



Ministry of Higher Education  
and Scientific Research



This strategy was produced by the USAID Jordan Tourism Development Project

# REFORMING HIGHER EDUCATION JORDAN HOSPITALITY AND TOURISM SECTOR

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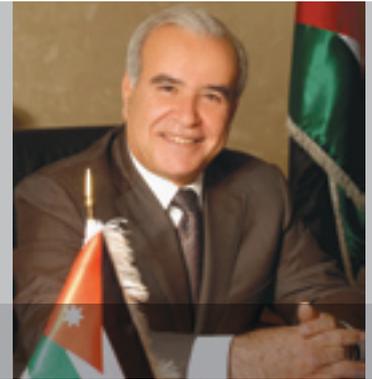
The photographs used in this strategy were taken at the Royal Academy of Culinary Art,  
Jordan Applied University College and Amman Marriott Hotel



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## FOREWORD

Higher education has a responsibility to respond to the human resource needs of our rapidly expanding tourism sector which is a vital component of Jordan's economy. The need to educate managers and supervisory personnel is urgent and calls for immediate action by our higher education institutions.

Higher education needs to play a major role in generating a supply of well educated young people who aspire to join the industry and pursue meaningful career pathways. Educators and employers must work together to ensure that the programs offered by our colleges and universities are relevant to meet today's challenges and be prepared to address changes that will come tomorrow.

This report has been developed under the direction of the Tourism Industry & Academic Steering Group (TIASG) in collaboration with key industry, community college and university stakeholders, and with technical support and funding from USAID Jordan Tourism Development Project. Key policies and strategic actions are now required by higher education authorities working together with government and industry to supply professional talent needed to establish and maintain Jordan's competitive position in the global tourism industry.

As we move forward in the reform process, we need to focus on the following actions:

- The Higher Education Accreditation Commission needs to revise the accreditation criteria and formally incorporate the criteria as quality assurance processes in specialized programs in tourism, hotel and culinary arts programs;
- New curricular areas need to be considered to meet Jordan's needs, for example, event management;
- Linkages between community colleges and universities for credit transfer need to be articulated and strengthened;
- Administrators and faculty need to be exposed to best practices and innovative approaches through professional development and capacity building initiatives.

A relevant, comprehensive technical and academic curriculum that is integrated with planned industry-based professional experience can generate employees with the right technical skills, business knowledge, service mentality and entrepreneurial approach. These are the qualities that the Jordanian workforce will need as it faces the challenges of meeting sophisticated and varied consumer expectations, rapidly developing technologies, and a climate of continual change.

A handwritten signature in black ink, reading "Almasri".

H.E. Dr. Walid Maani  
Minister of Higher Education  
and Scientific Research  
June 2010

## PREFACE

This report is designed to be a component of the Jordan Human Resources Development Plan 2010 - 2014 and includes a critical review of higher education programs in Jordan, suggested guidelines, best practices and benchmarks designed to improve the competitiveness of the tourism industry, as well as reform measures to be undertaken by higher education programs related to the proposed national qualifications framework and enhanced higher accreditation program.

While preparing this report, the authors undertook extensive secondary data search and interviews with key leaders from public and private sector higher education institutions, hotel and tourism companies, professional bodies and trade associations from Jordan, the Middle East and international organizations.

### **Documents consulted included:**

- Manpower and Training Needs Analysis of Jordan Tourism Industry, National Report 2007, USAID Jordan Tourism Development Project;
- Tourism in Jordan: National Tourism Public Awareness Strategy 2010 - 2011, USAID Jordan Tourism Development Project 2009;
- UNWTO World Tourism Barometer, October 2009;
- World Economic Forum, Travel and Tourism Competitiveness Index, 2009.

This report includes international and regional best practices in terms of their relevancy and possible adaptation to Jordan. It is envisioned that this document will be reviewed and enhanced through a consultative process involving key leaders in Jordan's higher education community and the tourism sector.

## ACRONYMS

APL	Assessment of Prior Learning
ASEZ and ASEZA	Aqaba Special Economic Zone (Authority)
EFQM	European Foundation for Quality Management
E-TVET	Employment, Technical & Vocational Education and Training
HEAC	Higher Education Accreditation Commission
JHA	Jordan Hotel Association
JITOA	Jordan Inbound Tour Operators Association
JRA	Jordan Restaurants Association
MoE	Ministry of Education
MoHE	Ministry of Higher Education & Scientific Research
MoL	Ministry of Labour
MoTA	Ministry of Tourism and Antiquities
TASK	Training in Attitudes, Skills and Knowledge (a system)
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNWTO	United Nations World Tourism Organization
USAID	United States Agency for International Development
VTC	Vocational Training Corporation

## Definition of Terms

### **Accreditation of a program of study**

Certifies that the academic, vocational and professional standards achieved through the program are appropriate for the level of the accreditation awarded and that the program content and delivery meet the accrediting body's standards.

### **Bologna Process**

Aims to create a European Higher Education Region by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures.

### **Event Management**

Is characterized by a core of subjects focused on planned, temporary, short-term, unique activities designed to meet cultural, economic, social, political, leisure, life-cycle, marketing or business needs. Events can range from small-scale family occasions such as weddings to mega-events such as the Olympics. The term "event" refers to the Meeting, Incentive, Conference and Event (MICE) industry.

### **Hospitality Education**

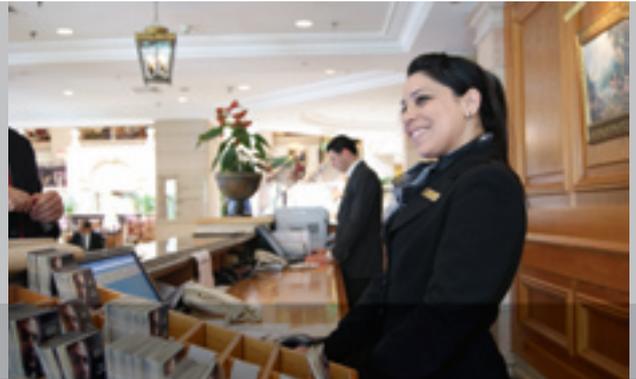
Is characterized by a core of subjects which address the management of food, beverage and/or accommodation. The term "hospitality" is often referred to as "hotel and restaurant".

### **National Qualification Framework (NQF)**

Are work-related, competence-based qualifications based on national occupational standards that can be used to guide the development of vocational, technical and higher education programs of study and practical training.

### **Tourism Education**

Is characterized by a core of subjects focused on the management or operation of services related to the activities and behaviors arising from the movement of people away from their normal home environments for a variety of purposes. The study of tourism draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks regarding consumption, production and management.



## EXECUTIVE SUMMARY

Faced with an impending escalation of hotel and tourism activity throughout Jordan, the call for action is urgent. Jordan may be able to learn from the experiences of other countries that have experienced sudden and sizeable growth, particularly those in other parts of the Middle East. Jordan’s hotel and tourism industry will be challenged to meet the demand for qualified personnel. Higher education needs to play its part in generating a supply of well educated young people who genuinely want to join the industry and to pursue meaningful career pathways. Educators and employers must work together to ensure that the programs offered by the colleges and universities are relevant today but cognizant of the changes that will come tomorrow.

Research was conducted to assess the current situation in hospitality and tourism education programs and curriculum for each of the 11 value chain processes, as illustrated in the diagram below:



There are currently 12 universities and 9 community colleges offering hospitality and tourism programs in Jordan. Four of the universities are public and seven are private. Student enrollments are listed in the following table:

### Enrollments - University & Community College Programs 2009

Institutions	Hospitality	Tourism	H&T	Culinary Arts	Sustainable	Total
<b>Universities</b>						
Private	396	63	681			1140
Public	279	105	0		380	764
Sub total	675	168	681	0	380	1,904
<b>Community Colleges</b>						
Private	393	85	0	33		511
Public	116	102	0			218
Sub total	509	187	0	33	0	729
<b>Total</b>	<b>1,184</b>	<b>355</b>	<b>681</b>	<b>33</b>	<b>380</b>	<b>2,633</b>

Over the past five years, there has been a dramatic increase in enrollments in hospitality and tourism programs. All institutions envisage modest growth over the next three years. The growth prediction for universities is 24%, whilst the forecast for colleges is 10%. Overall, growth is expected to be about 20%. These projections will be difficult to achieve without improvements in marketing, course delivery, and international links.

### Reform in higher education is urgently required

Reform is urgently required for curricula, faculty and staff development, student recruitment and placement, industry-based professional experiences and enhancement of strategic alliances. In order to systematically address this challenge, value chain elements were analyzed to identify the current situation in order to determine actions needed to reform the system. A reform agenda was then formulated based upon recommendations from industry and higher education leaders as well as internationally accepted standards and best practice benchmarks.

