



Mapping the Jordanian Learner Journey

Summary Report

Piers Wall, Rishma Dattani
and Alan Weale

On behalf of the
Quality Assurance Agency
for Higher Education, UK

Executive summary

Mapping the Jordanian Learner Journey report comes as part of the British Council Global Higher Education programme and the strand of enhancing student outcomes. To support this objective, the British Council works with higher education institutions and other relevant higher education bodies to improve the prospects for students and ultimately maintain relevance of universities to their local and global contexts.

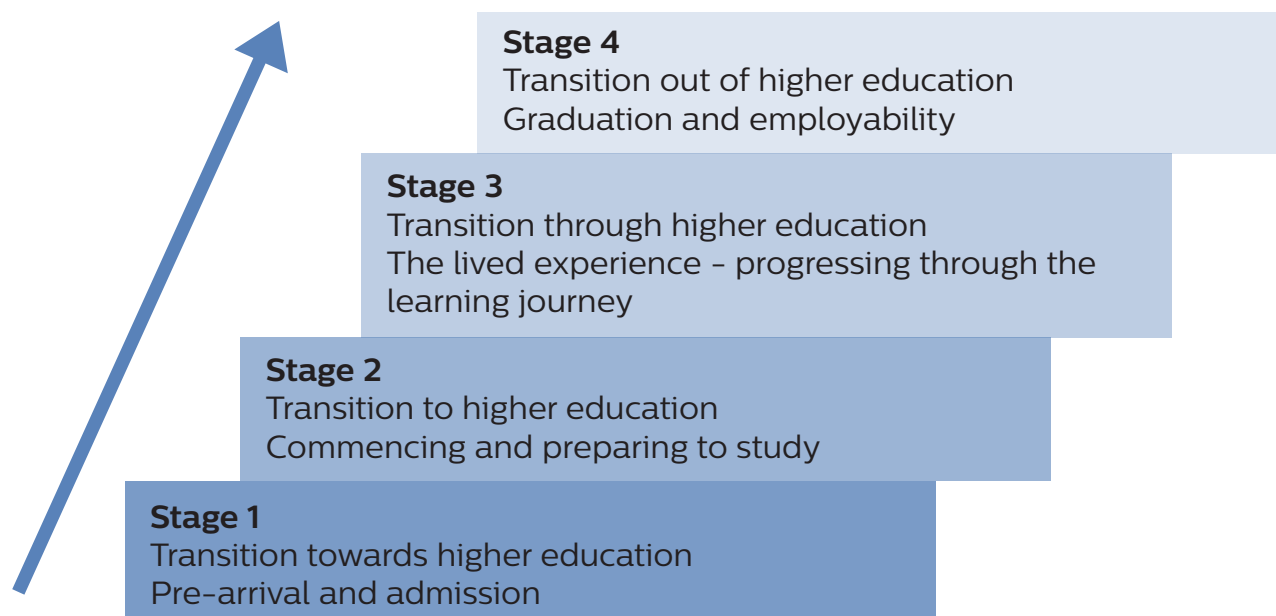
In Jordan, the British Council has developed a Theory of Change and programme that are geared towards enhanced student outcomes. This programme has been defined as the Pathway to Renewed Engagement Through a Partnership Approach to Raising Employability (PREPARE).

Mapping the Jordanian Learner Journey focuses on the study of the learning experience of higher education students through their life cycle from pre-admissions to graduation and employment. It is an essential first step in the wider Pathway to Renewed Engagement Through a Partnership Approach to Raising Employability (PREPARE) Programme, which has been designed to represent all our local tertiary education programming and aims to support Jordanian tertiary education institutions to produce graduates for the local, national and global economy.

It provides an outline of the university student journey in Jordan (distinguishing between public and private universities where appropriate) and compares this with the typical journey of a university student in the UK. It is important to note that only four Jordanian universities – Al-Ahliyya Amman University (AAU), Hashemite University (HU), Princess Sumaya University for Technology (PSUT) and the University of Jordan (UoJ) – formed part of this exploratory study. A gap analysis of the two journeys assesses the impact on the Jordanian student experience with reference to the *Education for Prosperity: Delivering results – A National Strategy for Human Resource Development 2016–2025* (HRD)¹ and to the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG).²

Four stages of the journey are compared as shown in the diagram below.

