

EDUCATION, AUDIOVISUAL & CULTURE EXECUTIVE AGENCY

ANNEX IV

Intermediate Report on implementation of the project (IR), Statement of the costs incurred and Request for Payment

T E M P U S I V **(Sixth Call for proposals EACEA No. 35/2012)** **Joint Project / Structural Measure**

544491-TEMPUS-1-
2013-1-ES-TEMPUS-
SMGR/2013-4568

(Project No./Agreement No.)

<u>INTERMEDIATE REPORT</u>	<u>DEADLINE</u>
<ul style="list-style-type: none">• Report on implementation of the project• Statement of the costs incurred and Request for Payment	When 70% of the 1 st pre-financing has been disbursed but <u>not later than</u> : - 1 December 2014 for 2 year projects - 1 June 2015 for 3 year projects

Structure of the Report

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Annex IV/9	Example showing how to fill in the tables of achieved/planned outcomes
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One original (with original signatures) and one copy are to be sent by the deadline by registered mail (date as per postmark) to:

Education, Audiovisual and Culture Executive Agency (EACEA)
Erasmus+ : Higher Education - International Capacity Building (Unit A4)
Mr Ralf Rahders
Head of Unit
BOUR 02/17
1, Avenue du Bourget
BE-1049 Brussels

Please also send the electronic version to eacea-tempus-project-management@ec.europa.eu when submitting the paper version of the report.

DECLARATION

This declaration should be completed and signed by the following people:

1. the contact person at the co-ordinator (institution);
2. the person who is legally authorised to represent the co-ordinator (institution).

We, the undersigned, certify that we have submitted all the required documentation, including the documents mentioned in the checklist.

Furthermore, we certify that the information given in this Intermediate report is correct to the best of our knowledge and complies with the requirements of the provisions of Article I.4 and II.23 (Annex VI) of the Grant Agreement.

We are aware that amendments to these documents will not be accepted after the date of submission.

Name of the co-ordinator (institution): Princess Sumaya University for Technology

Name of the contact person : Abdallah Al-Zoubi.. Name of the legal representative: Mashhoor Al-Refai

Position: Professor..... Position: President.....

Place: Amman, Jordan..... Place: Amman, Jordan

Date: 27 July 2015..... Date: 27 July 2015

Signature: Signature:

Stamp of the co-ordinator (institution):

REPORT ON IMPLEMENTATION OF THE PROJECT

Please provide an overview on **implementation of the project**, by following the instructions below.

Overall achievements

Please provide a description of the activities carried out since the start of the project and describe to what extent, the results achieved since the beginning of the project, are contributing to the project objectives.

The following activities have been carried-out in the eQTeL project to date since the official start date, and after a period of change a resumption of activity following a change of Project Coordinator.

Project Objectives

1. Improve, develop and implement accreditation standards, guidelines and procedures for quality assurance of distance learning study programs according to EU practices;
2. Establish a framework for improving the quality of technology-enhance learning (TEL) and eLearning methodology on higher education institutions in Jordan;
3. Provide training for relevant public authorities personnel responsible for accreditation and evaluation of distance learning programs and build the capacity of trainers involved in distance education in Jordan; and
4. Disseminate good practices on assuring the quality of technology-enhanced learning courses, degrees and programmes.

Project Management

Organisation of the kick-off meeting at Fundació per a la Universitat Oberta de (FUOC) on 10-12 March 2013. Princess Sumaya University for Technology (PSUT), the new project coordinator, has signed the new grant agreement and partnership agreements with the 5 EU partners.

PSUT has also appointed local financial and administrative staff to assist in running the project.

A project website, virtual learning environment (VLE), and an online administrative and financial management system have been set-up by PSUT and University of Jordan (UoJ) at the following links: <http://eqtel.psut.edu.jo>, <http://eqtel-vle.psut.edu.jo/moodle/>, <http://eqtel-afms.psut.edu.jo/login.aspx> respectively. All these were designed by an IT team at the Computer Centre in University of Jordan consisting of Mamoun Al-Dmour, Ahmad Khraisat and Faris Smadi. Ms. Haneen Hijazi from HU has also worked on the design of the VLE.

Steering, dissemination and quality committees were established during the capacity building meeting held at PSUT, 17-18 March 2015.

A quality plan for the project has been developed.

A dissemination plan for the project has been developed.

Professor Michael Blakemore has been selected by the consortium as External Evaluator.

The activities to date have helped to promote technology-enhanced learning in Jordanian institutions as well as contribute towards a longer-term legacy for each university in terms of promoting quality assurance culture.

Quality Assurance in Technology-Enhanced Learning

This has involved conducting desk research on the status of technology-enhanced learning in Jordan, and associated QA measures. The work has involved designing, distributing and analysing a survey of all Jordanian universities, and producing one report on current situation on needs of the country, and a second report for state-of-the-art of QA in TEL in Europe.

EU partners produced an overview of the state-of-the-art on TEL good practices in universities in Europe and beyond.

Selection of three pilot eLearning courses during a capacity building meeting held at PSUT 17-18 March 2015. The courses were: English skills, Renewable Energy Systems, and a Communications Engineering Lab. Each course was assigned a consortium team as follows

English Skills

1. Husein Obidat, Ameneh Rawashdeh: and Khalil Kharasneh, Yarmouk University, Jordan
2. Renad Abbadi, Al-Hussein Bin Talal University, Jordan
3. Laia Canals Fornons, FUOC, Spain
4. Satu Hakanurmi and Timo Halttunen, UTU, Finland

Renewable Energy Systems

1. Ahmad Khasawneh, Bashar Hammad and Haneen Hijazi, HU, Jordan
2. Abdallah Al-Zoubi, PSUT, Jordan
3. Monica Fasciani, USGM, Italy

Communications Engineering Remote Lab

1. Abdallah Al-Zoubi, Jariri Nsour, Waseem Fayyad, Ehab Al-Masri and Abdallah Shahin, PSUT, Jordan
2. Mamoun Dmour, University of University, Jordan
3. Laia Canals Fornons, FUOC
4. Bashar Hammad, HU, Jordan

Work in underway regarding the elaboration of didactic materials for selected courses.

Implementation Capacity Building across the eQTeL Project

- A capacity building programme was developed.
- A team consisting of staff members from all Jordanian partners visited AQU in the period 10-14 June 2015 to look into their experience in QA in Technology-Enhance Learning.
- Selection of 3 eLearning courses, one per group of consortium members.
- Development of Virtual Learning Environment (VLE).
- International Advisory Committee formed consisting of the following scholars have been formed:
 1. Isam Ayoubi, Thinking Company, Jordan
 2. Mohammad Abu Qdais, Arab Open University, Jordan
 3. Manuel Castro, UNED, Spain
 4. Michael Auer, Carinthia University of Applied Sciences, Austria
 5. Sabina Jeschke, Aachen University, Germany
 6. Mark Brown, Dublin City University, Ireland
 7. Allison Littlejohn, Open University, UK
 8. Josep M^a Duart, FUOC, Spain
 9. Michael Gaebel, European University Association, Belgium
- The process of organising study tours for Jordanian teams to EU partners is underway.

Coherence with the workplan and comments on deviations and modifications

Please write in this section the main changes which have occurred compared with the original project proposal. (More detailed information is requested in the relevant sections below).

The major change that has occurred in this project was the transfer of the project's grand holder from Fundació per a la Universitat Oberta de Catalunya (FUOC) to Princess Sumaya University for Technology (PSUT). This was caused by internal changes and reorganisations in FUOC, including the change of rector and board of directors which led to an institutional change of strategy and priorities. In addition there were other economic issues that meant FUOC was no longer able to coordinate the project.

The transfer process was initiated on 18 September 2014 with a letter addressed to Mr Klaus Haupt, EACEA by the Director of FUOC, Ms. Mareia Armengol Almaraz. EACEA approved the change of coordinator on 15 December 2014, the new grant agreement was duly signed, and the first consortium meeting took place at PSUT premises on 17-18 March 2015 under the new coordination of PSUT.

The project at that stage strived to adhere to the original workplan and budget, with minor changes in the distribution in staff cost as well as travel cost to accommodate the change of coordination roles, but maintaining the overall budget unaltered. However, there have been no major changes made to the project activities, objectives and work plan, and there was a delay of over one year caused by the lengthy process of change of coordination.

eQTeL has remained faithful to the original objectives aimed at producing proper accreditation standards, guidelines and procedures for quality assurance of distance learning study programmes according to EU practices as well as establishing a QA framework for TEL and eLearning methodology on higher education institutions in Jordan.

However, some discrepancies between the proposal (PDF document) and budget and plan (excel file) have been observed. As a result the consortium is developing a new budget proposal, with a request for an extension, to be submitted to EACEA.

The contradictions between the activities and budget allocated are currently being identified in detail. Work to rectify the situation, without affecting the overall structure and objective of the project, will be undertaken by the steering committee and then the consortium immediately after submission of this intermediate report. As such, the following needs to be rectified:

1. Mobilities for European partners to take part in activities in European partner institutions must be taken into consideration as this point has almost been overlooked in the original plan and budget.
2. Training for Jordanian partners by European partner institutions should be considered for the creation of the three eLearning pilot courses. This has also been overlooked in the original plan and budget.
3. Training for HEAC staff should also be undertaken in Jordan by EU experts. The new plan and budget will take this into account.
4. Student involvement and mobility will be one of the main additions to the project activities, and budget will be re-allocated to enable students to travel to Europe and interact with their EU counterparts.
5. The original proposal envisaged there being an existing and operational national technology-enhanced learning centre in Jordan. An international advisory committee will be formed to design a sustainability

plan which is appropriate to Jordan context to ensure good knowledge transfer from the European partners to Jordan. Since the TEL centre does not actually exist, the consortium will find way to physically establish the centre at PSUT and re-allocate some budget for this purpose without affecting the overall budget of the project.

Following the recent consortium meeting there is unanimous agreement within the consortium that the project needs to be extended for at least six months in order to undertake all the planned activities properly, and to achieve the project's objectives fully. The revised plan and budget has been designed carefully to ensure the implementation of the proposed activities as detailed in a separate attached excel sheet.