This value chain analysis has confirmed anecdotally-based criticism that many higher education programs related to the hospitality and tourism sector have been unfocused and overly theoretical. Indeed, feedback from higher education and industry has revealed substantial gaps, including:

- Insufficient involvement by employers in the design and implementation of curricula and practical training;
- Higher education that is too theoretical with insufficient practical content;
- Inadequate opportunities for supervised internships through industry and higher education collaboration;
- Lack of basic knowledge, skills and attitudes needed by college and university students to cope with workplace demands, such as languages, technical competencies, customer service, grooming, team work, creativity, commitment and overall professionalism;
- Academic staff need to be better prepared;
- Unclear career paths and placement opportunities for community college and university graduates, particularly for women;
- Working conditions and salaries that are not competitive with other service industries leading to recruitment, placement and retention problems;



For these gaps to be bridged, industry must be willing to invest in the people who will be part of the new workforce. Since the new workforce will need a combination of education and experience, a partnership between the educators and employers must be the way forward. Finally, this value chain assessment indicates that higher education institutions need to conduct self assessments of their specialized programs in hospitality, tourism and related areas.

This is particularly urgent if the higher education system is to meet demand with locally supplied executives, managers and supervisors and to break the dependence on internationally sourced personnel. Findings indicate that the following strategies should be initiated to aggressively address the shortfalls in the supply of supervisory and management levels:

- **University Consolidation** - The number of four year awards offered by universities should be consolidated in order to offer only high quality programs that result in placements in managerial and supervisory roles. New curricular areas need to be considered to meet Jordan's needs in areas like destination management and event management;
- **Community College Expansion** - The number of students enrolled in diploma awards offered by community colleges needs to be substantially increased to meet the demand for supervisory and technically qualified graduates in the years ahead;
- **Enhanced Articulation** - Linkages between community colleges and universities for credit transfer need to be articulated and enhanced. Opportunities should be provided for industry employees to pass the Tawjihi requirements in order to gain entrance into higher education programs; linkages to higher education through the Vocational Training Corporation (VTC) program should be explored;
- **Graduate Education** - The need for highly qualified managers and competent instructors will also require higher education programs at the graduate level providing Masters and PhD degrees;
- **National Qualifications** - Higher education curricula should be directly responsive to the proposed National Qualification Framework;
- **National Accreditation** - The accreditation of specialized programs by the HEAC has been revised to reflect the guidelines linked to the higher education value chain for the hospitality and tourism sector;
- **International Accreditation** - An external system of specialized accreditation should be considered to supplement the HEAC's quality assurance and licensing functions;
- **Effective Coordination** - Higher education reform will require effective coordination of government and industry as collaborating agents of change. International and national benchmarks for public-private sector partnerships should be considered.

## **A Partnership for Change**

A partnership for change involving the Ministry of Higher Education and Scientific Research and the Higher Education Accreditation Commission under the leadership of the public-private sector; Tourism Industry & Academic Steering Group (TIASG), is needed to enhance the competitiveness of Jordan's vital tourism industry. Guidelines for each of the value chain elements are suggested to guide the reform process for higher education programs provided by universities and community colleges. Examples of these are:

## **Strategies for Reform**

The strategies for reform are summarized as follows:

- Periodic performance monitoring should track the progress of students toward meeting stated learning outcomes;
- Fifty percent of core subjects offered should be taught in English;
- Field based practical training should be a minimum of 12 credits and formal internship a minimum of 6 credits representing a total of 1200 hours of industry based practical training;
- Curriculum should enable students to understand and apply the concepts of problem solving to general and industry-related issues;
- Mechanisms should be in place and regularly utilized for evaluating teaching effectiveness and academic advisement;
- The program should be described on a university or community college website in order to present current and timely academic information in both Arabic and English, including course descriptions for each subject in the study plan;
- The program should have sufficient financial stability to enable it to achieve its educational objectives over a reasonable future period;
- University and community college departments should conduct periodic self assessments, not less than every five years;
- Employers should be engaged in designing and providing positive experiences for practical training, internships and work placements.

To assist the reform process, an extensive listing of best practices and benchmarks was identified and considered to have potential application to Jordan. The list includes:

- Accredited Prior Learning (APL) allowing students to receive academic credit for the learning gained through life experiences;
- Customized textbooks can be written to teacher specifications so they cover exactly what should be taught;
- Adapt the proposed National Qualifications Framework and incorporate occupational profile standards into program development and curriculum revisions;
- Partner with overseas institutions to expose faculty and students to new ideas and knowledge outside the confines of the national context.

A relevant, comprehensive technical and academic curriculum that is integrated with planned industry-based professional experience will generate employees with the right (a) technical skills, business knowledge, and service mentality; (b) communication and interpersonal skills; (c) positive attitudes; and (d) entrepreneurial spirit. These are the qualities that the workforce will need as it faces the challenges of increasing competition, sophisticated and varied consumer expectations, rapidly developing technology, and a climate of continual change.



## CHALLENGES AND OPPORTUNITIES

The higher education reform strategy presented in this document is a direct response to Jordan's National Tourism Strategy (NTS) for the period 2011 -2015. The idea that consistent service quality can only be achieved through a skilled workforce was recognized when human resources were named as one of the four pillars of the NTS. Amongst the ambitious growth targets is the increase of direct employment in tourism from 27,800 in 2005 to 52,300 in 2014, representing the creation of approximately 25,000 jobs.

Education and training programs at all levels are needed to meet an estimated shortage of 5,000 people every year until 2014. The Human Resource Development Plan for 2009 to 2014 focuses on people: how they are recruited, how they are managed, how they are educated and trained, and how they are supported through professional development. The tourism workforce in Jordan must competently and confidently deliver world-class service to both international travelers and domestic tourists. Improving performance will be achieved by closing the gap between the demand for quality planning, resource management, and human resource development for the hotel and tourism industry.

### MANDATE FOR HIGHER EDUCATION REFORM

Faced with an impending escalation of hotel and tourism activity throughout the country, the call for action is loud and urgent. Jordan may be able to learn from the experiences of other countries that have witnessed sudden and sizeable growth, particularly those in Asia and other parts of the Middle East. As new hotel and tourism development projects open up one after another, one certainty will be that, unless the pool of quality labor is expanded dramatically, the market will experience widespread movement of staff together with a rapid escalation of salaries.

Jordan's hotel and tourism industry will be challenged to meet the demand for qualified personnel. The higher education sector needs to play its part in generating a supply of well educated young people who genuinely want to join the industry and pursue meaningful career pathways. Educators and employers must work together to ensure that the programs offered by colleges and universities are relevant today but cognizant of the changes that will come tomorrow. They must inspire commitment among students to start their careers as managers, supervisors, and staff in hotels, restaurants and travel operations.

# REFORM AGENDA FOR HIGHER EDUCATION PROGRAMS IN HOSPITALITY AND TOURISM



## Value Chain Assessment

Reform in higher education is urgently required for curricula, faculty and staff development, student recruitment and placement, industry-based professional experiences and enhancement of strategic alliances. Industry human resource professionals should work with the providers of higher education programs to ensure that the content of their programs matches the expected learning outcomes. A way to integrate these efforts is to use a value chain mapping approach, as described in Figure 1.1.

**Figure 1.1: Higher Education Value Chain**





Research was conducted to assess the current situation in hospitality and tourism education programs and curriculum for each of the 11 value chain processes. Questionnaires and checklists were administered to academic institution managers (deans, department heads, registrars and placement specialists), current students, graduates and industry human resource directors. The study population included 12 universities and 9 community colleges offering hospitality and tourism programs in Jordan.

## 1. Student Profile

### Current Situation

Higher education has developed along similar lines to the international system. There are currently 12 universities and 9 community colleges offering hospitality and tourism programs in Jordan. Five of the universities are public and seven are private. Jordan Applied University (JAU) is the market benchmark leader for hotel programs at the diploma and four year degree levels. Total enrollments in hospitality and tourism programs are detailed in Table 1.1:

**Table 1.1: Enrollments - University & Community College Programs 2009**

Institutions	Hospitality	Tourism	H&T	Culinary Arts	Sustainable Tourism	Total
<b>Universities</b>						
Private	396	63	681			1140
Public	279	105	0		380	764
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### **Level of Effort**

When enrollment in hospitality and tourism programs is compared to total enrollments at these universities, the percentage represented by hospitality and tourism is rather low, ranging from less than 1% to 3.4%, with the exception of JAU which is 100%, which is a specialized university and only offers tourism programs.

### **Marketing and Promotion**

All universities use marketing processes to attract students to enroll in hospitality programs. Eight universities have marketing plans to promote all the programs, not specific to hospitality and tourism programs, using a variety of methods such as newspapers, websites, open days, recruitment days, school visits, and local and regional exhibitions.

### **Student Characteristics**

Most students come from Jordan (82%), with 18% from the region or international destinations. The ratio of female to male as reported by seven universities is 1:6. The age range is from 18 to 24 years. Student mainly access programs through high schools with 7% coming from colleges through bridging programs and a further 3% transferring from other university programs.

### **Entry and Induction**

The acceptance high school grade in private universities is 55% and above. Public universities have an acceptance grade of 65% and above. All universities require an English language test and computer skills exam. Only one university conducts personal interviews and aptitude tests to assess students' readiness and capabilities for the tourism industry and profession.