Figure 1: Stages of transition through the student life cycle



(adapted from Bates and Hayes, 2017)

1 www.mohe.gov.jo/en/Documents/National-HRD-Strategy.pdf

2 https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

The study considered the context for the student journey in both Jordan and the UK including the key stakeholders, processes and practices and identified the key factors influencing higher education in the UK and Jordan respectively.

Figure 2: Factors influencing UK higher education

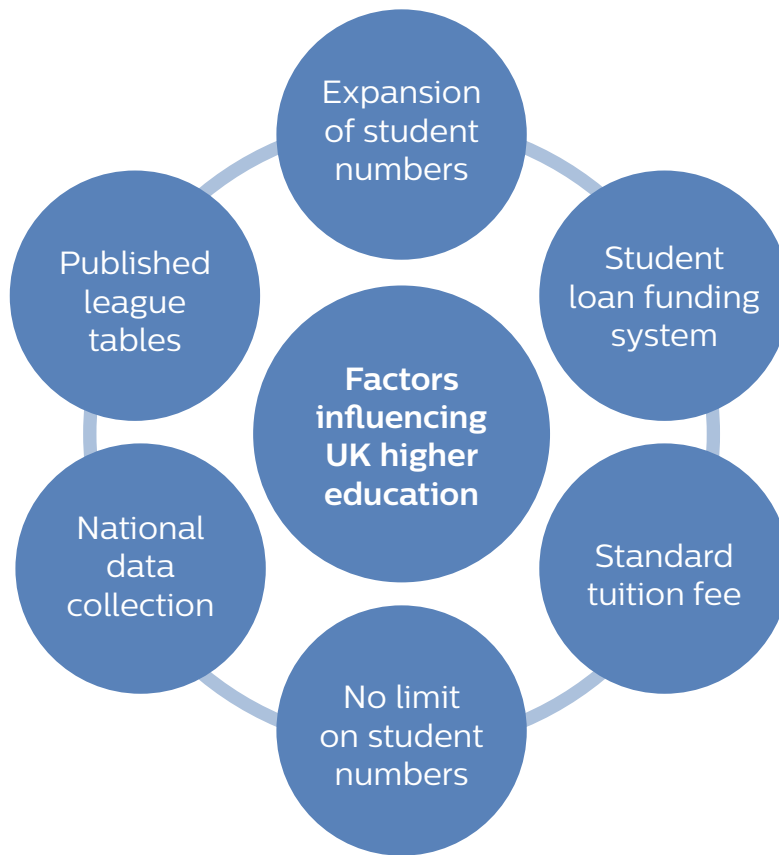
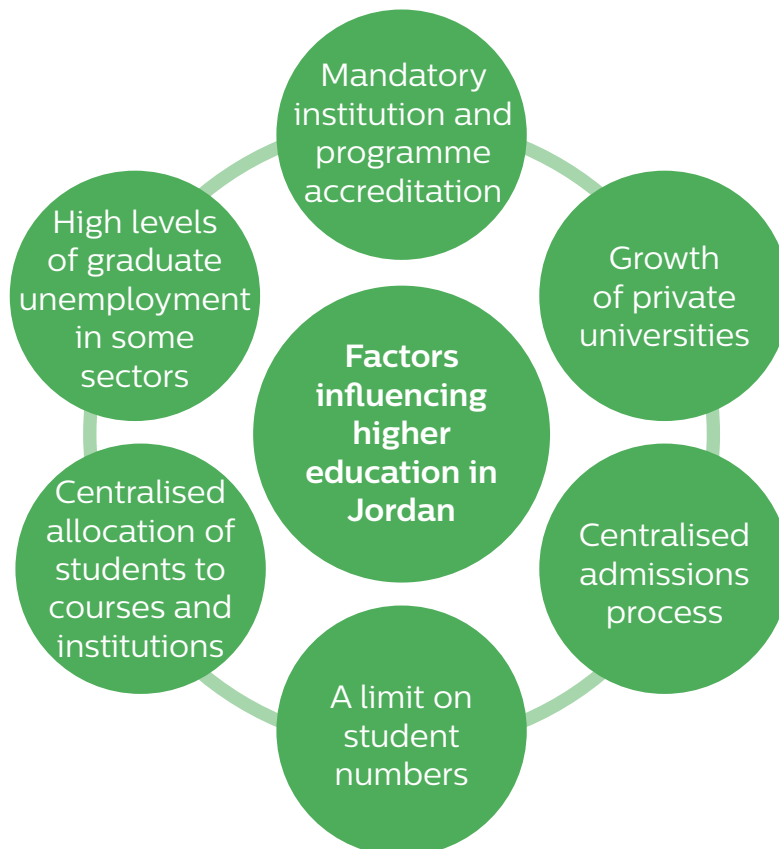


Figure 3: Factors influencing higher education in Jordan



The UK student journey shows universities engaging with students and schools through activities such as open days, outreach visits and talks. Students also have a significant amount of data on university courses and graduate employment to help them choose the course and university at which they wish to study.

