



EU Funded Project "Technical Assistance to the Skills for
Employment and Social Inclusion Programme"

المشروع الاوروبي " الدعم الفني لبرنامج المهارات للتشغيل والاندماج
الاجتماعي"



Component 3: Quality Assurance and Qualifications

Amman, Jordan

July 2019

the project is implemented by

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**Strategic and Operationalisation Plan for the Implementation of the
National Qualifications Framework
For the years 2019-2023**

Component 3

**Assist in the development of an operationalisation plan of the established Jordanian
National Qualification Framework in relation to TVET qualifications and in
relationship with the Social Partners, as well as conduct a diagnostic analysis to review
the Education sector pathways to improve the attractiveness of the E-TVET sector**

Reviewed and amended by

Prof. Bastian Baumann and Dr. Klemen Miklavič

Senior Non-Key Experts (NKE), (A1.3.2 and A1.3.8)

EU-TA Skills for Employment and Social Inclusion Programme (SESIP) for Jordan

**Strategic and Operationalisation Plan for the Implementation of the
National Qualifications Framework**

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For the years 2019-2023

Preface

The Strategic Plan for the Implementation of the National Qualifications Framework has been initially prepared by the committee formed in compliance with the letter of the President of the Accreditation and Quality Assurance Commission for Higher Education Institutions No. 1/5/515 dated 26/2/2019 under the chairmanship of Prof. Zaid Al Anber, the President's Assistant for Accreditation and the following members of the Committee:

- Prof. Dr. Majid Abu Jaber - University of Jordan.
- Prof. Dr. Khaled Gharaibeh - Yarmouk University.
- Dr. Musa Al-Habib - Al Hussein Technical University.
- Dr. Ayman Maqableh - Luminus Technical University College.
- Dr. Raed Aliwah - Ministry of Education.
- Dr. Tahseen Hajmat - Accreditation and Quality Assurance Commission for Higher Education Institutions.
- Mrs. Nadera Al-Bakhit - British Council.
- Mr. Imad Malkawi - Ministry of Labour.

Within the framework of the Technical Assistance provided by the EU SESIP Project, the draft strategic plan was reviewed, discussed with stakeholders and amended by the experts to expand it into a comprehensive strategic and operationalisation plan.

This plan is to be seen and read in conjunction with the specific roadmap and timeline that was also developed within the framework of the EU SESIP Project. Within this document, the activities under the Strategic Objectives, that can be



understood as the Strategic Initiatives are outlined in terms of their chronological priorities and interdependence with Strategic Initiatives under different Strategic Objectives.

Vision

"National System for Qualifications that leads to Global Competitiveness".

Mission

The mission of the NQFJ is to:

"Establish and implement transparent and unified criteria for the standards and quality at the national level, and provide a reference for the design and quality assurance of education and training programs. It also seeks to allow the comparison of national qualifications with international ones to encourage the principle of lifelong learning and strengthen the role of the national qualifications system in achieving qualitative development of learning outcomes, and enabling opportunities for advancement. It furthermore aims to facilitate the transition between the sectors of education, training and employment to meet the needs of the labour market in line with the national strategy for human resources development."¹

Values

Excellency, transparency, creativity, innovation, responsibility, trust, respect, team spirit, recognition of others, partnership, and creating impact.

¹ The EU SESIP suggests a review of the mission statement to clearly identify the major purposes of the NQFJ: quality assurance, quality enhancement, international mobility, permeability between education sectors.



NQF Strategic Objectives 2019-2023

1. Agreement on fundamental questions related to the establishment and operationalisation of the NQF

Outputs

- 1.1 Overview of entities and qualifications that will be subject to NQF procedures
- 1.2 Agreement on timeframe for the initial review of all entities and qualifications
- 1.3 Agreement on the nature of the NQF governance system
- 1.4 Alignment of NQF with the quality assurance and accreditation activities
- 1.5 Clear regulation and legislation that distinguishes the relationship between the different competent authorities specialised in:
 - the quality assurance of education (educational programs)
 - the internal quality assurance and improvement of the framework operations, including self-evaluations and follow-up action
- 1.6 Agreement on the approach for the review mechanism of institutions and qualifications

Activities:

- Decide on the institutions and qualifications that will be subject to the NQF (in particular in general education and pre-primary education)
- Compile a comprehensive list of provider institutions and qualifications that will be listed and registered on the NQF
- Decide on the period during which all institutions and qualifications will have to undergo registration and listing