All universities and colleges offer foundation English language, and computer skills courses for beginners and those students who fail the entrance test. Only one university conducts a formal induction process, which includes: student orientation to regulation and rules, behavior and a map of college facilities. It also includes orientation to assessment guidelines, academic advice on courses, internships, orientation to facilities, industry and career profession.

**Jordan Applied University (JAU) implements a regulation on dress code and appearance in classes to prepare students for a career, work environment and culture of the tourism industry. The university also requires students to abide by a code of ethics, whereby each student agrees to values and essential principles needed to achieve excellence in a future career.**

### **Student Counseling and Support**

Counseling support for all university programs are very weak. None provide additional learning support, or feedback from continuous assessment results. All universities consider teachers' office hours as the only opportunity to provide academic advice.

### **Graduation Rates**

The percentage of first entry students who complete and graduate as expected within four years in Hotel Management/Hotel & Tourism programs is 85% . The percentage of students graduating within the accepted time frame of their program is 90%.

## **Reform Agenda**

Increased participation rates at this time will have little immediate impact in closing the 5,000 manpower gap that lies between the demand for employees and the supply that can be generated by the education sector. Even if enrollments in the academic year 2011 were to increase appreciably, it would be 2013 before greater numbers of diploma holders will be available and 2015 before a larger cohort of tourism graduates can enter the job market. However, the demand for people will not stand still. There will always be growth; there will always be attrition; there will always be vacancies. It would, therefore, be prudent to put measures in place with the twin aims of attracting more people, and making hotel and tourism programs more accessible, from both a financial and a geographical perspective. The achievement of these two aims is predicated on the fulfillment of the following strategies:

### **Articulate progression and transfer arrangements:**

Accurate and clearly stated information about admission, progression, retention, dismissal and graduation requirements should be available in written form. Transfer credit should be granted for courses taken at another institution only when the course work, and the level of the transfer applicant's achievements, permit the student to complete satisfactorily the remaining upper division professional course work.

### **Provide student counseling and support service:**

Appropriate career guidance and counseling should be available to all students.

### **Conduct monitoring and periodic evaluation activities:**

Periodic performance monitoring should track the progress of students toward meeting stated learning outcomes. Students should have reasonable involvement in the evaluation of the program's procedures and policies in the area of student services.

### **Modify community perceptions of hotel and tourism students:**

Hotel and tourism graduates are fairly well regarded in the community but some perceptions are so deeply entrenched that improvements have been slow. Although attitudes are improving gradually, a public awareness campaign is needed to accelerate the pace.

### **Improve the gender imbalance by attracting more females:**

Hotel and tourism programs attract more males than females (the average is 84% males in hotel courses and 70% in tourism). This may be a symptom of the demographic gender split but in the future, more attention must be given to modifying attitudes and attracting more females into hotel and tourism education. Internationally, the majority of university level students in the hospitality and tourism area are women.

### **Introduce creative financial structures to attract more students:**

Almost all students in hotel and tourism programs are self-funded. Few receive grants from government or employers. Many have to work to fund their studies. In itself, this is a reality that parents and students understand, but any creative measures to reduce the cost of education would be welcomed. Scholarships, sponsorships, discount schemes, and financial aid funds would be particularly appreciated. Clearly, financial assistance will be needed if these programs are to appeal to the less affluent. Perhaps government grants and loans could be made available to improve participation rates, given the critical shortage of qualified staff.

### **Improve access to education for students living in all major regions:**

Most programs are concentrated in Amman. While this may be justified in terms of population concentration, there is concern that students from more remote parts of Jordan are not having an equal opportunity to study hotel and tourism. Access could be improved by providing subsidized transport and hostel accommodation, and by reviewing delivery methods and how classes are organized in the week. The plan of the University of Jordan to create a campus and a faculty in tourism and hospitality management in Aqaba is a major step in the right direction.

### **Initiate second chance programs or equivalency options for employees:**

Consideration needs to be given to those who did not achieve the Tawjihi but possess equivalent work or life experience. It may also be advisable to develop a remedial program to achieve an equivalency for the Tawjihi so they can enter a diploma or BA program.

### **Introduce an Accredited Prior Learning (APL) equivalency program:**

APL allows students to receive academic credit for the learning associated with life experiences. Such learning experiences may derive from work, military service, professional training, hobbies, recreational activities, and other meaningful activities. These learning experiences are evaluated for their equivalency to specific university courses, and/or ability to satisfy institutional and degree requirements. Students may submit a learning portfolio as evidence supporting their request for prior learning credit. A learning portfolio serves to identify and describe a student's prior learning experiences in light of the courses and other requirements associated with a degree. While developing a learning portfolio can be a rewarding process, it also represents a significant investment of time and resources. For students from international universities a matrix evaluation is established to relate the content and level of courses between the two institutions. The criteria are: accreditation, contact hours, text (and course materials), and faculty qualifications. Samples of student work and examinations are sought for purposes of comparison.

**Standards for Evaluating Prior Learning:** The Council for Adult and Experiential Learning (C.A.E.L.) has developed ten standards that govern the assessment of prior learning. These ten standards are divided into two categories: academic and administrative. The first five are academic standards relevant to the processes governing the assessment of prior learning. The second five are administrative standards that describe the administrative context within which the assessment and recognition of equivalent academic credit occur. <http://www.cael.org/>



## 2. Courses & Awards

### Current Situation

All hospitality and tourism education and training programs are accredited by the Higher Education Accreditation Commission (HEAC). Hospitality and tourism programs at private universities fall within a wide range of administration faculties or departments. Four programs came under Business and Economics Colleges. Jordan Applied University is the only private autonomous institution offering hospitality programs. All institutions award Bachelor Degrees upon completion of total credit hours, over a period of four years and not exceeding seven years, with a GPA score not less than 60%, including passing an internship program and attendance.

Hospitality and tourism diploma programs offered at community colleges do not represent more than 20% of total enrollments, except for JAU and RACA which are completely focused on hospitality and tourism programs. To graduate, diploma students attend for two years, complete a total of 72 credit hours, and must pass with a GPA range of 50% to 60%. Two community colleges (Aqaba University College and Ajloun University College) are public colleges; all others are privately-owned colleges. All colleges are accredited by HEAC and Al Balqa Applied University.

### Reform Agenda

#### Agree consistent awards for Bachelor Degree programs:

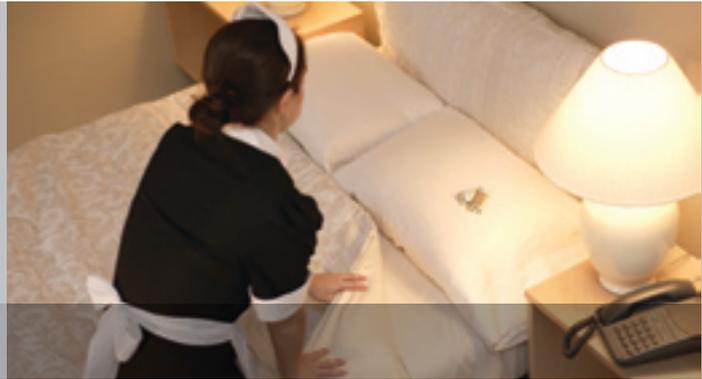
The study plan should be 132 credit hours as the minimum requirement to gain a Bachelors degree, distributed as follows in Table 2.1.:

**Table 2.1: Recommended Credit Hour Requirements**

University & college requirements	48 credit hours
Major requirements (core and support subjects)	60 credit hours
Elective subjects	6 credit hours
Practical Training & Internship	18 credit hours

The study plan should include the following knowledge and skills elements:

1. General education in the arts and sciences should be consistent with practices of the university in which the department is located;
2. Major theory and practice core and support subjects leading to achievement of student learning outcomes should be consistent with the proposed National Qualifications Framework (NQF) (see Annex 1);



3. Business administration and technical subjects would represent 50% of the content;
4. Fifty percent of the major subjects should be taught in English;
5. Electives should be related to the student's career or scholarly interests;
6. Opportunities should be available to participate in a period of industrial placement or work-related learning, which will enable students to gain structured and relevant hotel industry experience;
7. Field-based practical training should be a minimum of 12 credit hours and formal internship a minimum of 6 credit hours.

**Set consistent award for community College Diploma awards:**

The study plan should include the following knowledge and skills areas:

1. General education in the arts and sciences should be consistent with practices of the college in which the department is located;
2. Major theory and practice subjects leading to achievement of student learning outcomes should be consistent with the National Qualifications Framework (NQF) (see Annex 1);
3. Technical subjects should represent 50% of the content;
4. Fifty percent of the major subjects should be taught in the English language;
5. Employability related subjects should represent 50% of the content;
6. Electives should be related to the student's career or scholarly interests;
7. Opportunities should be available to participate in a period of industrial placement or work related learning, which will allow students to gain structured and relevant hotel industry experience;
8. Field based practical training should be a minimum of 12 credit hours and formal internship a minimum of 6 credit hours.