UK students have a full managed induction programme and have communication with the university prior to starting.

In the UK, the courses students study embed employability in all aspects of the course from programme development through to curriculum, delivery and assessment. Stakeholders from industry are involved in these aspects and also in the opportunities students have in placements and internships. Learning outcomes are embedded in all aspects of course development and delivery, including assessments, which involve a range of task types.

Teaching and learning approaches have developed to allow for more student participation and the opportunity to develop soft skills, and academics have been offered training and staff development to support this. This helps ensure students have developed soft skills as well as knowledge when they graduate, through the embedding of their institution's graduate attributes.

The Jordanian student journey shows much less engagement with universities prior to starting their course. Engagement with universities is post-Tawjihi. The centralised admissions system places each student on a programme at university based solely on the grades achieved in the Tawjihi which limits the space, rationale and requirement for Jordanian universities to innovate and create opportunities to develop student experiences and relationships at the pre-enrolment stage. As a result, students are less informed and engaged in the process of selecting their programmes and universities.

In Jordan, there is an inconsistent approach to induction and, for many students, no engagement with their university until the start of the course.

While some courses have links to industry and some employers may be involved in their development, this is not the case for many courses. Where 'soft skills' development is available, it is usually an extra part of the course, rather than an integral and embedded element of each programme. This and the lack of graduate attributes in many universities, means students may not be prepared for entering the workplace. While learning outcomes are found in programme development and modules, they are not applied to assessments which tend to be examination focused.

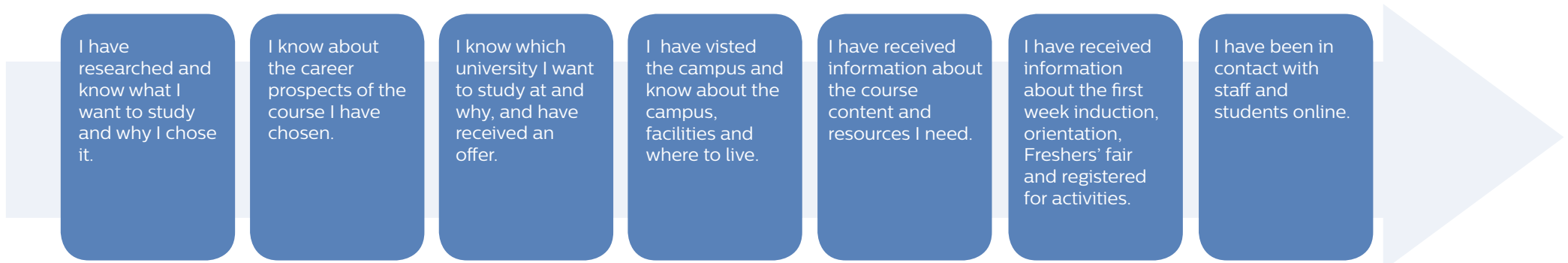
Teaching and learning approaches are beginning to become more student centred but staff may lack training to help them develop.

The visuals present a direct comparison of the student experiences of each stage of the student journey and highlight where there are gaps.

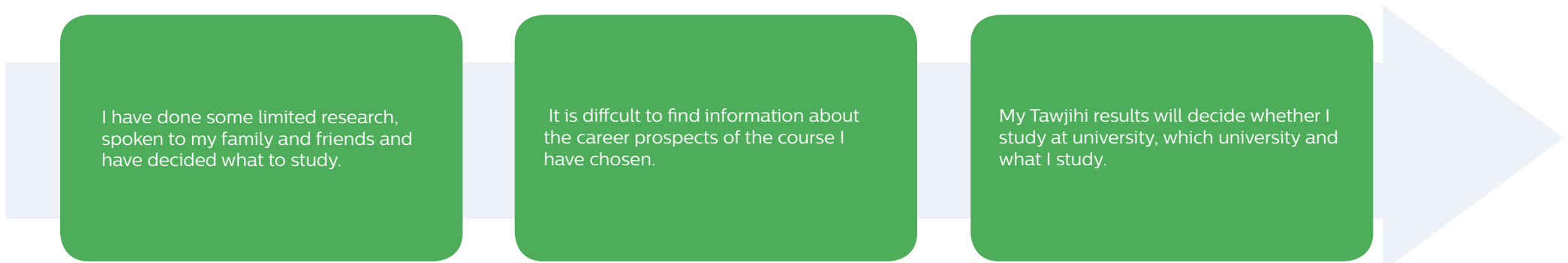
Gap analysis/Comparison of the Jordanian learner journey and the UK learner journey

