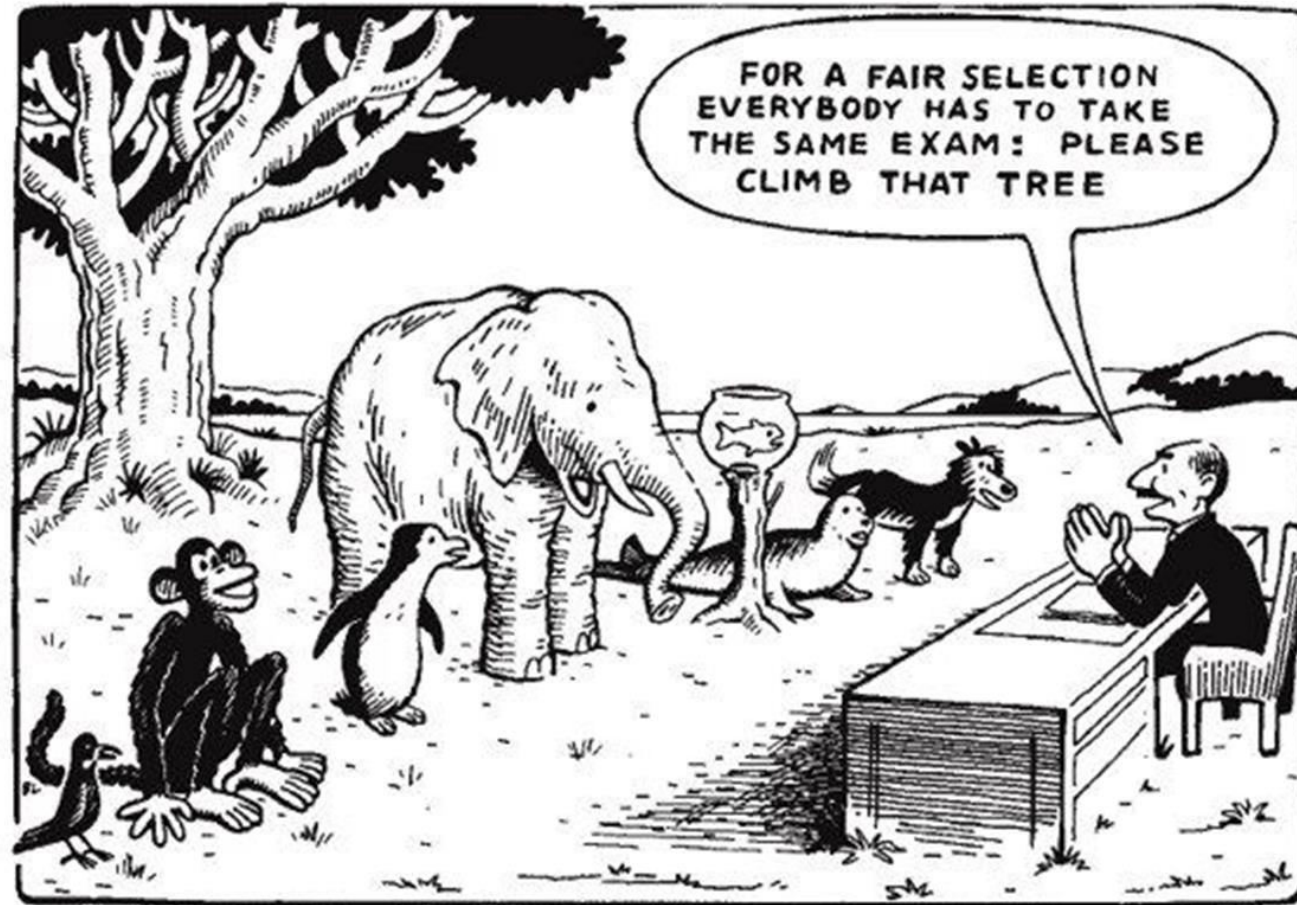


FROM A TEACHER CENTERED CLASSROOM TO A  
STUDENT CENTERED  
CLASSROOM

# The implementation of student-centred learning and teaching

- ▶ Respects and attends to the diversity of students and their needs, enabling flexible learning paths.
  - ▶ **Considers and uses different modes of delivery.**
  - ▶ Flexibly uses a variety of pedagogical methods.
  - ▶ **Regularly evaluates and adjusts the modes of delivery**
  - ▶ Encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.
  - ▶ **Promotes mutual respect within the learner-teacher relationship;**
  - ▶ Has appropriate procedures for dealing with students' complaints.
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# 1.3 Student-centred learning, teaching and assessment