Diploma programs should include a common set of applied business modules, supervisory skills, languages and communications, and relevant general subjects. A number of core professional specialization modules will differentiate individual programs. Initially, the portfolio of diploma programs could include operations in the following areas in Table 2.2:

**Table 2.2: Portfolio of Possible Diploma Programs**

Accommodation	Food & beverage service
Culinary arts	Inbound/outbound travel services
Meetings, incentives, conferences and events (MICE)	Entertainment

Degree programs can include common applied business-management modules, languages and communications, certain general subjects, and a project. As with the diplomas, these components will integrate with a core of professional specializations to differentiate the programs that would initially include: hotel management, travel services management, event management, and destination management. Although the degrees in Jordan are currently designated as Bachelor of Arts (BA), from the perspective of international recognition and progression for graduates, it may be preferable if the new programs were Bachelor of Science degrees (BSc) for free standing faculties or Business Administration for programs in business faculties (BAAdm, BCom).

### 3. Program Aims & Objectives

#### Current Situation

Most of the universities and community colleges emphasize preparing students for and providing them with the required skills and competencies needed in the tourism industry. All universities and colleges complete a process of curriculum planning and development on average of every four years. The process is implemented through the scientific and academic committee, which reviews objectives and content. The committee members are faculty and heads of departments. The committee proposes changes to the dean, for approval by the Board of Deans. In most universities, curriculum planning and development occurs without industry involvement. Proposed changes would be mainly academic, with some feedback from students and reports from employers on internship assessment. Several deans and heads of departments stated that it was difficult to introduce change in program objectives and content at the internal level of the university.

Most community colleges emphasized preparing and providing students with the required skills and competencies needed in the tourism industry. Representatives of a number of colleges stated that making improvements was difficult due to required processes and regulations by Al Balqa Applied University. Except for RACA and JAU, community colleges lack a strong partnership or the industry.

**RACA provides an example of well focused aims and objectives, which are:**

- Provide the industry with more than just culinary graduates;
- Provide future leaders, trendsetters and innovators;
- Ensure that graduates possess valuable transferable skills such as self discipline, respect, integrity, adaptability and motivation for lifelong learning and the spirit to achieve.

#### Reform Agenda

##### Stress the importance of the program’s mission statement:

A mission statement for the program should be aligned with the missions of the university or college of the parent institution. The mission should be guided by principles of excellence, which are the hallmarks of all successful international education and training institutions, as described in Figure 3.1.

**Figure 3.1: Principles of Excellence for Higher Education**



**Formulate learning objectives and student learning outcomes:**

All programs at all levels should have learning objectives and student learning outcomes.

**Use the proposed National Qualifications Framework for curriculum development:**

The ever-changing nature of the hotel and tourism landscape casts doubt upon the validity of building a curriculum based on intuition or generic knowledge culled from other disciplines. An educational provision that matches the needs of the industry is required. Unfortunately, some institutions only offer rigid and static programs that cling to the past. This has led to a proliferation of specialized courses, provided by a diversity of entities, operating at different academic levels, and addressing different niche areas of hotels and tourism. This causes confusion in people’s minds, a dispersion of effort, and a fragmentation in the supply of labor. It is time to introduce a national standard: a curriculum created in partnership with industry that is based on the needs of employers in the hospitality and tourism sector. Please refer to Annex 1 for details on the proposed National Qualifications Framework, which is a starting point for developing occupational standards and curriculum guidelines.

The VTC has already introduced a national curriculum for its Level 1 programs, and will doubtless take the same approach at Levels 2 and 3. It is, therefore, towards the diploma and degree programs that we must turn our attention. While acknowledging comments from industry about boosting the business-related content, it is important that the underlying approach should characterize the programs as ‘hotel and tourism programs with a business-management flavor’, rather than ‘business-management programs with a hotel and tourism flavor’. The reason for this orientation is simple. Internationally, less than a third of hotel school graduates enter F&B or accommodation operations. Similarly, a relatively small number of tourism graduates start their careers in the inbound or outbound travel operations. In most cases, this is because their programs have failed to inspire them with sufficient confidence in their technical competence in operations. Ironically, it is in these departments where they are most needed, and where promotion, though slow at first, would lead them into general management in time. It would be important to examine how others have developed national qualifications linked to learning systems for possible application in Jordan.

### Reform the HEAC accreditation system:

Overall, reform of the accreditation system for hospitality and tourism higher education in Jordan has been given priority. There is a need for changes in the quantitative based standards for colleges and universities offering two year diploma. Changes to the Higher Education Accreditation Commission (HEAC) standards have been recommended in order to: (a) provide more flexibility in using instructors who have not achieved a PhD but have equivalent qualifications through a combination of a post graduate degree, industry experience and teaching competency; (b) requires students to have knowledge of foreign languages, English in particular; (c) specify the need for curricular offerings to be consistent with a national system of knowledge and skill qualifications; (d) call for active industry/higher education collaboration through practical training, internship and job placement programs, guest lectures, mentoring and advisory services; (e) encourage faculty development and improvement, and (f) mandate assessment of student learning outcomes.

The HEAC is encouraging higher education programs in hospitality and tourism management to pursue international accreditation through collaboration with recognized accreditation bodies. It is important to ensure that the national qualifications framework, the associated higher education programs, and quality assurance mechanisms are in line with the criteria of international accrediting bodies, which are summarized in Annex 2.

In addition, the HEAC intends to institute a new voluntary system using measures documented through self assessment, third party review and quality assurance standards for institutional accreditation. Please refer to Annex 3 for suggested guidelines for conducting a self assessment for specialized programs for accreditation and reaccreditation.

## 4. Curriculum & Course Structure

### Current Situation

A summary of credit requirements for public and private universities are detailed in Table 4.1., including data on internship, English and computer ICT requirements.

**Table 4.1: University Hospitality & Tourism Credit Hour Requirements**

University Programs								Internship	English & ICT
Private Universities	Total	University	College	Core	Theory	Practical	CH	Hours	
Total	792	156	129	507	585	207	60	4,000	103
Mean	132	26	21.5	84.5	97.5	34.5	10	667	17.2
Public Universities									
Total	527	108	87	332	426	101	30	2,000	85
Mean	131.75	27.0	21.8	83.0	106.5	25.3	7.5	500	21.3
Grand total	1,319	264.0	216.0	839.0	1,011.0	308.0	90.0	6,000	1,88.0
<b>Mean</b>	<b>131.9</b>	<b>26.4</b>	<b>21.6</b>	<b>83.9</b>	<b>101.1</b>	<b>30.8</b>	<b>9.0</b>	<b>600</b>	<b>18.8</b>

All community colleges provide programs with total credit hours of 72 as accredited by Al Balqa Applied University. College requirements are 12 credit hours. The average theory content in programs is 60% of total credit hours. The percentage of practical training ranges from 21% to 49% in total credit hours. Internship credit hours range from 3 to 9 credit hours. RACA and JAU require 1,200 hours for internship in their programs.



Community colleges offer three English language courses in a program, with one specialized in tourism. All other courses are taught in Arabic because the comprehensive exam is conducted in Arabic. Only RACA teaches all courses and has the comprehensive exam in English.

## **Reform Agenda**

### **Employ sequential development and logical progression curricular approaches:**

Curriculum should be designed to provide a sequential development and logical progression in coursework. The curriculum should provide students not only with a common body of knowledge in hospitality administration, but also with opportunities for students to receive a broad education and awareness of values, skills, and attitudes that will prepare them for imaginative and responsible citizenship roles in business and society.

### **Mix applied theory and applied experiences:**

The curriculum should enable students to understand and apply the concepts of problem-solving to general and industry-related issues. The curriculum should include an appropriate mix of theoretical and applied experiences for achieving the educational objectives. The curriculum should provide a balanced mix and flexibility in hospitality or tourism elective offerings.

### **Provide detailed and organized instructional subject outlines:**

Subject-matter content, learning activities, and output evaluation should be consistent with program mission and objectives. For each course offered specifically by the degree program or under the prerogative of the program, there should be a detailed and organized instructional outline, course of study, syllabus, or teaching guide showing specific objectives, subject-matter, learning outcomes, and teaching method, and learning activities.

### **Respond to social, economic and technological developments:**

The curriculum should provide clear evidence that the program encourages creative leadership in and response to social, economic and technological developments, and the application of evolving knowledge in the behavioral and quantitative sciences. Opportunities should be provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities.

### **Develop organizational relationships:**

If the program involves any relationship with organizations outside of the institution, such a relationship should include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission and objectives of the program.

**Promote foreign language facility:**

The language highlighted is English, given the international nature of the tourism and hospitality industry. Students need far better standards of English to be able to cope in employment, while teachers need to improve their language ability so they can use it effectively in the classroom, thereby helping their students to improve. Assistance in improving English language abilities of staff and students might be obtained through UK and American sources coordinated through their embassies.

**Incentivize private universities and colleges:**

The private institutions tend to concentrate on hotel management, for which most students seem to have a preference. This suggests that if the government wants to see more tourism management courses focused on travel and tourism services, event management and destination management on offer, it will have to provide incentives to private universities to do so. Some colleges do offer tourism management, but it is noticeable that few institutions provide both hotel management and tourism management. This is surprising given the commonalities between these areas. On the other hand, offering tourism and hospitality management as one program should be discouraged. Although there are commonalities, the occupational needs of travel and tourism services are quite different from hotel and restaurant operations.