Stage 1: Transition towards higher education: Pre-arrival and admission gap analysis

UK student journey



Jordan public university student journey (Hashemite University and University of Jordan)



Jordan private university student journey (Al-Ahliyya Amman University and Princess Sumaya University for Technology)



Stage 2: Transition to higher education: Commencing and preparing to study gap analysis

UK student journey

I am expected to attend a managed planned induction and orientation (Freshers' week) including a tour of the campus and facilities.

Induction includes introduction to support services (eg finance, accommodation, welfare).

Induction includes introduction to employment placement and careers guidance.

Induction includes introduction to learning support (eg study skills, resources).

Induction includes introduction to course outcomes, timetable, modules, resources and academic support.

Jordan public university student journey (Hashemite University and University of Jordan)

There is a (short) induction including a tour of the campus and facilities.

Induction may include introduction to support services (eg finance, accommodation, welfare) though I may need to ask for this information.

Induction may include introduction to learning support (eg study skills, resources), though I may need to ask for this information.

Induction may include a short introduction to course timetable, resources and academic support.

Jordan private university student journey (Al-Ahliyya Amman University and Princess Sumaya University for Technology)

I am expected to attend a managed planned induction and orientation of several days, this includes a tour of the campus and facilities.

Induction includes introduction to support services (eg finance, accommodation, welfare).

Induction includes introduction to employment, placement and careers guidance.

Induction includes introduction to learning and academic support (eg study skills, resources).

Induction includes introduction to course outcomes, timetable, modules and resources.

Stage 3: Transition through higher education: Progressing through the learning journey gap analysis

UK student journey

Employers and students have been involved in the development of the programme and curriculum and there is a link to employers.

My university has published graduate attributes which show me the knowledge, qualities and skills I need to develop on the course.

Work-based learning, internships or placements are credit-bearing components which means I learn work skills which count towards my course.

Programme learning outcomes are referred to in the course documents, sessions and in assessment tasks and criteria so I know why I am studying.

Teaching is student centred, practical and participative and I am able to develop skills and knowledge. Staff are knowledgeable and have teaching skills, and feedback from academics and industry.

I can give feedback on my course and there is a student representative who attends university meetings.

Jordan public university student journey (Hashemite University and University of Jordan)

My course has primarily been developed by academics. There may not be any links with industry. The programme is approved by AQACHEI and MOHESR.

Programmes may include some work-based learning, internships or soft skills but these may not be core components of the course or be credit bearing so do not seem important.

There are learning outcomes and learning objectives but these focus on knowledge. Outcomes don't link to assessment (mainly exams) so I'm not sure why I am doing them.

Teaching and learning is mainly lecture based so I don't have the opportunity to participate very much or practise any skills. Teachers are knowledgeable but may not have good teaching skills or know how to engage students.

I can give feedback on my course through evaluations. I take the National Competency Exam.

Jordan private university student journey (Al-Ahliyya Amman University and Princess Sumaya University for Technology)

My course has been developed by academics. Industry may be involved. There may be links between programme outcomes and employability and industry. Programme accreditation/approval is by AQACHEI and MOHESR.

Programmes may include some work-based learning, internships or soft skills but these may not be explicit. Some courses are project based.

Focus is on learning outcomes and learning objectives and measuring these through direct and indirect assessment. Assessments are not all exams. I take the National Competency Exam.

I am able to contribute in some sessions and practise skills. Teachers are knowledgeable and encourage participation.

I can give feedback on my modules and course regularly. There is a student representation process. I take the National Competency Exam.

Stage 4: Transition out of higher education: Graduation and employability gap analysis

UK student journey

I know what skills the university thinks a graduate needs.