Obstacles and shortcomings

Please describe any obstacles and/or shortcomings experienced during the period covered by the report and the measures taken by the project team to address them.

Beyond the need to change coordination there have been other challenges:

1. Visa logistics. The visa issue remains the most difficult to resolve so far. In fact, the issue is currently the major hindrance to the progress of the project due to the magnitude of efforts made to arrange for one single trip to Europe for a group of 20 people or so. Sometimes, EU embassies grant a visa for participants for 4 or 5 days only, which is the length of the activity. The process is repeated for every single trip. Participants, in some cases, queue for visa submission for a whole working day. Some of these participants are vice presidents and deans. Some come from universities outside Amman such as Yarmouk University in Irbid and Al-Hussein bin Talal University in Ma'an.
2. Identifying time slots for travel. Travel issues are also a problem for university administrations in Jordan since most of project's team members have large teaching loads and consequently find it is difficult to travel and compensate for lectures.
3. Staff turnover. One contact person has taken their sabbatical leaves after the start of the project (Yarmouk University) and consequently replaced, and three contact persons have been changed. (FUOC, MoHE, and USGM). The contact person of UoJ has also left his position as Director of the Quality Assurance Bureau but remains the main point of contact in the project, and the leave for health reasons of Anna Garcia, AQU. But overall, such changes have not affected the management or course of the project.
4. Online services including eQTeL website, VLE and financial reporting system are sometimes unavailable due to network connectivity problems.
5. Some intercultural misunderstandings arose during meetings between EU and Jordanian partners, they have diminished through more and better communication between partners.
6. Despite the fact the most of the members had a significant contribution to the tasks achieved, not all are collaborating at the same level.
7. Based on the allocated time to collect responses of survey on the current status of technology-enhanced learning in the Jordanian institutions, the survey was undertaken through project's website. From initial scanning of the results, some responses may seem inaccurate. This is because of misunderstanding of the terminology usually used in the field of TEL. The respondent to the survey (Academic Quality Assurance Officers in the higher education institutes in Jordan) are undoubtedly familiar with quality assurance terms, but they are not necessarily aware of these terms in this relatively new field in Jordan.

Development of programmes and courses

Please provide a description of the teaching/training programme(s) (undergraduate/postgraduate programmes, intensive courses, training modules to academic or non-academic staff, etc.) that the beneficiaries are developing or of the introduction of the new programme(s) and the state-of-play of these developments at the time of submitting the report. If unforeseen changes in the original plans occurred, please describe the type of changes and the measures taken to address them. Please also indicate the activities you plan to carry out before the end of the project. If this section is not relevant for your project, please write 'Not Applicable'.

Turku University is currently leading efforts to select, design and implement three pilot courses applying appropriate eLearning methodologies and TEL QA practices. The selection was based on the fact the traditional structure of bachelor programmes in the higher education system in Jordan is divided into three levels of courses:

1. University requirement courses are 27 credit hours or 9 courses that every student in every university in Jordan must undertake during the course of study. The English Skills course was selected amongst this group which is expected to have a large impact on the higher education system in general.
2. Faculty requirements which constitute at least 15% of the total number of credit hours in any given programme for each faculty. The Renewable Energy Systems course was selected in this group for the Engineering faculty, in order to demonstrate the difficulty in elaborating the design of the material and content, as well as the applicability of eLearning within the field of engineering.
3. Departmental requirements are that over 60% of the study plan must be at the specialisation level. The Communications Engineering Lab was selected amongst this group to demonstrate further that if a lab can be remotely and fully conducted online at the practical level, then any less sophisticated course can be delivered online. Turku University will ensure that professors and public authorities will be trained during the pilot courses.

Selection of 3 pilot eLearning courses was made during a capacity building meeting held at PSUT in the period 17-18 March 2015. The courses were English skills, Renewable Energy Systems and Communications Engineering Lab. Each course was assigned a team as follows:

1. English Skills

Husein Obidat, Ameneh Rawashdeh: and Khalil Kharasneh, Yarmouk University, Jordan
Renad Abbadi, Al-Hussein Bin Talal University, Jordan
Laia Canals Fornons, FUOC, Spain
Satu Hakanurmi and Timo Halttunen, UTU, Finland

This basic English skills course, which is a mandatory core course that every student undergoing undergraduate degrees in the Jordanian Higher Education system, is being developed using an instructor-led approach. It will use a virtual classroom environment that will allow both for teacher-to-student instruction and student-to-student interaction. The course will contain three major components: 1) oral and written comprehension which will be aimed at developing receptive skills, 2) language inputs in the form of vocabulary, and 3) grammar explanations and exercises. During the entire course, the instructors will make sure the students engage with the materials and will follow up with assessment activities aimed at ensuring that the students are properly acquiring the main aspects of the course.

2. Renewable Energy Systems

Ahmad Khasawneh, Bashar Hammad and Haneen Hijazi, HU, Jordan
Abdallah Al-Zoubi, PSUT, Jordan
Monica Fasciani, USGM, Italy

3. Communications Engineering Remote Lab

Abdallah Al-Zoubi, Jariri Nsour, Waseem Fayyad, Ehab Al-Masri and Abdallah Shahin, PSUT, Jordan
Mamoun Dmour and Ahmad Khraisat, University of University, Jordan
Carlos Monzo, FUOC
Bashar Hammad, HU, Jordan

Elaboration of didactic materials for selected courses is currently in progress. However, although three small groups for the three e-learning courses from different universities have been assigned, any delay in the work of one group would cause a delay in the whole project. In other words, the project progress depends directly on the pace of the slowest group. Taking into consideration that the main purpose of this project is quality assurance of technology-enhanced learning, the three e-learning courses selected to pilot the quality assurance standards are not completely ready. This may lead to a delay if they are not prepared according to the schedule.

To resolve this issue, the consortium has utilized the outcome of one of the ongoing Tempus projects entitled: "Modernizing Undergraduate Renewable Energy Education: EU Experience for Jordan", MUREE, project number 530332-TEMPUS-1-2012-1-JO-TEMPUS-JPCR, which is also led by PSUT. This outcome is represented by one eLearning course entitled "Renewable Energy Systems". In this way, the consortium finds it convenient to start laying out a QA framework for a course that is being designed alongside the two other courses which will be designed almost from the beginning.

Once the pilots are complete and finished, a feedback process will identify limitations and future improvements. The consortium will establish resources which contain information from the three pilot courses including:

1. Record of focus groups to generate qualitative/quantitative data about the courses (e.g. usage, content, methodology, etc.).
2. Record of the online public authorities questionnaires after the pilots.
3. Record of the online academic staff questionnaires after the pilots.
4. Record of the online students questionnaires after the pilots.
5. Record of the interviews with the participants in the pilots.
6. Technical validation of the platform.

Restructuring: university management and governance

Please provide information on the institutional changes that the project is introducing in the Partner Country beneficiaries (institutions), the state-of-play of project activities and any changes which occurred compared with the original plans. Please also indicate the activities you plan to carry out before the end of the project. Examples: establishment of new units/faculties, establishment/upgrading of libraries, establishment/restructuring of international relation offices, introduction of reforms to university governance (i.e. decision process, autonomy, accountability). If this section is not relevant for your project, please write 'Not Applicable'.

The project activities can be utilized to establish a specialized eLearning centre that introduces a high quality distance learning infrastructure according to the e-learning quality criteria defined in the project. This centre will serve all universities in Jordan and other universities in the partners' countries. The centre will help academics and administrative in universities in developing online courses with high quality e-content and reliable communications sessions. This could be achieved through offering training at all levels.

The establishment of such a centre requires a level of efficient infrastructure and sufficient resources. These include departments (i.e. software and technical support department, e-content development department, examination and

assessments department), staff (i.e. graphic designers, multimedia developers, quality assurance and quality control, web developers, systems engineers, and systems administrators), tools (i.e. authoring tools, recording tools, LMSs, etc.)

Staff (re-) training

Please provide a description of the activities carried out in order to train the staff of the partner country participating institutions. Please also provide an outline of the selection criteria for the different groups of people who have participated in the implementation of these activities. Please describe any change in comparison with the original proposal and indicate the activities that you plan to carry out before the end of the project.

The project aims at building the capacities of the national HE authorities, specifically MoHE and HEAC as well as universities on QA issues related to TEL. Training of academics and staff in studying and analysing the existent accreditation processes related to QA of TEL programmes most adopted in Europe and other countries with the aim to define a Jordan way to recognise degrees and programmes. The training focus on a set of procedures and guidelines will be draft and deploy on the light of MoHE policy trends.

The project also aims at building the capacities of the Department of Universities Recognition and Certificates Equivalency (URCE) and the Higher Committee of Certificates Equivalency (HCCE), at the MoHE, both empowered with authentication and recognition of certificates and academic documents issued by institutions of higher education in Jordan and abroad. In particular, the project will enable URCE and HCCE to follow specific procedure and guideline that aid in the recognition of non-traditional and distance learning degrees and institutions. The training included studying and analysing the existent accreditation processes related to QA of TEL programmes most adopted in Europe and other countries with the aim to define a Jordan way to recognise degrees and programmes.

A Capacity Building Meeting has therefore taken place at PSUT in the period 17-18 March 2015 with the following list of Partners:

1. Christine Appel and Toni Martinez Aceituno, Universitat Oberta de Catalunya
2. Satu Hakanurmi and Timo Halttunen, University of Turku
3. Monica Fasciani and Michela Ornis, Università degli Studi "Guglielmo Marconi"
4. Zeynep Olcen, ENQA
5. Albert Basart Capmany, AQU
6. Buthina Al Sharu', Suha Abdelrahman and Ghaith Rababah Ministry of Higher Education
7. Ahmad Mansour and Lana Faouri, HEAC
8. Ahmad Khasawneh and Bashar Hammad, Hashemite University
9. Adnan Atoum and Ziad Al-Saad, Yarmouk University
10. Amjad Hudaib, Mamoun Dmour and Ahmad Khraisat University of Jordan
11. Hasan Al-Shalabi and Mahmoud Al-Rowad, Al-Hussein Bin Talal University
12. Mohammad Rafat and Association of Arab Universities
13. And from PSUT the following have taken part in the meeting: Mohammad Mismar, Lubna Al-Jazi, Yazan Abu Yaghi, Jarir Al-Nsour, Waseem Fayyad, Ehab Al-Masri, Meena Dawaher and Abdallah Al-Zoubi.