**5. Teaching and Learning Approach**

**Current Situation**

The proportion of staff with PhDs is understandably lower in community colleges than in the university sector. Average salaries are much higher in the universities than in the colleges. On that basis one might expect the universities to be able to attract a higher caliber staff. Most academic staff express satisfaction with their income. Whatever is hindering their development is not income, but rather a lack of support or a lack of awareness amongst colleagues, which may require development interventions.

Otherwise the situation is not too dissimilar between the two types of institutions, as described in Table 5.1.

**Table 5.1: Faculty Qualifications - Hospitality & Tourism Programs**

Institutions	Total	PhD	Masters	Degree	Certificate
<b>Universities</b>					
Full Time	83	48	26	4	5
Part Time	17	0	12	2	3
<b>Community Colleges</b>					
Full Time	52	4	25	15	8
Part Time	16	2	3	5	6
<b>Total</b>	<b>152</b>	<b>52</b>	<b>63</b>	<b>21</b>	<b>16</b>

Academic staff development is important because it will affect the ability of the institutions to respond to criticism of their past performance, and their ability to attract students in the future. Staff development initiatives undertaken in the past have been well received, and have led to improvements in the quality of education. Teachers cite a number of obstacles to staff development, including time, budgets, lack of awareness, and low institutional support.



### **University Faculty Profile:**

The total number of full-time faculty members in 11 universities surveyed was 83 academics, holding the following qualifications:

- **PhD:** 48 staff: 27% specialized in hotel and tourism management, 20% are specialized in archeology, 18.7% specialized in tourism management, and 16% specialized in hotel management, 13% in sustainable tourism, 6% in business management and nutrition;
- **MSc.:** 26 staff: 60% in archaeology, 20% in hotel management, and 30% in marketing;
- **BSc:** 4 staff in languages and ICT.
- **Certificates:** 5 staff: technical trainers

All faculty members have on average three years teaching and learning experience, some exceed more than 15 years. Salary range for faculty members with PhD (1,000JD up to 2,000JD) usually employed in private institutions. Benefits are given as compensation for transportation or accommodation in far away universities. Salary range for faculty member with Masters Degree is 530JD-800JDs. Most universities do not provide staff development or professional training for their faculty.

### **College Faculty Profile:**

The total number of full time faculty members in nine community colleges surveyed were 52, the qualification profile was as follows: PhD: 8% , Masters degree: 48%; Bachelor degree: 29%; and Certificate: 15%. Discipline profiles were as follows: 10% in hotel management, 11.5% in tourism management, 19% in tourism and archaeology, 6% in food processing and hygiene, 6% in culinary arts, and 47% in Islamic & Arabic culture and business management. Approximately 12% of total staff were part time faculty members.

Industry experience of full time and part time faculty members ranges up to 5 years in the industry except for the faculty members in RACA where the industry experience ranged up to 18 years. Faculty staff were paid monthly salaries ranging from 260JD- 600JD.

### **Student Satisfaction with Teaching and Learning:**

A sample of 237 students (2nd, 3rd and 4th year) enrolled in hotel and tourism education programs evaluated teaching and learning measures for both theory subjects and practical training. For the theory subjects, over 70% rated the following ten measures as either very good or good: clear learning objectives, logic in presenting information, enthusiastic approach and listening to students, applying problem solving/case studies, allowing experiential learning in industry, encouraged student interaction, and participation, provided direct feedback, clarity of exam questions and relevance of exam questions to the course material.

However, the following five measures were rated as poor by 30% or more of the students:

- Using the Internet to teach concepts (44%);
- Use and quality of audio visual equipment (41%);
- Approach that encouraged creativity (37%);
- Attending to individual learning needs (36%);
- Approach that developed leadership (32%).

For the practical training in laboratories, over 70% rated the following ten measures as either very good or good: adequate preparation of training requirements, clear learning objectives, demonstrating skills, allowing application of skills, providing appropriate coaching, developing team work skills, development of leadership skills, providing direct feedback, clarity of exam questions and relevance of exam questions to the course material.

Two measures were rated as poor by 30% or more of the students: using the Internet to teach concepts (48%) and encouraged creative applications (34%).

## **Reform Agenda**

### **Upgrade faculty qualifications:**

The preparation and qualifications of all faculty and instructional staff should be suited to the field and level of their assignments. Those in conventional academic fields should hold advanced academic degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in professional or technical fields have equally appropriate preparation and attainments.

### **Provide sufficient faculty and support staff:**

The faculty should be numerically sufficient to achieve the objectives of the program and to perform the responsibilities assigned including: instruction, tutoring, academic planning, curricular development, and program direction. There should be an appropriate balance between full-time and part-time faculty/staff to enable the program's objectives to be realized. Part time faculty should not exceed 20% of full time faculty. Professional, clerical, and para-professional staff should be available and adequate to assist instructional faculty in materials preparation, supervision, tutoring, and other general tasks. Most program core requirements should be taught by full-time faculty.

### **Improve faculty conditions of service:**

Conditions of service, including appointment, promotion, salary, and workload should be equitable and administered ethically.

### **Involve faculty in curriculum development and evaluation:**

The faculty should be substantively involved in curricular development and evaluation and in the formulation of academic policies and practices. Mechanisms should be in place and regularly utilized for evaluating teaching effectiveness and academic advisement.

### **Expand opportunities for professional development:**

There should be evidence that the professional development of the faculty/staff is encouraged, supported, and evaluated. Members of the faculty/staff should demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.

### **Modify staff to student ratios:**

The ratio of students to instructor should be 30:1 for regular theory/practice subjects; 25:1 for field-based practical training and internships, and 20:1 for lab work; the ratio of total student enrollments to full time instructor should be 30:1

### **Set maximum teaching loads:**

Maximum load for teaching hours per week for full time faculty members should be as follows:

- PhD 12 hours
- Masters and Bachelors 15 hours
- Part time lecturers 6 hours maximum\*

\*Should have the permission from the university if employed as a full time lecturer

### **Encourage multi-skilling:**

The demand for lower labor costs means that employers will expect their existing and new staff to be multi-skilled and versatile. This is the only way service standards can be maintained despite lower staff-to-customer ratios. In the past, industry has complained about the lack of practical content in courses. In future, all hotel and tourism programs must generate staff with a better balance of practical skills and theoretical knowledge. Every program should incorporate skills in more than one narrow area.

### **Expand use of English language content:**

Employers and tourists alike constantly complain that the standards of spoken English must radically improve. Formally, English should be used for student selection and taught at all stages of each program. Since the ability to communicate effectively in both spoken and written forms is one of the characteristics most sought by employers, a formal aim of every program should be to encourage confidence in interpersonal and communication skills.

### **Improve faculty teaching skills:**

Universities and colleges must invest in improving pedagogic and teaching skills amongst both their full-time and part-time faculty as a matter of utmost importance. While some courses are provided by Al Balqa Applied University, there is a need to initiate more and better teacher training. Topics to be included are delivery approaches, lesson planning, and the use of audio-visual materials to support student learning. An important component of the hospitality and tourism teacher training initiative will be to create curriculum for a series of integrated and progressive programs at post-graduation certificate and post-graduation diploma level. These programs should be offered on both a full-time and a part-time (in-service) basis. In the future, it should be a compulsory requirement that all teachers acquire at least one of these qualifications within the first three years of their tenure as a teacher.

### **Increase faculty development budgets:**

The average budget allocation in universities is 20%, whilst in colleges it is only 5%. Clearly, greater faculty development budgets are needed in colleges where there is more full-time and part-time staff in need of radical development.

### **Develop scholarships and visiting scholar opportunities:**

There are scholarship or support programs available at US, UK and Asian universities for PhD studies. Also, there are post doctoral and visiting scholar opportunities for faculty. For example, George Washington University offers both scholarship and visiting scholar programs for qualified applicants. To assist in this process, it is recommended that a compilation of these opportunities be listed on the USAID Jordan Tourism Development Project web site and disseminated to colleges and universities.

### **Promote collegial cooperation:**

Many of the professional development initiatives that appear on the wish lists of faculty are already being offered by other institutions. Perhaps one way forward would be to have greater cooperation between institutions. Elsewhere in the world, this kind of cooperation would be the natural outcome of membership of a professional body. Another approach would be to encourage the formation of a Hotel and Tourism Educators Association to promote professionalism amongst teachers and trainers in Jordan.