I can attend careers sessions, receive advice throughout my course. I may have a career mentor.

There are opportunities to meet employers and attend careers fairs.

I have developed soft skills during my course and used these in coursework and assessments which include projects and presentations.

I can do a credit-bearing work placement, internships or volunteering which give me valuable experience and help me with my career choices.

My university has developed links with employers to support their recruitment.

I can return to the university after graduation and become involved in mentoring students and giving advice.

Jordan public university student journey (Hashemite University and University of Jordan)

I can attend careers sessions and receive advice and support (eg writing CVs) usually in my final year. There is a careers guidance officer.

There are opportunities to meet employers and attend careers fairs.

I can develop soft skills if I want to. It's optional.

There may be opportunities for a placement, internships or volunteering, but these are optional and may not be very well organised or connected to my assessments.

I may have the opportunity to return after graduation to support and give advice.

Jordan private university student journey (Al-Ahliyya Amman University and Princess Sumaya University for Technology)

I can attend careers sessions and receive support throughout my course. There is a careers guidance officer.

There are opportunities to meet employers and attend careers fairs.

I have developed some soft skills as they are part of the course, though they may not be explicitly referred to or assessed.

My university may have links or relationships with employers to support their recruitment.

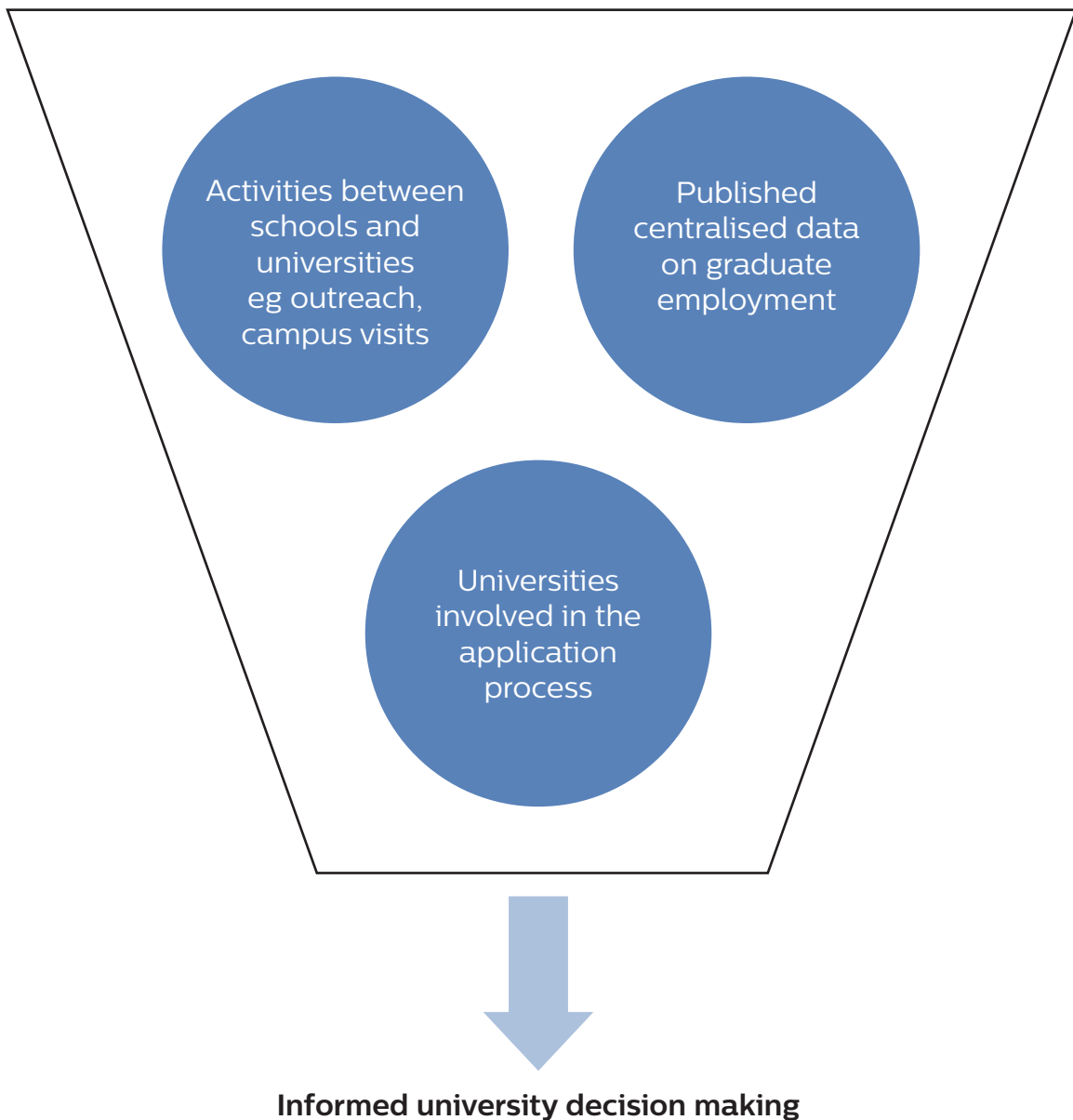
There may be opportunities for a placement, internships or volunteering and these may connect to my assessments.