# QA processes for assessment take into account the following:

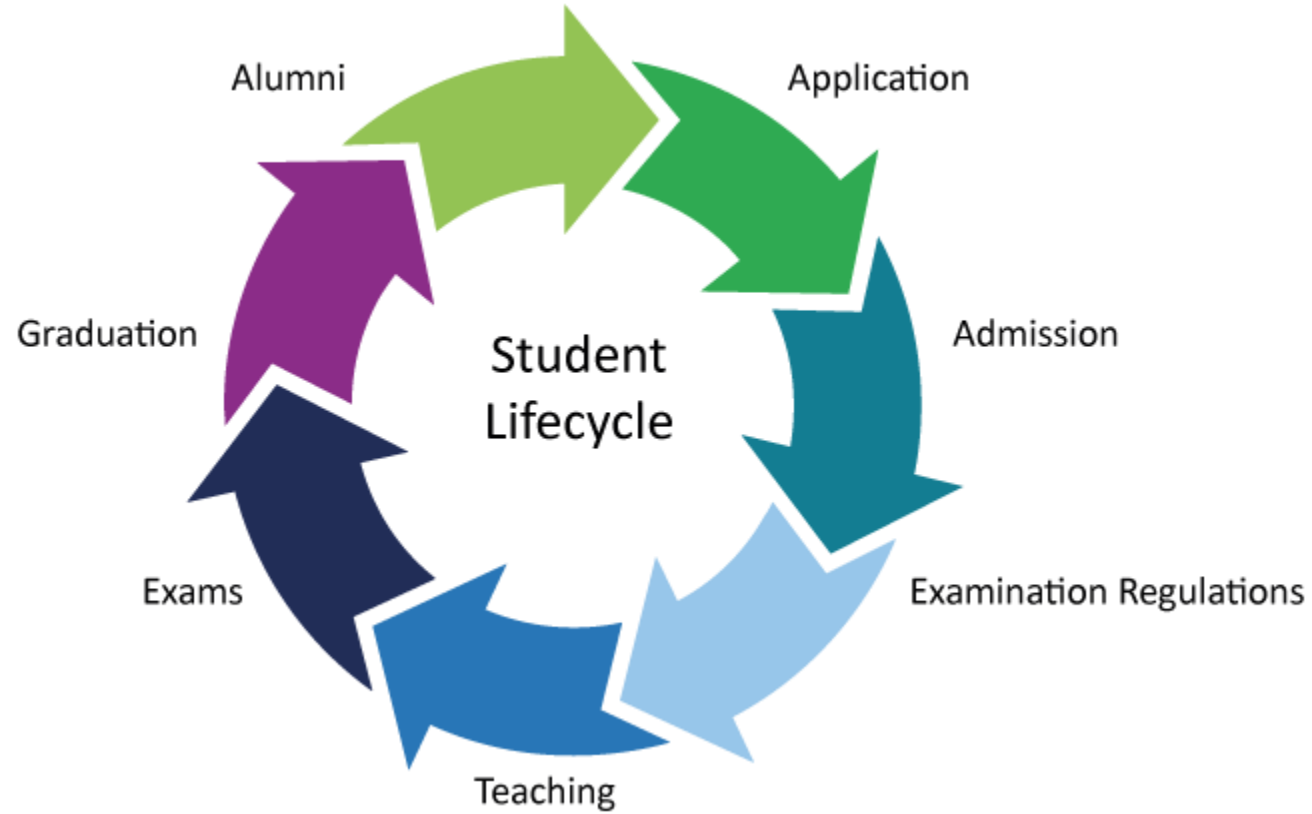
- ▶ Assessors are familiar with existing testing and examination methods and receive support in developing their own skills.
- ▶ The criteria for and method of assessment as well as criteria for marking are published in advance.
- ▶ Allows students to demonstrate the extent to which the intended learning outcomes have been achieved.
- ▶ Students are given feedback.
- ▶ Where possible, assessment is carried out by more than one examiner.
- ▶ The regulations for assessment take into account mitigating circumstances.
- ▶ Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.
- ▶ A formal procedure for student appeals is in place