- Decide on the governance model for the NQF, in particular whether it will be a centralised model with one organisation in charge of implementation of the NQF or a decentralised model, in which each sector will play a role. In case of a decentralised model, decide what will be the division of responsibilities and establish terms of reference for the different sectorial bodies
- Clarify and decide on the relationship between quality assurance, and in particular accreditation, and the process of registration and listing.
- Develop instructions to distinguish the roles, purposes, competences and the relationship between the various competent entities responsible for the quality assurance and assurance and accreditation of education and training.
- Decide on the review mechanism, in particular the balance between the use of external reviewers and staff of the NQF authority

Responsibilities: NQF Board, Steering Committee, AQACHEI, TVSDC, MoE, and, where appropriate, industry / employer representatives

2. Unified standards for qualifications and their development for the education and training sectors

Outputs:

2.1 General level descriptors and sub-descriptors for all levels of qualifications of all types, instructions for classifying the contributing sides, classification of qualifications, recognition of prior qualifications, entry progress and transition bases prepared and approved in partnership with the private sector and relevant partners.

2.2 Standards and procedures for developing outcome-oriented qualifications including guidelines for developing program learning outcomes and mapping these to level descriptors.

2.3 A common approach to assessment, credits and RPL

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Activities:

- Form technical sub committees of the steering committee (SC) (established by AQACHEI or by the SC) and develop specific terms of reference for each of the sub-committees to undertake the below listed tasks:
 - Review and revise the levels, level descriptors and sub-level descriptors in cooperation with stakeholders.
 - Develop the classification of qualifications for education and training, based on sector and volume
 - Develop instructions for listing the previously existing qualifications
 - Develop criteria and procedures for entry, progression, and transfer of qualifications.
 - Develop instructions and a manual for a common approach to assessment
 - Develop a common approach to the use of a credit system
 - Develop a common approach to RPL

Responsibilities: AQACHEI, NQF Board, Steering Committee².

² The full involvement of stakeholders, including individual institutions from both higher education and TVET needs to be ensured.



3. Standards and unified instructions for the listing and registration providing institutions and qualifications in the national qualifications framework

Outputs:

3.1 Standards, criteria and procedures for the listing of educational institutions and registering the qualifications in the national qualifications framework.

3.2 Criteria and procedures of recognising and placing of foreign qualifications prepared and approved in partnership with private sector institutions and the sides concerned.

Activities:

- Form technical sub committees of the steering committee (SC) (established by AQACHEI or by the SC) and develop specific terms of reference for each of the sub-committees to undertake the below listed tasks:
 - Develop the standards, criteria and procedures for listing (and re-listing) the provider institutions in the national qualifications framework.
 - Develop standards, criteria and procedures for registering and re-registering the qualifications in the national qualifications framework.
 - Develop instructions for classification and certification of the institutions providing the qualifications.
 - Develop institutional mechanism for the recognition and placement of foreign qualifications

Responsibilities: AQACHEI, NQF Board, Steering Committee³.

³ The full involvement of stakeholders, including individual institutions from both higher education and TVET needs to be ensured.



4. Quality assurance for the national qualifications framework

Outputs:

4.1 Processes and procedures for the internal quality assurance of the national qualifications framework

4.2 Dialogue and cooperation platform for the key stakeholders to enhance cooperation and commitment among themselves transparently.

Activities:

- Develop a system for internal quality assurance of all operations, standards and procedures for the NQFJ
- Form committees which prepare and develop the standards and criteria for the licensing of potential external experts for the review of higher, public, technical, and vocational education institutions and qualifications.
- Establish a dialogue and cooperation platform⁴ for stakeholders, in which regular meetings are held to evaluate and improve the NQFJ and its implementation
- Develop a concept for studies related to the national qualifications framework and their analysis⁵.

Responsibilities: NQF Board, AQACHEI and Steering Committee

⁴ This could be an Advisory Board for the NQFJ, consisting of all major national stakeholders, possibly with international representatives.

⁵ This assumes that staff in charge of studies and analysis have sufficient capacity to develop concepts and implement these. Should capacity building of these staff be required, this needs to become a separate activity.