I may have the opportunity to return after graduation to support and give advice.

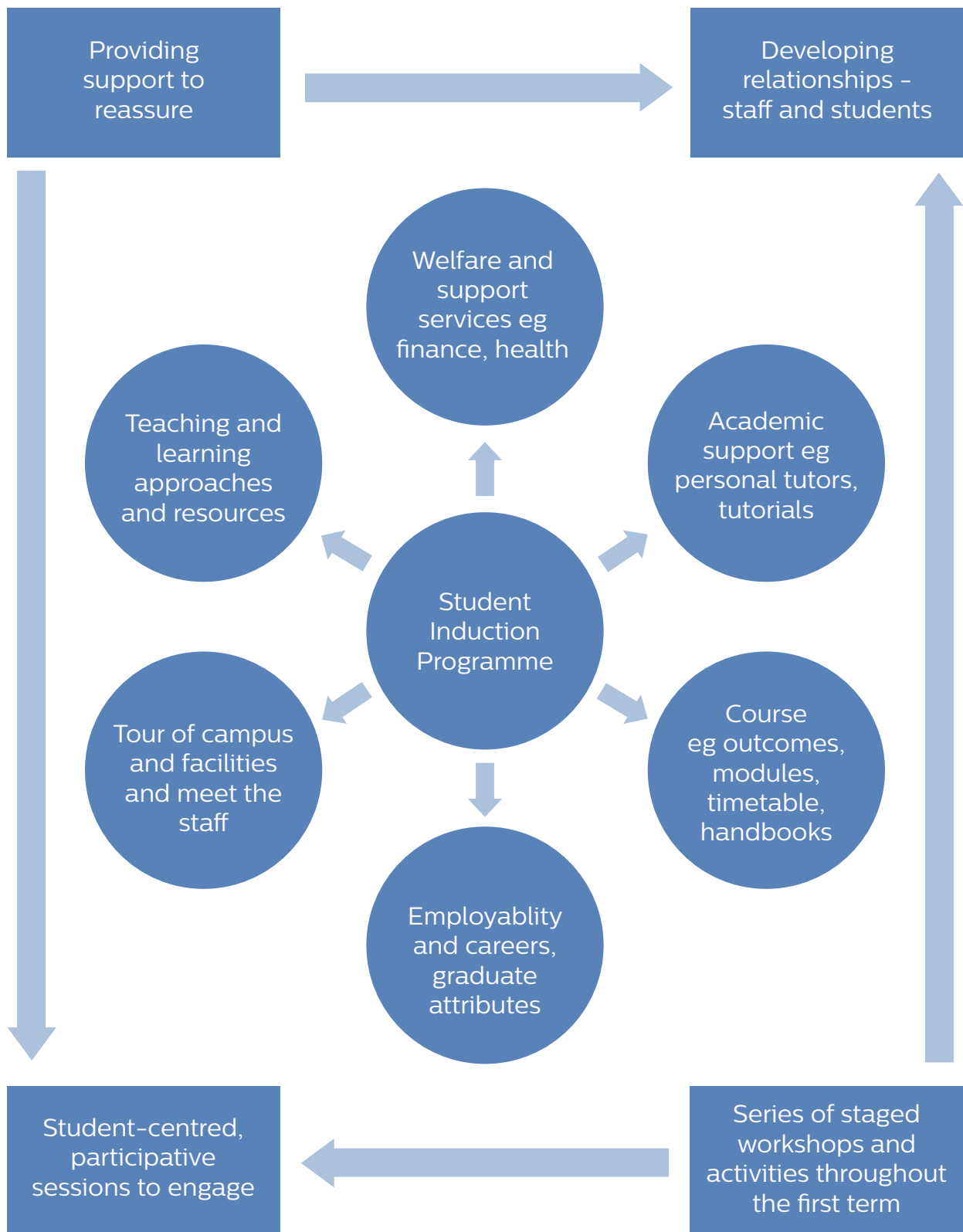
The gap analysis is used to make a number of recommendations to help close the identified gap between graduate skills and employer need, and enhance employability options for graduates to enable them to contribute to the economic development of the country.