A capacity Building Training for Jordanian Higher Education Institutions and MoHE and HEAC staff has therefore taken place took place in AQU, Barcelona, Spain, in the period 14-18 June 2015. The following Jordanian team participated in this training and awareness session:

1. Hani Dmour, Secretary General, Ministry of Higher Education
2. Thafer Assarayreh, Committee Member, Ministry of Higher Education
3. Mashhoor Al-Refaie, President, PSUT
4. Amjad Hudaib and Mamoun Dmour, University of Jordan
5. Ahmad Khasawneh, Hashemite University
6. Adnan Otoum and Ziad Al-Saad, Yarmouk University
7. Mahmoud Al-Rawad and Adel Khattab, AHU
8. Ahmad Mansour, HEAC
9. Abdallah Al-Zoubi, Omar Bani Ahmad and Yazan Abu Yaghi, PSUT.

The third training workshop on **QA Methodology** was hosted by USGM), Rome, Italy to give support to academic staff and public authorities along the three pilot courses in order to assure possible methodological problems, or other with the use of ICT or the application of quality criteria. The following were the participants:

1. Monica Fasciani and Arturo Llavalle, Università degli Studi "Guglielmo Marconi"
2. Suha Abdelrahman, Ministry of Higher Education
3. Ahmad Mansour and Amal Tarawneh, HEAC
4. Ahmad Khasawneh and Bashar Hammad, Hashemite University
5. Adnan Atoum, Yarmouk University
6. Ali Al-Rawdan and Mamoun Dmour, University of Jordan
7. Mahmoud Al-Rowad and Kamal Khattab, Al-Hussein Bin Talal University
8. Mohammad Ashshi, Ehab Masri and Abdallah Al-Zoubi, PSUT.

In all these training sessions, the selection criteria for the different groups of people who have participated in the implementation of these activities was entirely left to each partner institution to decide. Most of the participants were however the contact persons of each institution, top management official in some institutions like university presidents, secretary general of the ministry and secretary general of AArU, in addition to QA experts in HEAC and QA bureaus in universities and technical experts involved in the design of the pilot courses. Several ICT experts were also involved in the activities for technical and administrative reasons.

Some modifications to the original plan and budget are however necessary to successfully implement DEV5.2 and allow for a team of EU partners to visit HEAC to train its staff and reviewers on TEL topics and their QA standards and processes, and developing quality assurance policies, benchmarking and learning outcomes. In addition, technical training for instructional designers, subject matter experts and multimedia personal are also necessary to take place in European partners to facilitate and speed up the process of e-learning course design as envisaged by DEV3.1.

Staff mobility

Please provide an outline of the staff mobility scheme and the selection criteria used for the different groups of people that participate in mobility. Please describe the activities carried out so far, how mobility activities have been organised by home institutions and how mobility helped and/or will help achieve the project's objectives. Information about how the home institutions recognise the mobility should also be provided. If unforeseen changes in your original plan occurred, indicate the type of changes and the measures taken to address them. Please also indicate the activities that you plan to carry out before the end of the project.

The following staff mobility have been organised with project's activities:

- **Kick-off Meeting** at FUOC in the period 10-12 March 2014. All partners were represented by:
Albert Sangrà, Isabel Solà Albareda, Teresa Romeu Fontanillas, Maria Taulats Pahissa, Ana Roderà Bermúdez, Antoni Pérez Navarro, Àngels Rius Gavidia, Lourdes Guàrdia Ortiz, Josep M. Batalla Busquets, Robert Clarisó Viladrosa and Marga Franco, Universitat Oberta de Catalunya
Satu Hakanurmi and Timo Halttunen, University of Turku
Monica Fasciani, Università degli Studi "Guglielmo Marconi"
Zeynep Olcen, ENQA
Josep Grifoll Sauri, AQU
Buthina Al Sharu' and Suha Abdelrahman, Ministry of Higher Education
Lana Faouri, HEAC
Ahmad Khasawneh and Bashar Hammad, Hashemite University
Adnan Atoum, Yarmouk University
Mohammad Batsh and Amjad Hudaib, University of Jordan
Taha Khamis, Hasan Al-Shalabi and Mahmoud Al-Rowad, Al-Hussein Bin Talal University
Sultan Abu Orabi and Association of Arab Universities
Abdallah Al-Zoubi, PSUT
- **Capacity Building Meeting**, Princess Sumaya University for Technology, Amman, Jordan, 17-18 March 2015.
Participants:
Christine Appel and Toni Martinez Aceituno, Universitat Oberta de Catalunya
Satu Hakanurmi and Timo Halttunen, University of Turku
Monica Fasciani and Michela Ornis, Università degli Studi "Guglielmo Marconi"
Zeynep Olcen, ENQA
Albert Basart Capmany, AQU
Buthina Al Sharu', Suha Abdelrahman and Ghaith Rababah Ministry of Higher Education
Ahmad Mansour and Lana Faouri, HEAC
Ahmad Khasawneh and Bashar Hammad, Hashemite University
Adnan Atoum and Ziad Al-Saad, Yarmouk University
Amjad Hudaib, Mamoun Dmour and Ahmad Khraisat University of Jordan
Hasan Al-Shalabi and Mahmoud Al-Rowad, Al-Hussein Bin Talal University
Mohammad Rafat and Association of Arab Universities
And from PSUT the following have taken part in the meeting: Mohammad Mismar, Lubna Al-Jazi, Yazan Abu Yaghi Jarir Al-Nsour, Waseem Fayyad, Ehab Al-Masri, Meena Dawaher and Abdallah Al-Zoubi.
- **Mid-Term Project Meeting** held at both Higher Education Accreditation Commission and Princess Sumaya University for Technology, Amman, Jordan in the period 12-13 May 2015, with the following participants:
 1. Christine Appel and Laia Canals, Universitat Oberta de Catalunya
 2. Monica Fasciani and Valentina Berni, Università degli Studi "Guglielmo Marconi"

3. Zeynep Olcen, ENQA
4. Suha Abdelrahman, Ministry of Higher Education
5. Ahmad Mansour and Lana Faouri HEAC
6. Ahmad Khasawneh and Bashar Hammad, Hashemite University
7. Adnan Atoum and Ziad Al-Saad, Yarmouk University
8. Amjad Hudaib and Mamoun Dmour, University of Jordan
9. Mahmoud Al-Rowad, Al-Hussein Bin Talal University
10. Mohammad Rafat and May Ibrahim, Association of Arab Universities
11. Lubna Al-Jazi, Waseem Fayyad, Abdallah Shahin, Meena Dawaher and Abdallah Al-Zoubi, Princess Sumaya University for Technology.

• **A Workshop on Capacity Building** training for Jordanian Higher Education Institutions was held in AQU, Barcelona in the period 10-12 March 2014 involving 14 participants from the consortium.

1. Hani Dmour, Secretary General, Ministry of Higher Education
2. Thafer Assarayreh, Committee Member, Ministry of Higher Education
3. Mashhoor Al-Refaie, President, PSUT
4. Amjad Hudaib and Mamoun Dmour, University of Jordan
5. Ahmad Khasawneh, Hashemite University
6. Adnan Otoum and Ziad Al-Saad, Yarmouk University
7. Mahmoud Al-Rawad and Adel Khattab, AHU
8. Ahmad Mansour, HEAC
9. Abdallah Al-Zoubi, Omar Bani Ahmad and Yazan Abu Yaghi, PSUT

• **Quality Assurance Methodology Meeting**, Università degli Studi Guglielmo Marconi (USGM), Rome, Italy
In the period 21-22 July 2015, with the following participants:

1. Monica Fasciani and Arturo Llavalle, Università degli Studi “Guglielmo Marconi”
2. Suha Abdelrahman, Ministry of Higher Education
3. Ahmad Mansour and Amal Tarawneh, HEAC
4. Ahmad Khasawneh and Bashar Hammad, Hashemite University
5. Adnan Atoum, Yarmouk University
6. Ali Al-Rawdan and Mamoun Dmour, University of Jordan
7. Mahmoud Al-Rowad and Kamal Khattab, Al-Hussein Bin Talal University
8. Mohammad Ashshi, Ehab Masri and Abdallah Al-Zoubi, Princess Sumaya University for Technology.

ENQA had designed an online survey as part of the quality plan to probe and examine the degree of efficiency of organizing and hosting meetings and activities. The questions were related to the description of the activities carried out and how the mobility and travels have been organised and helped achieve their objectives. The responses were reasonable in numbers of actual participants and the quality of expectation and outcomes. These have so far been overwhelmingly positive.

Student mobility

Please provide an outline of the student mobility scheme and the selection criteria for the different groups of students that participate in mobility. Please describe the activities carried out so far, how mobility activities have been organised by home institutions and how mobility helped and/or will help achieve the project's objectives. Information about how the home institutions recognise the mobility (credit transfer, double diploma, diploma supplement, etc.) should also be provided. If unforeseen changes in your original plan occurred, indicate the type of changes and the measures taken to address them. Please also indicate the activities that you plan to carry out before the end of the project. If this section is not relevant for your project, please write ‘Not Applicable’.

Student mobility was not originally planned in the proposal, but the recommendation by the national Erasmus+ director, Professor Ahmad Abu El-Haija, made during the monitoring visit of 7 June 2015, will definitely lead to more involvement of students in future activities that may include participation of Jordanian students in online courses offered by EU partner universities as part of their study programmes. A virtual platform may be established to connect Jordanian and European students and several mobilities of Jordanian students may be arranged for them to visit EU partner universities.