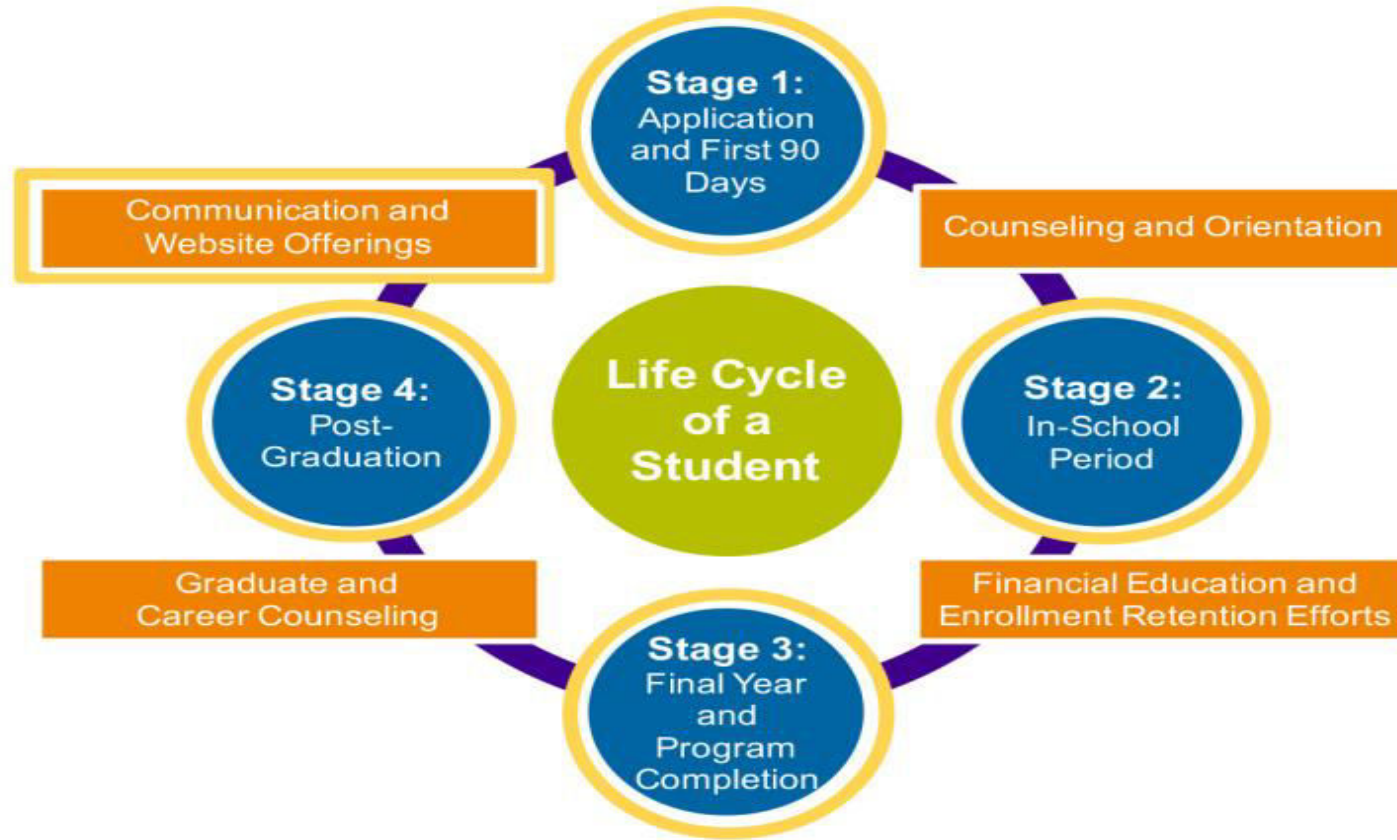
# Student “life cycle”

- ▶ Standard:

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification

# Student “life cycle”





<http://www.studentconnections.org/blog-detail/general-blog/2016/03/29/financial-education-throughout-the-student-lifecycle-stages-1-and-2>

# 1.5 Teaching staff

Standard:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.



# 1.6 Learning resources and student support

Standard:

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Guidelines:

- ▶ For a good higher education experience, institutions provide a range of resources to assist student
- ▶ learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.