A summary of these recommendations is shown below:

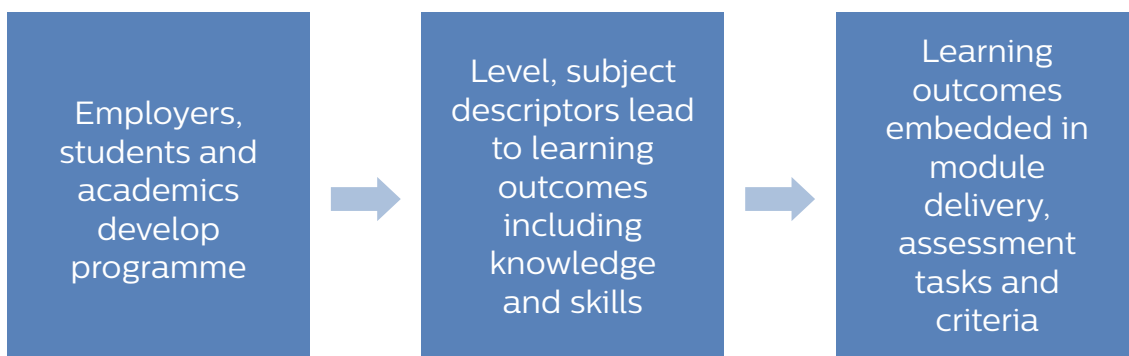
1 More and consistent engagement with students prior to application to ensure students are able to make informed decisions and build up relationships with potential universities.



2 A consistent approach to induction to support students ensuring all students feel prepared.



3 More engagement with employers and students in all aspects of a course from programme development through to assessment, to help ensure courses include skills employers need and give students the opportunity to develop and practise these.



4 Embedding of employability and an approach to this from the start of the course and linking this to the development of graduate attributes.

Sample graduate attributes one³

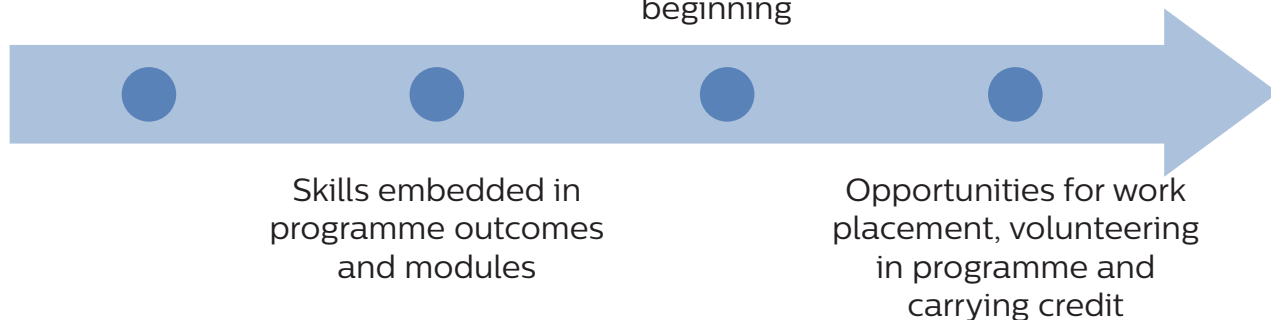
- Problem solving and analytic ability
- Interpersonal skills and networking
- Global citizenship
- Flexibility and adaptability
- Effective communication
- Creativity and innovation

Sample graduate attributes two⁴

- Academic literacy
- Research literacy
- Critical self-awareness and personal literacy
- Digital and information literacy
- Active citizenship