Possibly 5 students from PSUT, UoJ, Yarmouk, HU and AHU will be involved in these courses and visits to UCO, UTU and USGM. They will be selected by their own institutions on the basis of their academic performance in the current programme of studies, their commitment to help in teaching the courses once finalised, and English language competency.

Academic co-ordination and administrative management

Report on implementation of the project

Please describe how the division of labour is managed between the various beneficiaries, for both academic co-ordination and administrative management. Particular attention should be paid to the description of how this division of labour is managed in areas such as communication and the decision-making process used. Please also describe how day-to-day project activities are managed, indicating what kind of administrative support or other support you have received from the beneficiaries (institutions). If you encountered difficulties related to the management of the project, please indicate the type of problems and the solutions found to address them.

A Steering Committee has been selected at the KoM in order to assist the new coordinator in taking responsibility for the management of eQTeL, particularly in conflict-resolution situations or cases. The committee is comprised of representatives from OUC, HU, UTU, MoHE, and led by PSUT. One representative from each partner institution was nominated to the committee membership. The Steering Committee will meet twice a year in conjunction with a project's activity. The division of labour is based on the eight work packages where each workpackage has a lead partner. Overall, the work packages are managed and monitored by the grant-holder and all coordination between academic and administrative matters is centralised at PSUT to ensure consistency of output and full compliance with the regulations and the original plan. All forms of communication are used by the project team including e-mails, telephone and video-conferencing. The most important one was however the intranet and project website that provides updates and contact numbers for all the partners.

The decision-making is led by the Steering Committee regarding visits to and from the EU. Any local meetings and visits are organised on a bi-lateral basis such as working on documentation by two or more partners. Where necessary there will be visits to individual countries by the grant-holder to help with specific issues.

The day-to-day management of the project activities, including academic management, administration, finance, and other support activities, is carried out by the grant-holder team, mainly Abdallah Al-Zoubi and Yazan Abu Yaghi, finance director, assisted by a number of people including Meena Al-Dawaher. The support received from beneficiaries has been enormously helpful given the relatively diverse nature of the partners. Partner institutions have all supported the grant-holder and will be participating actively in the Steering Committee of the project and other activities. The grant-holder institution has supported the project by providing financial administration and control for the project.

Equipment

Please outline the equipment purchased, explain where the equipment has been installed, who will benefit from it and have access to it and plans for future maintenance. Please also describe the activities that you plan to carry out before the end of the project, in relation to the equipment purchased/installed. If unforeseen changes in your original plan occurred, indicate the type of changes and the measures taken to address them. If this entry is not relevant for your project, please write 'Not Applicable'.

Only VLE, Intranet (Administrative and Financial Management System) and a website have been designed and no equipment purchased yet. The equipment will only be bought once the status of the national TEL centre has been resolved and once a revised project plan and budget has been approved by the EACEA, particularly the proposal for re-allocating some of the funds for the establishment of a national TEL Centre at PSUT.

Dissemination

Please describe what has been done to disseminate the results of the activities carried out to date, both within the framework of the project and outside the project. In particular, you should refer to the definition of tasks and the dissemination channels used to make the project results available to larger beneficiary groups. If a web site for the project has been created, please provide the address. If there have been any unexpected positive secondary effects from project activities, please describe them in this section. Please indicate any change which occurred in comparison with the original plans for dissemination and the activities you plan to carry out before the end of the project, to disseminate the project results.

A dissemination committee, led by USMG and, composed of PSUT, UoJ, AHU, and AArU, was formed at Capacity Building Meeting held at PSUT in the period 17-18 March 2015. The role of the committee is to coordinate and oversee all dissemination activities of the project.

The dissemination committee has since designed a plan that outlines the different activities that will be carried out during the eQTeL lifetime, giving detailed information about dissemination tools. In order to guarantee an effective promotion and exploitation of the project, multimedia tools, together with publication and events strategies, are identified. Detailed information on timing and deadlines for the issue of dissemination products and information on target groups are also included in the plan.

The project activities and outcomes are being disseminated initially via the website, intranet, and newsletter. The eQTeL website covers activities undertaken to date is located at: <http://eqtel.psut.edu.jo>. Printing of publicity materials such as posters, brochures and leaflets has been designed and printed by PSUT. PSUT is exploring an appointment of an adviser for media and journalism in order to facilitate the process of reaching out to the wider Jordanian HE community through radio and TV interviews with project's partners, university administrations,

students and staff and all possible stakeholders. Articles will also be written in national media in both paper and online formats.

A video about the project will also be designed by PSUT that will be posted on the project's website, social media channels especially YOUTUBE and FACEBOOK. Finally, the project will be described and disseminated in at least two major international conferences in the field of quality assurance and eLearning.

Sustainability

A project is 'sustainable' when it continues to deliver benefits to the project beneficiaries and/or other target groups for an extended period after the EU's financial assistance has ended. Sustainability may not be relevant for all aspects of a project; in each project some activities or results may be continued, while it may not be necessary to continue others. Sustainability is relevant for issues such as: academic/socio-economic/institutional support (describe the measures undertaken to formalise or institutionalise any links with local non-university partners, to obtain official accreditation of new curricula, etc.), involvement of members from the beneficiaries (institutions)(ownership/motivation), effective management and leadership, active participation of the target group, forecast of needs, availability of resources to continue, making the most of results achieved and a measurable medium/long term impact (long-lasting effects of project cooperation, as well as impact on the beneficiaries (institutions) and target groups). Please explain which of your planned activities and results must be maintained to make your project sustainable. Describe which measures have been taken so far to realistically ensure the continuity of those activities and results beyond the original life-cycle of the project (even when the project is no longer financed by Tempus). Please indicate any changes which occurred in comparison with the original plans and the activities you plan to carry out before the end of the project in order to ensure sustainability.

The sustainability of eQTeL will be achieved primarily through three routes:

1. The rationale for the **creation of a TEL centre** is first and foremost to guarantee a sustainable plan beyond the life of the project. In addition, the role of the advisory committee (board) is in turn related to the sustainability plan as members may help shaping a road-map with recommendations on the role and functions of the TEL centre. They can serve as liaison between the Jordanian TEL centre and similar counterparts in their European institutions and countries of residence in order to build strong ties and set the ground for future collaboration for other related projects.

The consortium will thus establish a work-plan based on what remains to be accomplished during the rest of the project. After the redistribution of the tasks and related budgets that originated in the change of leadership of the project there is now a clear indication that the budget needs to be re-allocated for the creation of such centre.

The centre does not need to have a full physical entity in its own. Ideally, this centre would be run by PSUT and should serve the Jordanian partners of the consortium who are interested in the continuation of the consortium activities beyond the project, leaving open the option for other universities/companies to join in. The centre would be considered a national point providing recommendations and pushing the agenda on the development and integrations of new technologies and methodologies. Amongst its main objectives, it would foster educational innovation and it would work to guarantee the transferability of successful TEL projects. Furthermore, the centre could also serve as a national point providing accredited training for faculty and staff in TEL and in the use of ICT for education with the aid of the proper accreditation bodies (the Ministry of Higher Education and HEAC).

The centre could be hosted in PSUT and will eventually join forces with Queen Rania Foundation through EDRAAK initiative that has already started running the initiative of the MOOCS. There is also the potential for government support through the two main Jordanian partners, the Ministry of Higher Education and HEAC. The centre could have a website where its mission is stated alongside clear outlines about its objectives and possible the future initiatives related to TEL and its QA measures.

Consequently, the rationale for the creation of a sustainability plan and a TEL centre is first and foremost to guarantee the sustainability of the project. Besides this mission, the centre will become a reference point for future initiatives related to educational technology and TEL taking place in Jordan. The centre's objectives, role and functions will stem from recommendations of the aforementioned international advisory committee of edtech leadership experts. The centre will have the following initial functions that will be presented as a starting point to the advisory committee for them to build upon. In summary, the TEL centre will serve as a National point for:

- Providing recommendations and working with the Ministry of Higher Education and the Quality Assurance Agency to ensure these recommendations can be approved and implemented.
- Research to push the agenda on the development and integrations of new technologies and methodologies
- Innovation and transfer of successful TEL projects.
- Training staff in TEL and the use of ICT for education accredited by the ministry of Higher Education
- Coordinating joint initiatives such as remote labs, MOOCS, or online subjects that are common to all universities in the country such as EFL.

The advisory committee members will also serve as liaison between the Jordanian TEL centre and its counterparts in their home institutions and countries with the aim of building strong ties and set the ground for future collaboration for other related TEL projects.

2. The pilot courses will contribute to and actively promote curriculum reform in TEL and leave a curriculum and quality practice legacy for Jordan and the Middle East. The consortium has already selected the three pilot courses and is in the process of designing and experimenting the future implementation of eLearning methodologies as well as TEL QA framework that will be put into practice in partner universities and beyond in Jordan to ensure continuity of the project even after the end of funding. The courses will be taught to large groups of students during and will continue to be offered online after the lifetime of the project. One of the courses designed under this project will be an English core course which is mandatory for everyone pursuing a university degree in Jordan. Thus, the flexibility of being able to take this course for credit through an online mode will make it more attractive to university students all over Jordan and will contribute of making the course increasingly sustainable.

3. Capacity building and training of staff and reviewers of HEAC on issues related to QA of TEL courses and programmes as well as enhancing the expertise of higher education institutions in Jordan will act as a main source of sustainability of the project as it will feed into the continuous and dynamic process of accreditation. The project will in fact enable HEAC to execute its mandate in promoting the quality of higher education. It will encourage the facilitation of networking and information exchange between, and among, universities and higher education institutions. It will facilitate developing strong external evaluation and monitoring system as key strategy for the development of credible and effective education and training system in Jordan.

In addition, the QA manual for equivalence of degrees and recognition of institutions which will be produced by ENQA and MoHE may form an effective guide for the functioning of the Department of Universities Recognition and Certificates Equivalency (URCE) and the Higher Committee of Certificates Equivalency (HCCE) at MoHE.