#### **Promote Collegial Cooperation**

EuroCHRIE, The European Council on Hotel, Restaurant & Institutional Education is the official federation for Europe, the Mediterranean Basin and Africa of International CHRIE, the leading international organization that supports education and training for the world's largest industry. <http://www.eurochrie.org/index.html>

ISTTE The International Society of Travel and Tourism Educators is an international organization of industry professionals in travel, tourism and related fields representing all levels of educational institutions, ranging from professional schools and high schools to four-year colleges and graduate-degree granting institutions. <http://www.istte.org/>

### **Upgrade the IT skills of education managers and teachers:**

The first need is for general IT training for all staff. Second, certain teachers need exposure to industry-specific software such as Opera and Galileo. Third, all teachers should be able to upgrade their internet and research skills so they have the tools and techniques needed to extract quality information. Fourth, familiarity with IT enhanced learning systems to support classroom teaching should be encouraged.

### **Create opportunities for teachers to gain industry experience:**

Following international best practice, job specifications for teachers should require a minimum of three years of relevant professional experience as a precondition of employment, in addition to their academic qualifications. Professional experience should count equally with teaching experience when determining an individual's position on the salary scale or in meeting licensing requirements for Jordan's Higher Education Accreditation Commission (HEAC). While international teacher-exchange programs would be beneficial for existing staff, all efforts should be directed to giving faculty real exposure to industry as part of such exchanges. Existing staff could also be given short paid sabbaticals to enable them to update and upgrade their industrial insights with selected employers.



## 6. Facilities & Resources

### Current Situation

Most of the universities have computer and library facilities along with a training restaurant, but less than half have internet access, language labs or tourism IT systems. Some colleges have front offices, computer labs, and training restaurants, but other facilities such as a language lab are less common. Other colleges have little to offer their students. Facilities such as a training restaurant and kitchen, or front office IT systems, are in the range of 60% and below. Many institutions do not have a proper library. Those that do mention that the number of tourism related books available are limited as well as outdated.

### Reform Agenda

#### Improve department facilities and resources:

The institute department responsible for managing the program should have access to appropriate physical resources, such as classroom space, office space, facilities and equipment in order to satisfactorily meet the program's mission, objectives, and learning outcomes. The program should have a carefully constructed, functioning, and monitored plan for the continued maintenance, replacement, modernization, and support of laboratory equipment and related facilities.

#### State of the Art Multimedia Equipment:

Classroom multi-media teaching equipment and materials should be appropriate and adequate to meet the needs of both the faculty and the students.

#### Improved Library Access:

The library access system (including reference materials, texts, and on-line data bases) should reflect the current needs of both the students and faculty, including the following minimum requirements:

##### Textbooks and reference materials:

- Provide two copies of at least 10 different titles for each major subject in the study plan;
- Provide at least 100 advanced text books in the specialization;
- Provide some books in foreign languages specially for the subjects taught in English;
- 20% of the total text books should be published in the last two years.



### **Periodicals and academic journals**

Provide electronic and hard copies of five periodicals and five referred academic journals for each specialized program at least for the last five years. The university should provide 50% of periodical and journals in hardcopies.

### **Lexicon, encyclopedia and other resources**

Provide adequate numbers of lexicon, encyclopedia and other resources for each specialization.

### **Expand resources to support teaching:**

While many teachers are enthusiastic about their subject, they are hampered by the absence of quality teaching equipment and materials. Without the basic tools, it will be impossible to bring about the much-needed changes. Students must be exposed to up-to-date information. With a national qualifications focus on the diploma and degree programs, it might be possible to adapt existing materials from publishers.

Physical facilities are below par in many institutions. For example, some do not have language labs, internet access, or tourism-specific software (e.g. Opera and Galileo). This has obvious implications for the quality of the education being delivered to students. The capital budgets of the state-owned institutions must be increased to enable improvements to be made viable. The owners of private institutions should see these investments as worthwhile in the long-run as the improvements will attract more and better students to their courses.

## **7. Assessment & Exams**

### **Current Situation**

All universities offering hospitality and tourism programs have continuous assessment as an element of assessing a student's progression, in compliance with Higher Education regulations and Al Balqa Applied University guidelines. The total duration of each course is 16 weeks including exams. Details of assessment and grading criteria are as follows:

- 20% of total grade is allocated for the first exam, conducted 6 weeks from the course start date;
- 20% of total grade is allocated for the second exam, conducted 12 weeks from the course starting date;
- 10% of total grade is allocated for participation and assignments. The assignments given to students are mostly reports on field visits or specific new subjects and, some programs/courses require project reports for core courses using libraries and internet;
- Final exams are conducted at the end of each course, comprising 50% of total grade;
- All programs require a graduation research project course, which carries a grade of up to 100%.

All courses use a range of multiple choice, true or false and essay questions. Al Zaytoonah University is the only university that introduced exams online to reduce subjectivity of assessment. Two universities use the ASU program for online grading of students' coursework and student progress. Communication between lecturer and students takes place online, and there is direct communication with heads of departments.

The main role of the registrar is procedural, to prepare the schedule of exams and data entry of grades for each course exam, evaluate range of achievement assessment and report to the head of department. All colleges offering hospitality and tourism programs have continuous assessments as an element of assessing a student's progression, in compliance with Al Balqa Applied University guidelines, outlined as follows:

- 20% of the total grade is allocated for the first exam;
- 20% of the total grade is allocated for the second exam;
- 10% of the total grade is allocated for participation and assignments;
- Final exams are conducted at the end of each course and 50% is allocated to the total grade.

## **Reform Agenda**

### **Evaluate all program components:**

Mechanisms are deployed and regularly utilized for assessing the educational effectiveness of the program. Results of self-evaluation processes should be translated into programmatic change.

### **Develop tracking system for graduates:**

Programs should have procedures for maintaining an ongoing record of attainment of its graduates and utilizes the information thus derived in its academic planning.

### **Conduct on-going planning activities with industry:**

The program should have a process for on-going planning; obtaining significant input from industry representatives and using such information for program planning.

### **Use contemporary learning assessments:**

Contemporary learning assessments are focusing on the achievement of learning outcomes which use a variety of measurement techniques. Reliance on just one measure, such as Jordan's use of a comprehensive exam at the conclusion of a program of studies, is not recommended. Learning assessments are increasingly being directed toward achieving competencies which are relevant to professional standards and occupational skills. In addition to comprehensive learning assessments during formal educational programs, assessments need to be focused as well on testing and observing performance in practical training, internships and eventually in the work place.

### **Link student performance outcomes to the National Qualifications Framework:**

A National Qualifications Framework is being developed in Jordan for the tourism sector (refer to Annex 1 for details). Occupational standards describing the skills, knowledge and attitudes which are necessary for competent performance of hospitality and tourism professionals are being developed by USAID JTDP and can be used in the assessment process.

## 8. Linkages & Progression

### Current Situation

#### Linkages with Industry:

Most universities have links with the industry in order to train students. Nine universities have links with hotels and travel agencies, airlines and tour operators. Few have links with restaurants or industrial food companies. These relations are not based on sustainable partnership agreements; the relationship is mainly for training students and internships. Four community colleges have linkages with the industry.

#### Linkages with Education:

Four universities have links with schools in terms of school visits for promoting programs. Most universities have no links or any kind of academic or technical cooperation with other local universities or colleges except through a bridging process. Three universities have or are in process of building cooperation agreements with international education institutions specialized in hospitality and tourism education and training. Three community colleges have potential cooperation agreements with educational institutes.

#### Linkages with Community:

Six universities organize outreach programs to connect students to the community and build social responsibility. Three of these conducted a wide range of activities that include environment, women, unemployment and its relation to tourism. Two universities conduct short courses to upgrade professional skills in the tourism industry.

#### Progression and Return on Investment:

A sample of 128 diploma and university graduates who graduated in 2007 were interviewed by telephone to assess progression in their profession in terms of job placement and salaries for the last two years. While 84% are currently employed, only 51% of those are employed in the tourism sector. Almost half of graduates entered the industry at a starting salary of less than JD150, 33% at JD200 and 20% at a salary above JD 250. Two thirds of the graduates reported that they are satisfied with their current job.

### Reform Agenda

#### Develop strategic alliances:

Competition for students is intense between the twelve universities and the nine community colleges. Any initiatives that are undertaken in response to student feedback are likely to pay dividends in future. For example, institutions that forge relationships with international partners are likely to see increases in their student numbers. One of the benefits of developing strategic alliances with international partners is the opportunity to formally benchmark quality standards against international best practice. Alliances can take many forms. Some are useful for facilitating individual college management; others can support program development and accreditation.

#### Create partnerships with industry:

Educators and academics need to be responsive to the shifting requirements of industry. The patterns of change and development within the sector should be reviewed continuously and allowed to influence the programs and their content. Partnerships between industry and education can be forged through continuing professional development programs and internships. By inviting enlightened industry professionals onto advisory boards, and to give guest lectures and serve as student and faculty mentors, the institutions acquire invaluable resources. Dialogue should be a continuous two-way process.

To this end, liaison officers should be appointed by the institutions to work closely with representatives of industry at all levels, to establish opportunities for cooperation, interaction and mutual assistance, and to stimulate inputs into each other's operations. Such partnerships are crucial for keeping programs up to date and in line with industry practice, and for keeping industry aware of current educational thinking. An added benefit will be an increase in the uptake of formal education programs by industry. Also, higher education institutions can offer certification programs in collaboration with industry associations or private companies.