5. Pilot scheme for the implementation of the national qualifications framework

Outputs:

5.1 Established sample group of provider institutions and qualifications, covering all sectors

5.2 SWOT analysis and subsequent revision of existing standards, criteria and procedures on the basis of the outcomes of the piloting phase

Activities:

- Decide and apply the methods of selecting the institutions and qualifications for the pilot phase.
- Train the NQF authority staff and provide information for institutions involved
- Undertake the pilot activities.
- Analyse pilot phase and develop recommendations for improvement
- Develop an action plan to embed findings of the pilot phase into the national qualification framework documents
- Finalise and approve all NQFJ related documentation, including standards, criteria, manuals

Responsibilities:

The NQF Board and AQACHEI have the overall responsibility to coordinate the pilot phase.⁶

⁶ The Pilot will be undertaken by each education sector. The coordination of the piloting within each sector will be decided by the relevant sector authorities.



6. A comprehensive national database for all accredited and recognized qualifications and institutions

Outputs:

6.1 Establishment of a database for qualifications and the providing institutions from all sectors, which is linked to other human resources systems in the public and private sectors and civil society institutions.

Activities:

- Design the outline of the databases, including the interfaces and data entry fields
- Establishment of technical specifications based on the design requirements
- Acquire the hardware equipment for the database.
- Develop the necessary software and the web-based public interface of the database.
- Train the necessary technical staff and team them up with the experts from each sector and national qualifications framework experts.
- Organise collection of data about institutions and qualifications in each education sector and unify the standard of collating and organising this data so that there is a common system for data management across education sectors
- Create interfaces for relevant institutions.

Responsibilities: AQACHEI⁷.

⁷ The development of the database, including the initial design phase needs to be undertaken in cooperation between technical and NQF experts



7. Technical support and capacity building for the NQFJ authority and stakeholders

Outputs:

7.1 Strengthened technical capacity and capabilities of the National Qualifications Framework Authority⁸ to provide technical support to provider institutions and institutions concerned with the quality assurance of education

7.2 Technical advice and training for provider institutions and institutions concerned with the quality assurance of education.

Activities:

- Undertake needs assessment of stakeholder and NQF authority capacity requirements in terms of support to be provided to facilitate the introduction of new concepts, such as outcome-based education
- Develop training and capacity building plan and undertake consultations and workshops and provide technical support and capacity building to all stakeholders and NQF authority staff in line with needs assessment findings.
- Discuss and decide the type and structure of consultation and advice that can be provided without creating conflicts of interest; this will be differentiated between initial capacity building and ongoing activities
- Prepare manuals for the development and review of qualifications, including assessment, credits and certification
- Prepare manuals for designing regulations of quality assurance systems for learning and training programmes in partnership with stakeholders involved in quality assurance of teaching and training

⁸ The National Qualifications Framework Authority refers to the organisation that is in charge of the implementation of the NQFJ as well as any associated organisations that would have a role in the implementation of the NQFJ in a de-centralised governance and implementation model



Responsibilities: AQACHEI in cooperation with relevant stakeholders⁹.

8. To spread awareness and knowledge related to the objectives, benefits and mechanisms of the national qualifications framework

Outputs:

8.1 Individuals, educational institutions, public and private sectors institutions have full awareness and knowledge of the national qualifications framework, its instructions, its benefits, and its mechanisms.

Activities:

- Design a comprehensive visibility and communication strategy
- Design and operationalise a central web presence of the NQFJ, informing about the NQFJ, its development and related documents
- Design and implement national awareness campaigns targeting youths, parents, employers, industrial institutions and others.
- Undertake workshops and focus groups to raise awareness of the national qualifications framework.
- Identify suitable multipliers to further spread information about the NQFJ, including education organisations, parents' organisations, student organisations, employers' organisations and media.
- Develop information tools to present the NQFJ, the action plan, strategic plan, steps of implementation and all related documents and developments.

⁹ Within institutions, the quality assurance units will need to be involved specifically.



Responsibilities: AQACHEI in cooperation with relevant stakeholders¹⁰

9. Referencing and benchmarking NQFJ with other frameworks in the Arab region and around the World

Outputs:

9.1 Transparency, comparability and alignment of the NQFJ with other frameworks with a view to support easier recognition and mobility of learners and graduates.

Activities:

- Identify suitable Arab and international frameworks for referencing, benchmarking and cooperation
- Reference the framework with Arab and international frameworks, including regional frameworks.
- Develop a common understanding of how the NQFJ can facilitate recognition of qualifications
- Sign recognition agreements between Jordan and other countries to recognize the Jordanian qualifications.

Responsibilities: AQACHEI in cooperation with relevant stakeholders¹¹.