With these three aspects in place, it is expected that the project will be sustainable and the programmes can continue after the end of the funding.

Quality control and monitoring

Please describe what monitoring activities the beneficiaries carry out, in order to assess whether the project proceeds according to the workplan. Please describe the strategy for internal and external evaluation of project results and include measurable quality indicators for progress. In addition to the project results (courses, publications, new institutional structures, etc), you should also pay attention to the project management strategy. In particular, explain what instruments you use to ensure effective quality control (i.e. the Logframe approach, feedback questionnaires for evaluations or surveys, swot analysis, etc.) and who is involved in evaluation (i.e. committee(s), validation commission(s), accreditation board(s), etc.). For external evaluation, please mention the role of independent experts or peer reviewers providing a summary of their evaluation plan and report(s). Please indicate the activities carried out to date, any change which occurred in comparison with the original plans and the activities you plan to carry out before the end of the project.

The Quality and Monitoring work package of the eQTeL project is led by the European Association for Quality Assurance in Higher Education (ENQA). Within this work package, a quality committee, led by ENQA and, composed of AQU, HEAC, and YU was formed at the capacity building meeting held at PSUT on 17-18 March 2015. The committee's role is to monitor the project quality to ensure that the project meets the pre-defined quality standards. The committee is also responsible for defining and implementing quality measures such as internal evaluation surveys, valorization activity reports and progress reports. The committee also produced a Quality and Monitoring plan which aims to provide clarification and guidance regarding procedures and criteria used to evaluate the project as a whole. The plan outlines the purpose and scope, key quality indicators, internal evaluation procedures, evaluation of international events, external evaluation, communication and reporting procedures for the project. This target readership is mainly the project partners so that they have a clear and concise understanding on the project's quality management aspects. In addition, this document will inform the European Commission of the quality management approach adopted by the partnership.

The evaluation and monitoring process thus aims to:

- Support the project development and provide continuous feedback on the extent the project objectives are accomplished.
- Allow the project results to be improved by comparing the identified objectives and the established processes/means.
- Support the project decision-making process by evaluating the results.
- Monitor the involvement of all project partners and other stakeholders.
- Monitor the means used and the level of efficiency with which the project components are being implemented.
- Identify any risks and potential issues/obstacles related to the project implementation, alert the coordinator and propose possible solutions.

The quality evaluation process is performed on two levels: 1) The internal evaluation is carried out by the quality committee and 2) The external evaluation carried out by a unanimously appointed external evaluator. For internal evaluation, empirical methods were developed by ENQA, aiming at assessing and improving the results of the project's work packages, in addition to other methods and tools such as development of questionnaires for quality assurance of meetings and other project related activities. The internal meeting questionnaires are composed of multiple answer and open questions through which the participants have the opportunity to express their positive

Report on implementation of the project

thoughts as well as their concerns. The results obtained through the questionnaires are analysed and translated into recommendations. The results are used for the continuous improvement of the quality of the project activities. Professor Michael Blakemore (Durham University, UK) is appointed as the external evaluator of the project. He will be responsible of assessing the quality of the project's outcomes and impact. He will also be responsible for verifying the design and implemented of the TEL QA framework as well as the pilot e-courses.

Gender balance

Please explain to what extent the principle of equal opportunities has been taken into account in the project implementation (i.e. gender analysis carried out, presence of women in decision-making bodies, balanced percentage share of women among the teachers or the enrolled students, etc.). Describe how the project helped to promote gender balance and to identify and address factors influencing gender discrimination.

One of the main objectives of the project is to make the distance education model viable in the Jordanian Higher Education context. This achievement will bring with it increased accessibility options for student populations that traditionally have had fewer opportunities to be able to attain a university degree: women, students who live in remote areas and disabled people. During the course of the project we will monitor the presence that the aforementioned groups will have in the pilot courses to be able to contribute to their inclusion and to be able to assess the opportunities that this way of delivering of Higher Education courses to all.

The principle of equal opportunity has thus been an important consideration in this project since this is a relevant issue for the promotion of effective way for technology-enhanced learning in the region. In terms of the overall mobility visits there has been a satisfactory number of female participants. Furthermore, the lead expert in QA in the ministry of higher education, FUOC, USGM, UTU and most other partners are female colleagues as follows:

1. Suha Abdelrahman, advisor to secretary general, ministry of higher education and Buthaina Al Share'
2. Christine Appel, FUOC, contact person, in addition to Laia Canals, Marga Franco-Casamitjana and Alba Bon Mesado
3. Monica Monica Fasciani, main point of contact at USGM, in addition to Valentina Berni and Michela Ornis
4. Satu Hakanurmi, main point of contact at UTU, and Sari Tähtinen
5. Maria Kelo, Zeynep Olcen and Anaïs Gourdin, ENQA
6. Hanan Malkawi and Amneh Al-Rawashdeh, Yarmouk University
7. Haneen Hijazi, Hashemite University
8. Maha Oudat, Al-Hussein Bin Talal University
9. Lubna Aljazi, PSUT
10. May Wahbeh, AArU
11. Anna Garcia, AQU

There are also supporting female co-workers who have provided active support and been an inspirational role model for women in Jordan:

1. Lana AL-Faouri, HEAC
2. Meena Dawaher, administrative assistant at PSUT who practically manages many project day-to-day activities.

In addition, the academic and training visits to EU partners will include a several female delegates and particularly students.

Any other comment

Please provide in this entry, any relevant information you think might be useful for the assessment of your project's implementation (i.e. synergies with other projects, any support from external environment, networking with professional bodies, etc.).

1. There is a need to modify the project budget and plan to resolve several discrepancies between the proposal and the budget allocated for activities envisaged, particularly in implementing DEV5.2 to facilitate a team of EU partners to visit HEAC to train HEAC staff and reviewers on TEL topics and their QA standards and processes, and developing QA policies, benchmarking and learning outcomes. In addition, technical training for instructional designers, subject matter experts and multimedia personnel are also necessary to take place in European partners to facilitate and speed up the process of e-learning course design as envisaged by DEV3.1. In addition, student mobility will be necessary to implement and enhance the impact of the delivery of the pilot courses. Some travels will be necessary for the external evaluator to participate in relevant project meetings and activities.
2. The consortium feels that an extension of the period of the project of six months is necessary to accomplish the entire list of tasks required successfully.

Statistics and Indicators

This section aims to gather statistical data and indicators of performance for the period covered by this Intermediate Report

Main targets

YES NO N/A

Teacher training

Please indicate whether your project has links, targets or objectives related to teacher training

✓		
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VET

Please indicate whether your project has links, targets or objectives related to Vocational Education and Training

	✓	
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Qualification levels addressed by the project

Please indicate whether your project has links, targets or objectives related to programmes at :

- Bachelor level
- Master level
- Doctorate level

✓		
		✓
		✓

Training and mobilities

Enter the code of the partner country concerned in the first lines and figures in the second and third:

Training of partner country staff and students

Number of academic staff from the partner country's Higher Education Institutions trained/retrained

Please indicate the number of teaching staff (professors, assistants with teaching tasks, etc.) trained and/or retrained to the date of the report submission:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	18				
Number Female	0				

Number of non-academic staff from the partner country's Higher Education Institutions trained/retrained

Please indicate the number University administrative staff (librarians, staff from the International Office, IT specialists, etc.) trained to the date of report submission:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	5				
Number Female	0				

Number of staff from the partner country's non Higher Education Institutions trained/retrained

Please indicate the number of staff of non HEI (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained to the date of report submission:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	4				
Number Female	0				

Number of students from the partner countries who have attended programmes/courses developed in the framework of the project

Please indicate the number of students from the partner countries that have been trained and/or retrained in the programmes/courses developed by the project to the date of report submission:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	0				
Number Female	0				

Academic/administrative Staff mobility

Number of partner country - EU mobility flows of more than 2 weeks

Please indicate the number of partner country staff mobility flows from the partner country to the European Union to the date of report submission:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	0				
Number Female	0				

Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European staff mobility flows from the European Union to the partner country to the date of report submission:

(Host country)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	0				
Number Female	0				

Number of partner country – partner country mobility flows of more than 2 weeks

Please indicate the number of staff mobility flows within the same partner country to the date of report submission:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	0				
Number Female	0				

And between two different partner countries:

Number Male	0				
Number Female	0				

Student mobility

Number of partner country - EU mobility flows of more than 2 weeks

Please indicate the number of partner country student mobility flows from the partner country to the European Union to the date of report submission:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	0				
Number Female	0				

Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European student mobility flows from the European Union to the partner country to the date of report submission:

(Host country)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	0				
Number Female	0				

Number of partner country – partner country mobility flows of more than two weeks

Please indicate the number of student mobility flows within the same partner country to the date of report submission:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	0				
Number Female	0				

And between two different partner countries:

Number Male	0				
Number Female	0				

Links to European Higher Education policies

Diploma supplement

Please indicate whether the project contributes to the introduction of diploma supplements in the Partner Country university/ies.

YES	NO	N/A
	✓	

Adoption of a system based on three main cycles, undergraduate (Bachelor), postgraduate (Master) and Doctorate

Please indicate whether your project contributes to the achievement of the adoption of a system based on three main cycles.

✓		
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Introduction of double/multiple or joint degrees

		✓
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Please indicate whether in the framework of your project the institutions involved plan to develop/issue double/multiple or joint degrees.

Establishment of an ECTS system

		✓
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Please indicate whether your project contributes to the introduction and/or development of the European Credit Transfer System at the co-beneficiary partner university(ies).

Promotion of quality assurance procedures at institutional or national level

✓		
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Please indicate whether the project contributes to the enhancement of the Partner Country university/ies' quality assurance strategies. For information on the 'Standards and guidelines for quality assurance in the European higher education area' : http://www.bologna-bergen2005.no/Docs/00-Main_doc/050221_ENQA_report.pdf

Qualification frameworks

		✓
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Please indicate whether the project contributes to developing of national qualifications frameworks and implementation at university level.