# 1.7 Information management

Standard:

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

- Key performance indicators;
  - Profile of the student population;
  - Student progression, success and drop-out rates;
  - Students' satisfaction with their programmes;
  - Learning resources and student support available;
  - Career paths of graduates.
- 

# 1.8 Public information

Standard:


Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

## 1.9 On-going monitoring and periodic review of programmes

Standard:

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

## 1.9 On-going monitoring and periodic review of programmes

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
  - The changing needs of society;
  - The students' workload, progression and completion;
  - The effectiveness of procedures for assessment of students;
  - The student expectations, needs and satisfaction in relation to the programme;
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# 1.1 0 Cyclical external quality assurance

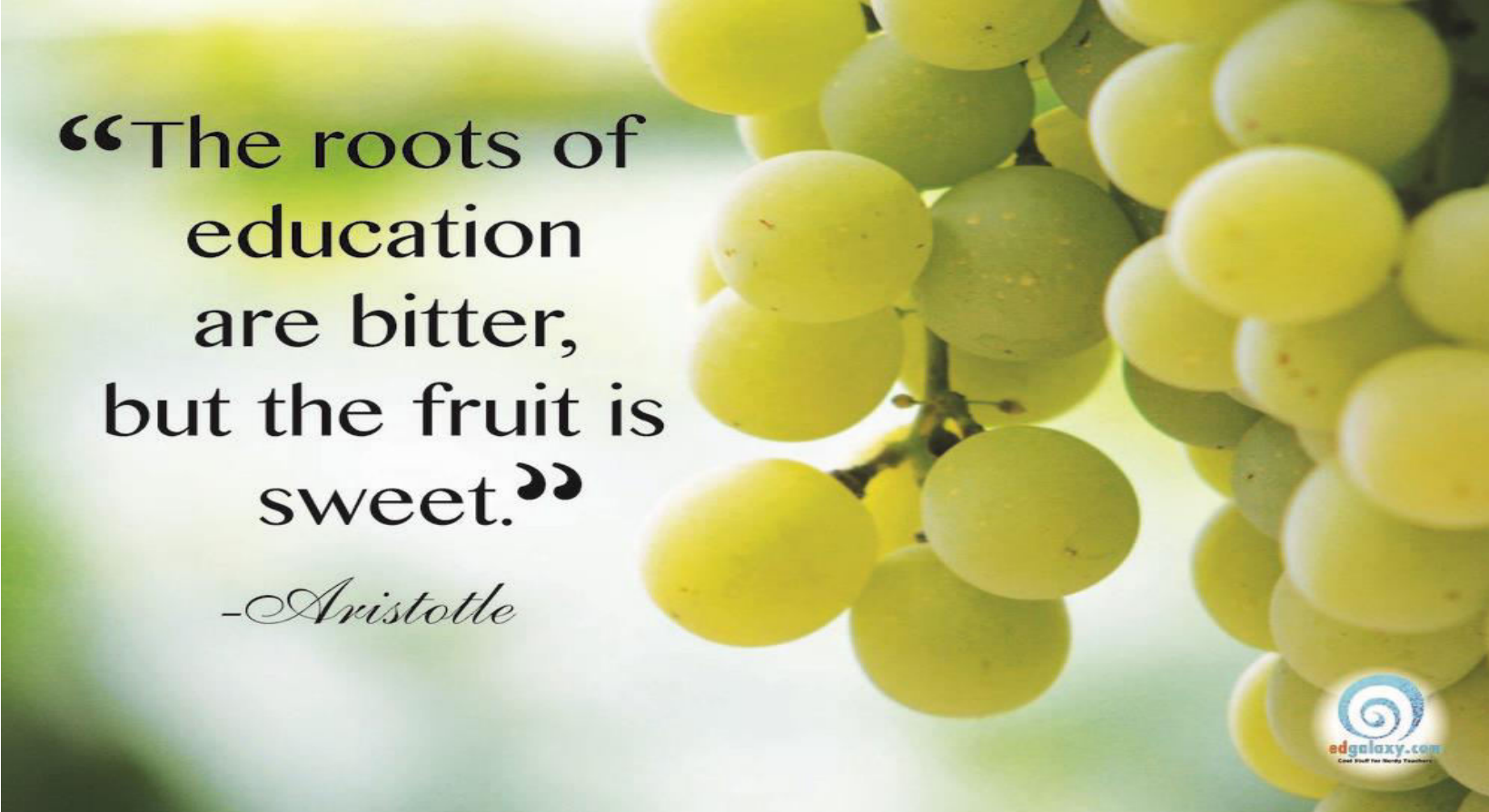
Standard:

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Guidelines:

- ▶ External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.





“The roots of  
education  
are bitter,  
but the fruit is  
sweet.”

*-Aristotle*



أية ملاحظات إضافية أو أسئلة؟؟؟

شكرا لحسن المتابعة والتفاعل الإيجابي