¹⁰ Relevant stakeholders are the organisations entrusted with implementation of the NQFJ as well as education institutions

¹¹ Relevant stakeholders are the organisations entrusted with implementation of the NQFJ as well as education institutions.



10. Regulatory environment for the management and implementation of the national qualifications framework

Outputs:

- 10.1 Agreed governance system for the operation of the NQFJ
- 10.2 Integrated unit for the management and implementation of the national qualifications framework.
- 10.3 Proposals for adjustment of legislation and regulatory documents to facilitate the implementation of the NQFJ.

Activities:

- Develop a mutually agreed governance system for the NQFJ
- Develop an accurate list of institutions and qualifications/programs existing in Jordan as a basis for envisaging the scope and volume of work.
- Develop a staffing plan that would take into consideration the gradual increase of the volume of work and the scope of tasks related to the management of the NQF.
- Develop an organizational chart and take a decide on the division of responsibilities and competencies between the central body/authority responsible for the national qualification framework and the sectorial bodies/authorities.
- Define the roles and responsibilities of those who are administering the framework.
- Appoint the administrative and technical staff qualified to implement the framework.
- Develop the administrative and financial instructions for the implementation and accreditation of the framework.



- Develop a system of involving external support, especially the professional bodies, national and international experts.
- Develop a e-management system for the implementation of the framework operations.
- Review existing regulatory framework and legislation and develop proposals for amendments.

Responsibilities: AQACHEI and Steering Committee in cooperation with relevant stakeholders



Roadmap and Timeline for the Implementation of the NQFJ

Activity	Envisaged timeline	Responsibility
Establish an overview of all potential institutions and qualifications that would be registered / listed	Jul - Aug 2019	Steering Committee, AQACHEI and stakeholders
<p>Clarification of key questions:</p> <ul style="list-style-type: none"> Decision on the institutions and qualifications that will be subject to the NQF (in particular in general education and pre-primary education) Decision on centralised or decentralised operational model (central and sectorial bodies); decision on roles and responsibilities Decision about roles and responsibilities of authorities in charge of NQFJ and quality assurance and accreditation activities, including the development of associated instructions Decision on the period during which all institutions and qualifications will have to undergo registration and listing Decision on the review mechanism, in particular the balance between the use of external reviewers and staff of the NQF authority 	Aug - Oct 2019	AQACHEI, Steering Committee and stakeholders
Develop a mutually agreed governance system for the NQFJ	Aug - Nov 2019	NQF Board, AQACHEI and stakeholders



Design a staffing plan	Aug - Nov 2019	NQF Board, AQACHEI and stakeholders
Design an organisational chart	Aug - Nov 2019	NQF Board, AQACHEI and stakeholders
Establish the "department" in charge of the NQF	Aug - Nov 2019	Prime Ministry and AQACHEI
Develop job descriptions	Sep - Nov 2019	AQACHEI and stakeholders
Developing terms of reference for units of the NQF department	Sep - Nov 2019	NQF Board, AQACHEI
Develop budget for implementation of the framework	Oct - Nov 2019	NQF Board, AQACHEI and stakeholders
Initial staffing of the "department" that includes officers endorsed by all education sectors	Oct - Dec 2019	Prime Ministry and AQACHEI
Develop an e-management system for the implementation of the NQFJ	Dec 2019 - Jan 2020	NQF Board, AQACHEI and stakeholders
Establishing sub-committees for Strategic Activities related to points 2 and 3	Dec 2019 - Jan 2020	NQF Board, AQACHEI and Steering Committee
Designing a visibility and communications strategy	Jan - Mar 2020	AQACHEI, Steering Committee and stakeholders
Design and operationalise central NQF website	Feb - Apr 2020	AQACHEI
Trainings of staff	Mar - May 2020	AQACHEI and stakeholders
Designing a stakeholder engagement plan and organising the process of stakeholder nominations for counterparts responsible for the NQFJ	May - Jun 2020	NQF Board, AQACHEI and stakeholders