Lifelong learning policies and approaches

✓		
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Please indicate whether your project contributes to developing lifelong learning approaches

Modular curriculum structure

✓		
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Please indicate whether your project contributes to the promotion of modular curriculum structure.

New teaching and learning methods

✓		
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Please indicate whether the project contributes to the development of new teaching/learning methods at the Partner Country university/ies.

E-Learning

✓		
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Please indicate whether the project contributes to the development of an e-learning strategy at the Partner Country university/ies.

University/Enterprise cooperation

		✓
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Please indicate whether the project plans to encourage co-operation between the Partner Country university/ies and the private sector.

Links between the labour market and degree programmes

	✓	
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Please indicate whether the new/restructured curriculum/curricula responds directly to the needs of the local and national labour market through internships, intensive training in the field, etc.

Links with other EU education programmes

	✓	
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Please indicate whether your project is directly linked to other EU education Programmes (other than Tempus) such as Erasmus Mundus or the Life Long Learning Programme.

If yes, please indicate with which EU educational programme your project is linked:

EXAMPLE
USE ONE TABLE PER
WORK PACKAGE: ADD
AS MANY TABLES AS
NECESSARY

Table of achieved / planned results

Insert the title and reference number as indicated in the project proposal

Title and reference number of the work package (WP)

Indicators of achievement and or/performance as indicated in the project proposal

Insert the indicators of achievement and/or performance as indicated in the project proposal

Activities carried out to date for the achievement of this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
↑ Activity number as indicated in the project proposal ↓	↑ Insert the activity title as indicated in the project proposal ↓	↑ State where and when the activity has taken/will take place ↓			↑ Provide a brief description of the activity ↓	↑ Insert specific indicators (qualitative and quantitative) which can help to measure the achievement of the activity result ↓
↑ Activity N° ↓	↑ Activity Title ↓	↑ Start date ↓	↑ End date ↓	↑ Place ↓	↑ Description of the activity to be carried out ↓	↑ Specific and measurable indicators of progress ↓

Insert specific indicators (qualitative and quantitative) which help measure progresses towards achieving the required result

Changes that have occurred in this result since the original proposal:

Describe any change to the original activity plan described in the project proposal

Table of achieved / planned results

Title and reference number of the work package (WP)	WP1: The development of the EQTeL Jordan-EU Management System for all Work and Mid-Term and Final Reporting
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Indicators of achievement and or performance as indicated in the project proposal	<ol style="list-style-type: none"> 1. Internal evaluation record: peer to peer evaluation of the management 2. External and continuous evaluation record of the project 3. Records to the EACEA, political institutions and authorities, and partners 4. Agendas and minutes meetings
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
1.1	Develop Jordan-EU Management System	01.12.2013	30.11.2016	Jordan	<ul style="list-style-type: none"> • A management system was created comprising monitoring and management of the financial and administrative arrangements of the project. • The Kick-off Meeting of the project was held in 4-5 November 2012, with representatives from 12 partner institutions. • The Steering Committee of the project has been formed. 	<ul style="list-style-type: none"> • Numbers of administrative and financial reports by partners, number of timesheets, staff conventions, IMRs, use of intranet, number of meetings of partner institutions in Jordan and minutes of meetings. • Minutes from the Kick-off Meeting and decisions made. Steering Committee formed by the representative institutions. Number of meetings taken place.
1.2	Prepare and Deliver Mid-Term Report	01.04.2015	31.07.2015	Jordan/EU	Preparing and writing the intermediate reports.	

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
1.3	Prepare and Deliver Final Report	01.12.2016	31.01.2017	Jordan/EU	The final report will provide a full account of project activities and results, including detailed indicators to	Number of visits and meetings between coordinator and

					measure impact as well as specific input from the internal and external evaluators.	partners to prepare the final report.
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Changes that have occurred in this result since the original proposal:

Delayed submission of the intermediate report by 2 months due to the interruption of the project for change of coordinator reasons.

<u>Title and reference number of the work package (WP)</u>	WP2: The Baseline Analysis for a Jordanian TEL Quality Assurance Framework that is aligned with international TEL State of the Art
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ol style="list-style-type: none"> 1. Bibliographic analysis for establishing the baseline of the QA standards and TeL in 2. Jordanian and European universities 3. Record of focus group between Jordanian partners on TEL QA Framework 4. Record of focus group between European partners on TEL QA Framework 5. Record of TEL QA Framework in MoHE
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
2.1	Baseline Jordanian TEL Quality Assurance Framework	1.1.2014	31.08.2015	Jordan	<ul style="list-style-type: none"> • All regulations related to QA in technology-enhanced learning in Jordan have been translated from Arabic to English and compared with other similar regulations in the region, mainly KSA, UAE, AArU, and Arab Organisation for Quality Assurance (AOQA). • A full national survey has been designed, conducted and analyzed to examine and understand the state-of-the-art of TEL in Jordan. Responses from 29 out of 30 universities and higher education institutions in the country have been received. • A report is currently being prepared on the state-of-the-art on TeL QA that paves the way to prepare the first draft framework that encompasses QA procedure, guidelines and standards. 	<ol style="list-style-type: none"> 1. Number of documents translated. 2. Number of comparisons of regulations in other countries. 3. Number of meetings held. 4. Number of HIE responses to questionnaire.
2.2	Prepare International TEL State-of- Art	1.4.2014	31.08.2015	Europe	<ul style="list-style-type: none"> • The EU partners collected several documents related to TEL QA state-of-the art and each partner summarised the situation in its own country, Italy, Spain, Finland and Belgium. • EU partners are currently preparing the cross-table 	<ul style="list-style-type: none"> • Number of documents collected. • Number of meetings held.

					comparison of standards of QA in TEL and examining the similarities and differences between the different countries on good practices.	
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Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
2.3	Recommendations TEL Quality Assurance Framework	1.10.2014	31.01.2015	Jordan/EU	The results and recommendations of the reports from Jordan and Europe on will feed onto the analysis to formulate basic guidelines in order to enable Jordanian universities to set up an institutional TeL QA framework and another framework at the national level.	<ul style="list-style-type: none"> • Number of meetings held. • Number and quality of new standards, guidelines and procedures for TEL QA in Jordanian universities developed.

Changes that have occurred in this result since the original proposal:

None.

<u>Title and reference number of the work package (WP)</u>	WP3: The Creation, Delivery and Report on Piloting Three TEL Courses Using and International Standards-Conformant Platform and eLearning Methodology
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ol style="list-style-type: none"> 1. Record of focus groups to find qualitative/quantitative data about the courses (e.g. usage, content, methodology, etc.) 2. Record of the online public authorities questionnaires after the pilots 3. Record of the online academic staff questionnaires after the pilots 4. Record of the online students questionnaires after the pilots 5. Record of the interviews with the participants in the pilot 6. Technical validation of the platform
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
3.1	The Creation of 3 Pilot Courses	1.4.2014	31.12.2015	Jordan	Three pilot courses were selected according to certain criteria. These courses are currently being designed and will be made available in technology-enhanced learning format. The pilots will be used for the quality assurance framework in other work packages. The criteria for selecting courses have been agreed among	<ul style="list-style-type: none"> • The criteria for selecting courses have been agreed among the consortium. • Three committees, one for each course, have been formulated.

					<p>the consortium. One course is selected among mandatory courses offered by all Jordanian Universities. The second course is selected as an advanced course, and the third course is selected as practical (laboratory).</p> <p>□The following 3 Pilot Course have been selected and the committee for each course has been formulated:</p> <ol style="list-style-type: none"> 1. English Skills (2) led by UTU with a team from UOC, YU, and AHU. 2.Remote Lab led by PSUT with a team from UOC, HU and UoJ. 3. Renewable Energy led by HU and with a team from PSUT, USGM. 	
3.2	Development of TEL Platform	1.4.2014	30.11.2014	Jordan	<p>A Virtual Learning Environment (VLE) was developed as means of an eLearning delivery mechanism of the proposed new courses. JoU, HU and PSUT set the on-line learning strategies to select proper VLE tools for designing and adopting the three eLearning courses on English Skills (2), Remote Labs, and Renewable Energy Systems courses into VLE.</p> <p>It was decided to choose Moodle as the Learning Management System (LMS) in the VLE with its plugins and other software tools to manage tasks queue and lab booking and scheduling system. The team agreed on how to integrate the three courses with the VLE and discussions on responsibility carried out among consortium. The VLE was then hosted at a special PSUT server for this purpose.</p> <p>In addition, three types of accounts were created; Manager, Instructor, and Student. Suitable educational and teaching material will be used to integrate the three courses to this VLE. The three courses will be delivered by full interactivity and offering flexibility of content delivery and the opportunity for shared social learning between partner institutions.</p>	<ul style="list-style-type: none"> • The VLE link is at: http://eqtel-vle.psut.edu.jo/moodle/ • The VPN and Server IP addresses is determined • The specifications of the Moodle VLE created are: <ol style="list-style-type: none"> 1. Moodle version 2.4.3+ 2. PHP version 5.4.7 3. MySQL version 5.5.27
3.3	Internal Quality Assurance Methodology and Training	1.7.2014	31.12.2014	Jordan	<p>Consultation with FUOC was conducted to assure the suitable methodological and challenges with the use of ICT as well as the quality criteria system. This system will give support to academic staff and public authorities along the three pilot courses.</p>	<ul style="list-style-type: none"> • Local committees at Jordanian Universities to design the courses. • Consultation with EU partners about the design of the courses. • Discussions on this aspect were held during two training

						visits to Barcelona and Rome.
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Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
3.1	The Creation of 3 Pilot Courses	1.4.2014	31.12.2015	Jordan	Three pilot courses will be finalized by 31.12.2015 and be ready for delivery in the 5 Jordanian partner universities at the beginning of the second semester of the academic year 2015/2016.	<ul style="list-style-type: none"> • Number of courses delivered online at each university. • Number of students registered and retained in each course.
3.4	Delivery, Reporting 3 Pilots TEL/eLearning Methodology	1.1.2015	31.05.2016	Jordan	Students, academic staff and public authorities will take part in the assessment and feedback process on the delivery of the 3 pilot courses and information about usability, methodology, contents, quality standards, and other elements, will be reported.	<ul style="list-style-type: none"> • The three courses will be implemented at the Jordanian Universities partners starting Second Semester 2015/2016.