**Develop partnerships with overseas institutions:**

The effective implementation of international partnerships will expose teachers and students to new ideas and knowledge outside the confines of the national context, particularly if staff or student exchanges are involved. They are also valuable as selling points when promoting programs. Some institutions refer to an 'exclusive link with an overseas institution' as one of the reasons why students should choose their institute, so maintaining these links can be important. Partnerships with international institutions must be carefully negotiated and documented to ensure that there is an adequate transfer of technology, networks, and information. After all, the main purpose of forging partnerships with overseas colleges and universities is to raise and maintain the standards of educational provision.

**Formulate articulation agreements:**

Jordan needs to create a formal articulation system for transfer of credits between Jordanian universities and for transitions from two year diploma to four year programs using national qualification and curriculum review processes, also to achieve advance standing with foreign universities. For best practice, Jordan should consider linking to the Bologna Process in Europe, which is designed to create articulation between programs in the European community, and they have also extended cooperation to Middle Eastern countries. The Bologna Process aims to create a European Higher Education Area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. The Bologna Declaration of June 1999 has put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for Europeans and for students and scholars from other continents. Reform was needed then and reform is still needed today if Europe is to match the performance of the best performing systems in the world, notably the United States and Asia. [http://ec.europa.eu/education/higher-education/doc1290\\_en.htm](http://ec.europa.eu/education/higher-education/doc1290_en.htm)

**Franchise national and international degrees to selected colleges:**

While it is generally the case that universities should focus on graduate and postgraduate work, it is not always appropriate for colleges to be restricted to diplomas and certificates. It might therefore be appropriate to allow certain colleges to offer top-up degrees to their own graduates and others, as has been done by the Jordan Applied University. The colleges involved would have to undergo a strict institutional review. The degree programs themselves would be licensed from existing universities in Jordan or overseas, who would monitor quality standards. Such arrangements would also have to meet the requirements of Jordanian educational law and the dictates of MoHE and the HEAC.



## 9. Funding Options

### Current Situation

All public universities are funded by government and most hospitality and tourism programs receive other resources of income from local, public, private and international organizations. Tuition fees range from JD15/credit hour to JD35/credit hour, plus a registration fees of JD100. Tuition fees in all private universities are the main income source. Tuition fees range from JD40/credit hour, up to JD80/credit hour, plus registration fees ranging from JD150 to JD250.

Tuition fees at all private colleges are the main income source for the hospitality and tourism programs. The range of tuition fees for these programs is from JD15 - JD30 per credit hour per credit hour, plus registration fees JD50 - JD100.

### Reform Agenda

#### **Mobilize resources sufficient to support educational objectives:**

Programs should have sufficient financial stability to enable them to achieve their educational objectives over a reasonable future period.

#### **Solicit financial support from government:**

The majority of the education providers are private, for-profit institutions. While the profit motive should ensure that they compete for students and strive for maximum efficiencies, one might ask if the full range of facilities that should be available to students is actually being made available. It would certainly level the playing field if government were to offer support and subventions to deserving institutions, possibly through a competitive grant or loan scheme.

## 10. Benchmarks & Innovation

### Current Situation

None of the 12 universities implement benchmarking for excellence performance in hospitality and tourism. Half of the universities are now in the process of developing a quality assurance system as it became a requirement by HEAC. Most hospitality and tourism programs have introduced new technologies in teaching and learning. Specific examples of innovative practices are as follows:

- Aqaba and Al- Ahliyyah Universities developed networks to exchange experiences with industry through smart lab communications;
- Al-Zaytoonah and Philadelphia universities are implementing on-line assessment;
- Al-Hashimieh university has introduced e-learning system in teaching and learning;
- Al-Zaytoonah, Hashemite and Philadelphia universities have developed a placement program.

### Reform Agenda

Measures need to be undertaken improve the quality of higher education at the institutional and specialized program level such as those which follow:

#### Initiate a self study program:

University and community college departments should conduct periodic self assessments, no less than every five years using the guidelines listed in Annex 3. The self study should be prepared by the department head and faculty in the year preceding the application for reaccreditation. Rather than measure each institution or its programs against some predetermined set of absolute guidelines, the main focus of this process should be on self-reflection, quality assurance and program improvement.

#### **UNDP Higher Education Project Involvement:**

UNDP is presently the only international organization actively engaged in quality assurance activities at the Arab regional level. To date, it has reviewed a total of 73 programs. It is recommended that they be contacted to determine if tourism & hospitality programs for review under their project given the importance of the tourism sector to this region. [http:// www.undp-equip.org/](http://www.undp-equip.org/)

#### Conduct peer reviews:

A panel of assessors should be convened by the HEAC in consultation with the department head to conduct a peer review of the program(s). This panel is drawn from tourism, hospitality and education experts relevant to the programs at the institution being accredited or reaccredited. They are asked to review the self study presented by the institution about its programs.

#### Conduct institutional quality assurance reviews:

Universities and colleges that subscribe to the national qualifications framework could be assisted to seek institutional recognition under the EFQM Excellence Award (Education Stream) which is open to all high performance organizations, and operates to recognize excellence and provide feedback.

**Engage the King Abdullah II Center for Excellence:**

The KACE is the national reference for quality and excellence among public and private business associations, educational service providers and non-governmental institutions. The role of the King Abdullah II Centre for Excellence is to promote continuing excellence in the aforementioned sectors for the purpose of increasing Jordan’s international competitiveness to help secure a sustainable, prosperous future for Jordan. It is important to encourage hospitality and tourism higher education programs to become more engaged in excellence activities and to apply for awards sponsored by KACE.

Jordan should aspire to develop a center of excellence for hospitality and tourism education. The following Table 10.1 provides the key elements that need to be achieved to be considered “world class”.

**Table 10.1: Best Practice Elements Leading to World-Class Status**

Quality of Faculty	Research Output	International Focus	Student Body	Access to Resources
Highly qualified, experienced and talented faculty	Reputation for cutting-edge, industry focused research	Positive international reputation and linkages	Culturally diverse and talented students	Best in class physical resources & defined funding models
Leveraging Partnerships	Education Model	Integration of Technology	Management Competence	Excellence Culture
Structured and measurable relationships with key stakeholders and partners	Varied education streams contributing to a vibrant learning environment	Consistent and widespread use of technology to enhance teaching & learning	Effective institutional governance and sound management	Evident commitment to excellence & innovation at all levels

**11. Employment Profile & Industry Link**

**Current Situation**

**Structured internships with industry:**

Professional experience and placement is clearly an element in almost all programs. Feedback suggests that an 8 - 12 week placement does not allow sufficient time for students to reinforce the attitudes, skills, and knowledge they will need for full-time employment.

All university hospitality and tourism programs arrange for internships in the industry. A number of universities provide trainees with a skills passport card and good preparation for working in the industry. The majority of universities send students to get trained in the industry according to vacancies in departments which require only general skills and tasks. Most students are trained in one or two departments.

**Requirement for internships:**

The requirements at most universities, it is require to complete 90 credits through internships, while some universities require 70 credits. Most universities arrange follow up visits and assessment by supervisors from faculty member and a supervisor from industry. Four universities require assessment report cards and interviews with the student.



### **Student assessment of internship skills:**

A sample of 173 hospitality and tourism students were asked to rate skills gained through their industry internship. Close to one third of the students disagreed that their internship program in the industry covered core skills needed in the job market as follows:

- Managerial skills (financial, marketing, purchasing) 39%;
- Employability (attendance, punctuality, teamwork) 33%;
- Technical skills in kitchen 35%;
- Technical skills in housekeeping 34%;
- Creativity, innovation, initiative 32%;
- Technical skills in restaurant 31%;
- Technology skills (ICT) 31%;
- Life skills (grooming, career planning, self esteem) 31%;
- Customer service skills (courteous and friendly conduct) 31%;
- Technical skills in front office 30%.

The students were asked whether their institution provided them with learning support services that enhance their employability. Over 60% disagreed that their institution provided the following:

- Skills passport card 74%;
- Internship follow up 73%;
- Industry links 70%;
- Career guidance 60%.

Overall, students expressed strong levels of dissatisfaction with the following: (a) overall quality of the internship experience, (b) relevancy of programs offered by their institutions to skills needed in the job market and (c) support services to prepare them for employability. They also considered most aspects of learning related to their internship experience as challenging.

### **HR managers assessment of internships and collaborative activities:**

Twelve industry human resource managers were mainly in agreement that their internship program provided core skills for trainees. The following skills provided are listed in rank order with percentage of agreement:

1. Employability (attendance, punctuality, teamwork, time management) 92%;
2. Communications skills (speaking, writing, listening) 92%;

3. Technical skills in kitchen 92%;
4. Technical skills in restaurant 92%;
5. Technical skills in housekeeping 92%;
6. Technology (ICT) 92%;
7. Life skills (grooming, career planning, self esteem) 92%;
8. Customer service skills (courteous and friendly conduct) 83%;
9. Problem solving 83%;
10. Managerial skills (financial, marketing, purchasing) 75%;
11. Creativity, innovation, initiative 75%;
12. Technical skills in front office 75%.