Training of stakeholder counterparts	Jul - Oct 2020	AQACHEI and stakeholders
Revision of levels and level descriptors (in consultation with stakeholders)	May - Dec 2020	NQF Board, AQACHEI, Steering Committee and stakeholders
Developing instructions for classification of institutions	Nov 2020 - Feb 2021	NQF Board, AQACHEI and stakeholders
Developing instructions for classification and certification of qualifications	Dec 2020 - Mar 2021	NQF Board, AQACHEI and stakeholders
Developing instructions for listing of previously existing qualifications	Dec 2020 - Mar 2021	NQF Board, AQACHEI and stakeholders
Developing standards, criteria and procedures for listing and relisting the provider institutions	Nov 2020 - Mar 2021	NQF Board, AQACHEI and stakeholders
Developing criteria and procedures for entry, progression and transfer of qualifications	Jan - Apr 2021	NQF Board, AQACHEI and stakeholders
Develop a common approach to credits, including standards and procedures for allocating learning credits	Oct 2020 - Apr 2021	NQF Board, AQACHEI, Steering Committee and stakeholders
Developing institutional mechanism for the recognition and placement of foreign qualifications	Jan - Apr 2021	NQF Board, AQACHEI and stakeholders
Prepare manuals for designing regulations of quality assurance systems for learning and training programmes	Jan - Apr 2021	NQF Board, AQACHEI and stakeholders
Prepare manuals for the development and review of qualifications, including assessment, credits and certification.	Jan - Apr 2021	NQF Board, AQACHEI and stakeholders

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Develop instructions and a manual for a common approach to assessment	Nov 2020 - May 2021	AQACHEI and stakeholders
Developing standards, criteria and procedures registration of qualifications	Jan - May 2021	NQF Board, AQACHEI and stakeholders
Design national awareness campaigns	Mar - May 2021	AQACHEI and stakeholders
Implement national awareness campaigns, including workshops and focus groups	Ongoing from May 2021	AQACHEI and stakeholders
Design Pilot Phase, including methodology and selection for institutions	Apr - May 2021	AQACHEI and stakeholders
Prepare for Pilot Phase: Training of people involved	May - Jun 2021	AQACHEI and stakeholders
Conduct Pilot Phase	Jun - Oct 2021	AQACHEI and stakeholders
Design database requirements	Apr - Oct 2021	AQACHEI
Develop a common approach for data collection, analysis and management	Aug - Oct 2021	NQF Board, AQACHEI, Steering Committee and stakeholders
Needs assessment for capacity building of stakeholders	Sep - Nov 2021	AQACHEI and stakeholders
Analyse the Pilot Phase and propose the adjustments to standards, procedures and other relevant documents	Oct - Nov 2021	NQF Board, AQACHEI, Steering Committee and stakeholders
Developing systems for internal quality assurance of all NQF operations, including standards and procedures	Aug - Dec 2021	NQF Board, AQACHEI and Steering Committee



Review of existing regulatory framework and developing proposals for amendments	Sep - Dec 2021	NQF Board, AQACHEI and stakeholders
Develop action plan to amend NQF documents on the basis of pilot phase analysis	Nov - Dec 2021	NQF Board, AQACHEI, Steering Committee and stakeholders
Establish committees to develop licencing criteria for potential external experts in all education sectors	Nov - Dec 2021	NQF Board, AQACHEI and stakeholders
Develop training and capacity building plans	Nov - Dec 2021	NQF Board, AQACHEI, Steering Committee and stakeholders
Develop a dialogue and cooperation platform for stakeholders	Nov - Dec 2021	AQACHEI, NQF Board, Steering Committee and stakeholders
Purchase of required equipment	Oct 2021 - Jan 2022	AQACHEI
Developing software for database	Oct 2021 - Mar 2022	AQACHEI
Identify suitable international and Arab QFs for referencing and benchmarking	Feb - Apr 2022	NQF Board, AQACHEI and Steering Committee
Finalise all NQFJ related documentation, including standards, criteria, manuals	Jan – May 2022	NQF Board, AQACHEI, Steering Committee and stakeholders
Training of technical staff responsible for database	Mar - May 2022	AQACHEI and stakeholders
Collecting data about institutions and qualifications	Mar - May 2022	AQACHEI, Steering Committee and stakeholders



Conduct trainings and capacity building for database usage	Jan - May 2022	AQACHEI and stakeholders
Creation of interfaces for relevant institutions	May - Jul 2022	AQACHEI and stakeholders
Develop a concept for studies related to the national qualifications framework and their analysis.	Oct - Dec 2022	NQF Board, AQACHEI and Steering Committee
Develop information tools about the NQF	Jan 2020 - Dec 2022 (ongoing process)	AQACHEI and stakeholders
Reference NQF with international QFs	Sep 2022 - Jan 2023	AQACHEI and Steering Committee
Developing a commonly agreed system for RPL	May 2022 - May 2023	NQF Board, AQACHEI and stakeholders