Changes that have occurred in this result since the original proposal:

Deadline changed as more time is needed to complete the e-learning courses, install and integrate the courses into VLE for delivery to student.

<u>Title and reference number of the work package (WP)</u>	WP4: Improved Procedures for Degree Equivalence and Programme Recognition on Distance Education Initiatives
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ol style="list-style-type: none"> 1. Record of the training feedback survey 2. Joint ENQA-MoHE Manual is published electronically and hard copy
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
4.1	Design Training in Jordan and International Study Tour	01.05.2015	31.08.2015	Finland	Training for members of both the Department of Universities Recognition and Certificates Equivalency (URCE) and the Higher Committee of Certificates Equivalency (HCCE), at the Ministry of Higher Education (MoHE) is currently being arranged.	<ul style="list-style-type: none"> • Number of participants in training. • Numbers of training documents prepared.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity	Activity	Start	End date	Place	Description of the activity to be carried out	Specific and measurable
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N°	Title	date				indicators of progress
4.2	Delivery of Training for 20 URCE/HCCE in EU	01.05.2015	31.08.2015	Finland and Belgium	Members of both URCE and HCCE will visit Turku University, Finland will take place in the period 23-30 August 2015. The purpose is for the Jordanian team to observe the QA application, hence the educational practices based on TeL and hence to transfer the acquired knowledge to Jordan education context. Another visit to ENQA is also being planned in the period 6-9 September 2015 to undertake a training mission on quality assurance of distance learning degrees and programmes which will include sessions on the Bologna process, European Credit Transfer System, 3-degree cycle system and related equivalence and recognition procedures.	<ul style="list-style-type: none"> • Number of participants in training. • Numbers of training documents prepared.
4.3	Follow Up Liaison with MoHE Joint ENQA-MoHE Manual	01.09.2015	31.03.2016	Jordan and Belgium	A QA manual for equivalence of degrees and recognition of institutions will be produced by ENQA and MoHE. It will be the result of the analysis carried out on the existent accreditation processes by URCE and HCCE related to TeL programmes most adopted in Europe and the definition, practices and standard procedure in Jordan.	Meeting and manual produced.

Changes that have occurred in this result since the original proposal:

Deadlines changed.

<u>Title and reference number of the work package (WP)</u>	WP5: Enhanced capacity of 6 Jordanian HEIs and Improved Synergies with HEAC Staff for the Development and Review of Quality-based TEL and Distance Learning Programmes
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ol style="list-style-type: none"> 1. Record of the online academic staff questionnaires along the trainings (at least in three moments: before-during-after the training) 2. Record of the online public authorities (at least in three moments: before-during-after the training) 3. Joint ENQA-MoHE Manual is published electronically and hard copy.
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
5.1	Design Capacity Building Programme for 6 Jordanian HEIs				A training programme is being prepared to enable HEAC staff to conduct and prepare external assessment visits, act on the recommendations of assessment reports, initiate, follow-up, and	

					sustain quality culture. This will be followed by training sessions on publication of guidelines and handbooks, training quality managers of institutions on eLearning and distance teaching standards.	
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Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
5.2	Design International Training for HEAC	1.9.2015	30.11.2015	Jordan and Belgium	A team of EU partners will visit HEAC to train its staff and reviewers on topics that will include open and distance learning QA standards and processes, and developing QA policies, benchmarking and learning outcomes. This will be followed by a visit of HEAC staff members to ENQA in Brussels to have a first-hand on open and distance learning QA standards, processes, and policies.	<ul style="list-style-type: none"> • Number of participants in training. • Numbers of training documents prepared.
5.3	Prepare Reports on Training	30.11.2015	31.01.2016	Jordan and Belgium	Reports on the outcomes and results of the training sessions in HEAC and ENQA will be prepared, including information about participants' opinion during the learning process.	<ul style="list-style-type: none"> • Number of consultation meetings held to prepare the report.
5.4	Self-Sustain Practice Nationwide Long-Term Training	31.01.2016	31.05.2016	Jordan and Belgium	A best-practice plan will be designed concerning QA standards and TeL in order to be implemented in Jordan universities.	<ul style="list-style-type: none"> • Number of consultation meetings held to prepare the report. • Number of documents referenced.

Changes that have occurred in this result since the original proposal:

Deadlines changed.

<u>Title and reference number of the work package (WP)</u>	WP6: The Development of the Sustainability Plan for a Publically Recognized Jordanian TEL Centre in Alignment with Governance Reform
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ol style="list-style-type: none"> 1. Jordanian universities' records 2. Advisory Committee constitution 3. The equipment is purchased and installed correctly 4. Sustainability Survey record
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
6.2	Establish International Advisory Committee and Kick off	31.01.2016	31.05.2016	Jordan and Europe	<p>An International Advisory Committee formed consisting of the following scholars have been formed:</p> <ul style="list-style-type: none"> • Isam Ayoubi, Thinking Company, Jordan • Mohammad Abu Qdais, Arab Open University, Jordan • Manuel Castro, UNED, Spain • Michael Auer, Carinthia University of Applied Sciences, Austria • Sabina Jeschke, Aachen University, Germany • 6. Mark Brown, Dublin City University, Ireland • Allison Littlejohn, Open University, UK • Josep M^a Duart, FUOC, Spain • Michael Gaebel, European University Association, Belgium <p>The committee will open dialog with the Jordan government to establish an educational reform in the university context, in accordance of the national QA system for TEL, and to assure the quality of the sustainability plan.</p>	<ul style="list-style-type: none"> • Number of active members of the committee. • Number of events attended. • Number of meetings with Jordanian officials. • Number of meetings of the committee.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
6.1	Design Sustainability Plan for TEL Centre				<p>A TEL centre will be created to guarantee the sustainability of the project and to become a reference point for future initiatives related to educational technology and TEL taking place in Jordan. The centre's objectives, role and functions will stem from recommendations of the aforementioned international advisory committee.</p>	<ul style="list-style-type: none"> • Establishment and functioning of centre. • Design of the sustainability plan.

Changes that have occurred in this result since the original proposal:

<p>Deadlines changed. Approval of changes within the budget for allocating the required funding for purchase of equipment for the TEL centre.</p>

<u>Title and reference number of the work package (WP)</u>	WP7: Establishment of Links to International Projects and Bodies
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Indicators of achievement and or/performance as indicated in the project proposal	<ol style="list-style-type: none"> 1. Plan available on website 2. Media/Journals /Newsletters 3. Periodic and Consolidated Dissemination Records 4. Record of exchanges of resources between new initiatives and partners 5. Final Conference Plan, Attendance Record and Relevant travel accounts 6. Promotional materials are in Participants' venues and appear in electronic media
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
7.1	Dissemination Plan	17.03.2015	30.06.2015	Jordan and Europe	A Dissemination Plan was designed that includes detailed description of the necessary steps, tools and activities to reach the academic community and society in general. A dissemination committee was designated.	<ul style="list-style-type: none"> • Numbers of agendas and minutes of meetings. • Dissemination plan elaborated and shared in the partnership. • Logo and number of posters, brochures, banners newsletters and other promotional materials produced. • Website and intranet operational and updated.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
7.2	Best Practices Manual for Jordan TEL	01.01.2016	30.11.2016	Jordan and Europe	Good Practices Manual for TeL will be created to showcase successful new experiences from Jordanian or European universities.	<ul style="list-style-type: none"> • Manual produced • Number of best practice cases included • Number of participants in preparing manual. • Number of people using manual.
7.3	Final Conference	30.10.2016	30.11.2016	Jordan and Europe	A final conference will be organised in Jordan at the end of the project to reflect on the Regions of Knowledge agenda and the results of this project. Suggested public of the conference consists of a variety of stakeholders from Jordan, Europe and perhaps the region. During the conference	<ul style="list-style-type: none"> • Number of participants. • Number of scientific papers presented.

					obtained results and future actions will be presented. Different stakeholders from Jordan and Europe will be invited, such as universities, education institutions, public authorities, academic staff, education and QA standards organizations.	
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Changes that have occurred in this result since the original proposal:

Deadlines changed.

<u>Title and reference number of the work package (WP)</u>	WP8: The Development and Ongoing Monitoring of EQTeL According to the Quality and Evaluation Plan with Final Reports
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	1. Records from the internal and external feedbacks are included in the mid-term and final project report
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
8.1	Quality and Evaluation Plan	17.03.2015	30.06.2015	Jordan and Europe	A Quality and Evaluation Plan was designed that includes assessment instruments and evaluation and monitoring tools of the project's activities, meetings and outcomes that includes survey and questionnaires. An external evaluator has also been appointed and a quality committee designated.	<ul style="list-style-type: none"> •List of members of Quality Committee and external evaluator. •Number of quality committee meetings. •Number of surveys, questionnaires and other tools and number of responses.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
8.2	Monitoring, Reporting and Project Improvement	17.03.2015	30.11.2016	Jordan and Europe	A bi-annual quality and monitoring report will be prepared covering the development of the project, including difficulties, achievements and necessary modifications and results.	<ul style="list-style-type: none"> •Number of quality committee meetings. •Number of quality reports produced.

Changes that have occurred in this result since the original proposal:

Deadlines changed.

Summary Report for Publication

Project title

Enhancing Quality of Technology-Enhanced Learning at Jordanian Universities: eQTeL

Objectives

The wider objective of the project is to promote reform and modernization of higher education in Jordan through the introduction of a national quality assurance system for technology-enhanced-learning.

The specific objectives of eQTeL are to:

1. improve, develop and implement accreditation standards, guidelines and procedures for quality assurance of distance learning study programs according to EU practices;
2. establish a framework for improving the quality of technology-enhance learning (TeL) and eLearning methodology on higher education institutions in Jordan;
3. provide training for relevant public authorities personnel responsible for accreditation and evaluation of distance learning programs and build the capacity of trainers involved in distance education in Jordan;
4. disseminate good practices on assuring the quality of technology-enhanced learning courses, degrees and programmes.