Graduate attributes linked to courses

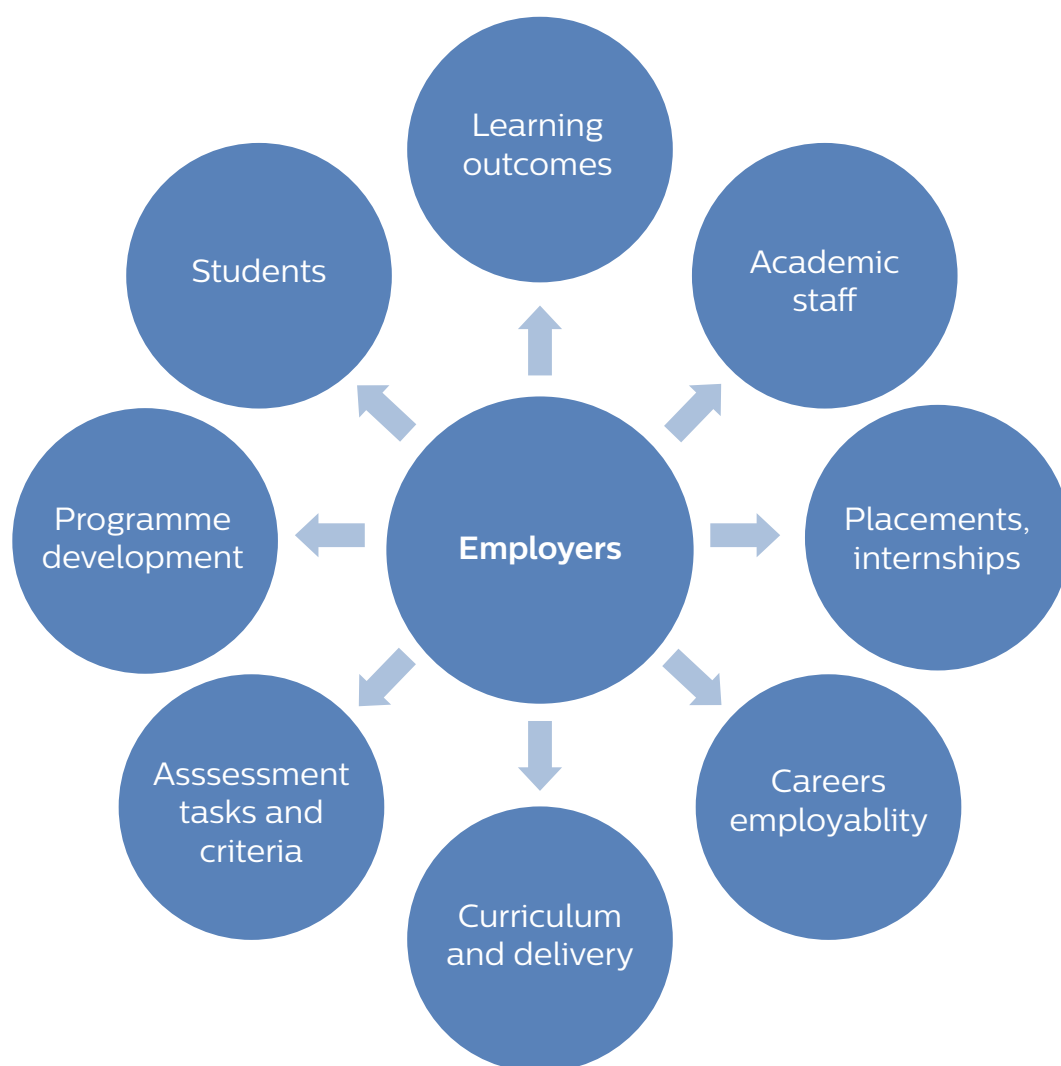
Embedded approach to employability from beginning



³ www.cardiffmet.ac.uk/jobs/Documents/GraduateAttributes.pdf

⁴ www.brookes.ac.uk/staff/academic/academic-advising/academic-advising-in-practice/developing-graduate-attributes

5 Building capacity in staff through training to enhance teaching skills and enable staff to consider employability in the development of curriculum and assessment.



6 Building on the mandatory institutional and programme accreditation, develop consistency across the sector through the introduction of a mandatory requirement to follow the quality assurance process including a cycle of quality audits.

These recommendations would build on the initiatives taken so far and the goals for higher education identified in *A National Strategy for Human Resource Development 2016-2025* (HRD).

The Jordanian student journey



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 Southgate House, Southgate Street, Gloucester GL1 1UB
 Registered charity numbers 1062746 and SC037786

Tel: 01452 557000
 Web: www.qaa.ac.uk