Outcomes

Outputs (tangible) and Outcomes (intangible)

(MNGT) WP1 Develop sound procedures for effective management of the project.

(DEV) WP2 Provide proper baseline analysis of the situation and state-of-the-art of technology-enhanced learning and its QA framework in Jordan aligned with European and international standards.

(DEV) WP3 Create and deliver teaching material for 3 pilot undergraduate courses at the level of university, faculty and departmental levels for all Jordanian universities using appropriate virtual learning environment.

(DEV) WP4 Improve existing procedures for “Degree Equivalence and Programme Recognition on Distance Education” followed at the Ministry of Higher Education and Scientific Research in Jordan.

(DEV) WP5: Enhance capacity of the 6 partner Jordanian universities and improve synergies with HEAC staff for the development and review of quality-based TEL and distance learning programmes.

(EXP) WP6: Develop a “Sustainability Plan” for a publically recognized Jordanian TEL Centre in alignment with governance reform.

(DISS) WP7: Establish links to EU and international projects and bodies for resource building and exchanges on Good Practices andQA.

(QPLN) WP8: Develop and monitor activities according to the Quality and Evaluation Plan.

Activities

- 1.1** Development of Project's Management System
- 1.2** Prepare and Deliver Mid-Term Report
- 1.3** Final Report
- 1.3** Prepare and Deliver Final Report
- 2.1** Establish Baseline for a Jordanian TEL Quality Assurance Framework
- 2.2** Prepare international TEL State of the Art
- 2.3** Recommendations for TEL Quality Assurance Framework
- 3.1** Creation of 3 Pilot Courses
- 3.2** Development of TEL Platform
- 3.3** International QA Methodology and Training
- 3.4** Delivery of and Reporting on 3 TEL/ELearning Pilots
- 4.1** Design Training in Jordan and International Study Tour
- 4.2** Delivery of Training for Staff and Committee of Ministry of Higher Education in EU
- 4.3** Liaison with Ministry of Higher Education for Joint ENQA-MoHE Manual
- 5.1** Design Capacity Building Programme for Jordanian Partner Higher Education Institutions
- 5.2** Design International Training for HEAC
- 5.3** Prepare Reports on Trainings
- 5.4** Prepare self-sustaining practices for nationwide, long-term training for Jordanian HEIs
- 6.1** Design Sustainability Plan for TEL Centre
- 6.2** Establish International Advisory Committee
- 7.1** Dissemination Plan
- 7.2** Best Practices Manual for Jordan TEL
- 7.3** Final Conference
- 8.1** Quality and Evaluation Plan
- 8.2** Periodical Monitoring, Reporting and Project Improvements

Progress to date

- 1.1** Kick-off meeting was organised at FUOC in the period 10-12 March 2014, a steering committee was formed during the baseline and capacity building meeting held at PSUT in the period 17-18 March 2015, an online administrative and financial management system was designed and successfully operated.
- 1.2** Intermediate report was prepared.
- 2.1** A report on the state-of-the-art of technology-enhanced learning and associated QA in Jordan was prepared in order to establish a TEL QA framework. A joint meeting for baseline analysis and capacity building was held at PSUT in the period 17-18 March 2015 for this purpose.
- 2.2** A report on the EU international standards and state-of-the-art on technology-enhanced learning was prepared.
- 3.1** The 3 pilot courses have been selected and currently being designed.
- 3.2** A virtual learning environment (VLE) has been designed and operated properly.
- 3.3** International QA methodology and training session is being prepared to take place in USGM, Italy, in the period 21-23 July 2015.
- 4.1** Design of training programme of Jordanian staff in Europe completed.
- 4.2** Training programme for staff and committee of Ministry of Higher Education in in Europe partners is being prepared.
- 5.1** A capacity building programme is being prepared and training for Jordanian partner higher education institutions conducted by AQU in Barcelona in the period 14-18 June 2015.
- 5.2** Design international training programme for HEAC is being prepared.
- 6.1** Design of sustainability plan for TEL centre is underway.
- 6.2** International advisory committee was established.
- 7.1** Dissemination committee was formed, dissemination plan was developed, website was created, updated and made operational, and promotion materials were produced.
- 8.1** Quality committee was formed, external evaluator was identified and appointed and monitoring and evaluation plan was produced.
- 8.2** Periodical monitoring and reporting on project activities is being carried out by quality committee.

Future developments

- **WP1:** An effective management of the project and engagement of partners will be maintained, and utilization of the online administrative and financial management system will be continued. The consortium will also hold steering committee meetings and produce final report.
- **WP2:** A national QA framework for TEL in Jordan will be set up based on the analysis, results and recommendations of the two state-of-the-art reports for both Jordan and Europe. Two study tours for Jordanian teams to ENQA and Turku University will be arranged within these activities.
- **WP3:** The 3 pilot courses (English skills, renewable energy systems and online communications engineering lab), will be completed, uploaded into the VLE, and delivered to students in partner universities. Students, academic staff and public authorities will take part in the assessment and feedback process, and subsequently information about usability, methodology, contents, quality standards, and other elements, will be reported. FUOC will also support academic staff and public authorities in Jordan to assure possible methodological problems, or other difficulties with the use of ICT or the application of quality criteria. Equipment will also be purchased for all partner universities.
- **WP4:** The training and capacity building programme of Jordanian ministry staff will be fully executed by delegating twenty members of both URCE and HCCE to ENQA so as to observe TEL QA application and educational practices, and subsequently QA manual for equivalence of degrees and recognition of institutions will be produced jointly by ENQA and MoHE.
- **WP5:** Training and capacity building programme of Jordanian partner universities and HEAC staff will be continued with continuous interactions with EU partners. A study visit to USGM will be undertaken, a report prepared, continuous assessment observed and a good practice plan for QA standards and TEL designed for implementation in Jordanian universities.
- **WP6:** The structure of the sustainability plan for TEL centre will be implemented, dialog with the Jordan government to reform higher education in the university context will be established in accordance with the national QA system for TEL, and meetings for the international advisory committee held.
- **WP7:** Dissemination committee meetings will be held, dissemination material will be produced such as e-newsletter, brochures, banners, the project in local media as such as radio and TV will be promoted, a video on project's activities made, the website regularly updated, a best practice workshop in FUOC held and a manual produced and a final dissemination conference in Jordan towards the end of the project organised.
- **WP8:** Monitoring and evaluation plan will be implemented, quality committee meetings held, regular quality, progress and monitoring reports by external evaluator produced and financial audit of the project arranged.

Other remarks

1. There is a need to modify the project's budget and plan to resolve several discrepancies between the proposal and the budget allocated for activities envisaged.
2. The consortium feels that an extension of the period of the project of 6 months might be necessary to accomplish the entire list of tasks required successfully.

STATEMENT OF THE COSTS INCURRED

Tempus project no. 544491-TEMPUS-1-2013-1-ES-TEMPUS-SMGR

- Column “1. Project Costs” and Column “3. Project Finance”: please input the estimated budget of the project as indicated in Annex II of your Grant Agreement or in subsequent amendments to Annex II.
- Columns under “2. Project Expenditure to date”: please indicate the expenditure made to date (paid directly from the Tempus grant and/or co-financed). The declared amounts must represent AMOUNTS ACTUALLY PAID (meaning that a disbursement has been made) and NOT committed amounts.

		1. PROJECT COSTS € Estimated budget of the project (Annex II)
I	Staff costs	
II	Travel costs and Costs of Stay	
III	Equipment	
IV	Printing and publishing	
V	Other costs	
VI	Indirect costs ¹	

TOTAL ELIGIBLE COSTS²	
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2. PROJECT EXPENDITURE TO DATE €		
Declared Paid from Tempus	Declared Co-financed	TOTAL Declared
Total	Total	TOTAL

		3. PROJECT FINANCE €
Co-financing		
Total from the Tempus grant		
TOTAL PROJECT FINANCE³		

¹ Indirect costs may not be co-financed (point 8.4, Guidelines for the use of the grant).

² As indicated in art. I.3 of the Grant Agreement and Annex II.

³ As indicated in art. I.3 of the Grant Agreement and Annex II.

REQUEST FOR PAYMENT

In accordance with Article I.4 and II.23 (Annex VI) of the Grant Agreement of this project and on the basis of the amounts declared in the statement of the costs incurred (Annex IV/12), I hereby confirm that:

I have already spent%⁴ of the first installment of pre-financing, and thus **request** the second installment of pre-financing to the following bank account:

IBAN⁵ JO85HBHO0310000032541401501005

Date and signature of the **legal representative of the co-ordinator (institution):**

Date: 27 July 2015

Signature: _____

⁴ Percentage to be filled in by the project Coordinators.

⁵ BIC code for countries where the IBAN code does not apply.

ACKNOWLEDGEMENT OF RECEIPT

Your name: Abdallah Al-Zoubi		
Complete address: Princess Sumaya University for Technology, Khalil Al-Saket Street P O Box 1438 Al-Jubaiha Amman Jordan		
+962	11941	Amman
Country code	Postal code	City

This page of the form will be returned to you on receipt of your Intermediate Report. Therefore please enter your name and address in the box above. Please remember to send in this page with each of your reports.

For internal use only	Tempus Project No.
under the Tempus programme.	
Yours sincerely,	
Done at	Date

CHECK-LIST

WHAT INFORMATION NEEDS TO BE SENT?

- Declaration, duly signed by the contact person and the legal representative of the coordinator (institution) – Annex IV/2
- Report on implementation of the project – Annex IV/3-5
- Statistics and Indicators – Annex IV/6-8
- Table of achieved/planned results – Annex IV/9-10
- Summary Report for Publication – Annex IV/11
- Statement of the costs incurred and Request for Payment – Annex IV/12
- Acknowledgement of receipt – Annex IV/13