Human resource managers were asked to indicate their company's interest in collaborative activities with education and training providers. Strong interest was expressed in the following types of collaboration:

- Organize student and faculty exchange 92%;
- Create opportunities for faculty professional development 92%;
- Develop cooperative in-service training programs 92%;
- Participate in capacity building (curriculum development, assessment, resources sharing) 92%;
- Use uniform national qualification framework linked to the programs 92%;
- Establish quality assurance system 75%;
- Provide students with internships or practical work experience 83%;
- Invite graduates to apply for job vacancies 75%;
- Cooperate in research and development and best practices initiatives 75%.

### **Student/HR Manager comparison of training aspects:**

Both students and human resource managers were asked to evaluate specific aspects of training. Over two thirds of the students and human resource managers considered the following aspects as challenging or most challenging. Students noted that the following aspects as more challenging than what human resource managers perceived, which include: compensation, transportation, accommodation, technology, and specialized skills. Interestingly, human resource managers noted more challenges with customer skills than did the students.

## **Reform Agenda**

### **Engage employers in designing practical training:**

Employers should be engaged in designing and providing positive experiences for practical training, internships and work placements. Active collaboration and two way communications and feedback systems should be established between educators and employers in order to improve the integration of what is learned in the classroom and what is practiced in industry.

### **Provide students with an appreciation of the world of work:**

Soon after they have enrolled in a program, students need an appreciation of the work environment. After structured preparatory inputs in the core professional modules on campus, all programs throughout the education system must incorporate planned professional experience in industry. Students at all levels need to experience work in uniformed positions in the operations. Employers should appoint a qualified mentor to provide sufficient induction and training to quickly make the student feel competent and confident on the job.

Like many other professions, working in hotels and tourism carries its own unique characteristics. People tend to arrive and depart, eat, drink, sleep, and engage in tourism activities at particular times of the day. People have to be there to satisfy their needs, so shifts and unsociable hours are the norm. As part of the recruitment process, these characteristics must be explained honestly and openly to applicants so that those who accept the offer of a program will be joining with their eyes open.

### **Prepare students for practical internships:**

Research shows that many students are put off working in operations after graduation because they have had negative experiences during their professional experience placements, but it seems that a positive internship experience can strengthen a student's motivation towards a career that begins in operations. Steps must be taken to ensure that the placement is not just a device to 'get rid of the students for a few weeks', but a genuine method of integrating classroom theory with practical applications in industry. The institutions should carefully select and brief potential employers to confirm the learning outcomes, and monitor the student's experience during and after the placement. The responsibility for finding a placement for every student rests with the institution, and not with the students. The following recommendations may help to improve industry based internship and work experience programs:

#### **1. Standardized approach:**

Throughout the education sector, internships should be standardized at 16 weeks; or about one semester. One 16-week placement would be the norm for all two-year diploma. On four-year programs, one to two compulsory internships and perhaps one more optional internship could be incorporated, particularly if the summer periods are used more effectively. Instead of rotating through many sections, the program will be limited to 8 weeks in two related departments. In hotels, this would mean kitchen with restaurant; or front office with housekeeping. For those who are clear about their vocational choice, it would be possible to accommodate a request for the full 16 weeks in one department, such as the kitchen. In any case, all students will be given a day to observe the activities of each of the other departments during the orientation program.

#### **2. Linking internships to post-program employment:**

It should come as no surprise that some students have negative feelings towards the industry. Research shows that a lot of them form poor perceptions of the fate that awaits them during their professional experience placement. They see young people a few years their senior who seem to be working long and hard, without recognition and with little reward. Are these perceptions valid? There is no doubt that as an industry, there seems to be reluctance to link position with achievement, so promotion seems slow and unsure. The notion that students must work their way up via long periods of low-level work neither harnesses their know-how and enthusiasm, nor gives them a broad skills base. This leads first to frustration and then to attrition. Having formed such poor impressions during their internships, it is unsurprising to find that internationally, only a quarter of graduates find employment as a result of an internship. This might indicate that employers are not exploiting their investment in the placement programs, thereby cashing in on a large hidden training subsidy. Under the reforms outlined above, students would be attached to two departments for 8 weeks each; long enough to be regarded as productive members of the team. At the end of 16 weeks human resource will have received ten assessment grades for each trainee that measure their attitudes, skills, and knowledge in two of the departments.

This level of attention will have been appreciated by every intern. On returning to the campus, the student will be more likely to make a positive report to faculty and fellow students. This, in turn, is likely to stimulate more applications for internships and generate a larger selection from which to choose.

**Provide follow-up services:**

The majority of colleges and universities could not provide information on their graduate follow-up mechanisms, or the percentage of graduates in relevant employment. This suggests that their contacts with industry and alumni are both minimal. Useful opportunities to incorporate the views of graduates into the design and delivery of programs are being missed. It is recommended that all colleges and universities appoint an alumni officer from within the faculty, who should be charged with developing follow-up and feedback mechanisms.



## PARTNERS FOR CHANGE

A Partnership for Change involving the Ministry of Higher Education and Scientific Research and the Higher Education Accreditation Commission under the leadership of the public-private sector Tourism Industry & Academic Steering Group (TIASG) was established to enhance the competitiveness of Jordan's vital tourism industry. The partnerships and involvement are outlined as follows:

### **Tourism Industry & Academic Steering Group (TIASG)**

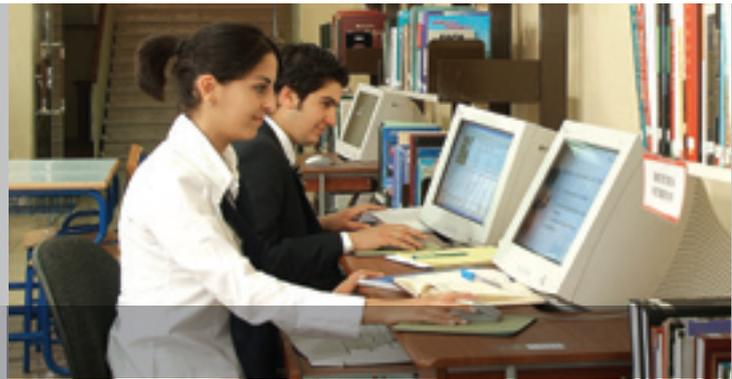
TIASG is chaired by the Minister of Higher Education and Scientific Research with membership drawn from Higher Education Accreditation Commission, Ministry of Tourism & Antiquities, Al Balqa University, Jordan Hotel Association, Jordan Restaurant Association, Jordan Hotel Investors and USAID Jordan Tourism Development Project. Specific functions of the Tourism Industry Academic Steering Group include:

1. Agree and implement a set of measures to evaluate the progress and impact of the reform plan and agenda;
2. Formulate a new approach to the accreditation of tourism and hospitality programs in community colleges and higher education institutions;
3. Demonstrate support for the program from key stakeholders, especially industry employers;
4. Agree the scale of financial, physical and human resources to be allocated to support the agreed actions and initiatives;
5. Assist in obtaining commitment to the development and review of quality assurance and improvement policies in relation to certificate and diploma undergraduate programs within each participating academic institution;
6. Establish, as required, expert review sub-groups to assist with the analysis and implementation of key aspects of the report and its recommendations;
7. Finalize and endorse a communications and e-business strategy for the launch and dissemination of the new approach to the education and accreditation of programs in hospitality and tourism at certificate, diploma and foundation degree levels;
8. Recommend to the Higher Education Accreditation Council the basis for approval of new program structures and content and additional amendments to existing coursework programs on the basis of the: identified profile of the institution, and the quality of academic outcomes as expressed through the review study and report.

## Ministry of Higher Education & Scientific Research

Specific functions of MoHE include:

1. Motivate both educational planners and providers to develop international links with reputable institutions through incentives and outreach services to facilitate transfer of credit, prior learning assessments for advance standing or course equivalency, advanced education scholarships at the doctoral or post doctoral levels and similar developmental programs;
2. Encourage institutions to develop active links with industry through:
  - Establishing work experience placements and internships;
  - Involving industry professionals as part time lecturers and to serve on diploma and degree program advisory boards;
  - Utilizing industry professionals as external examiners, and mentors for student placements/internships and for accreditation self study and formal review processes;
  - Providing industry supervisory and management training opportunities for higher education faculty to help update professional competencies and to better understand the human resource needs of industry.
3. Build capacity for hotel and tourism educators and focus efforts on teacher training initiatives including offering faculty development training through workshops and distance learning;
4. Encourage Centers of Excellence at each level (two year diploma, four year degree and post graduate) to act as best practice examples for other institutions and to stimulate competition between education providers at the country and regional level with other Arab Institutions of Higher Education, with a request for assistance from the UNDP Higher Education Project;
5. In association with the Ministry of Education, embed employability skills in the secondary schools tourism curriculum and establish field trips and other measures to encourage students to consider careers in the tourism and hospitality field;
6. Provide technical assistance to provide core materials and links which would enhance the quality of tourism and hospitality content on education provider websites, including determining the feasibility of establishing website on career opportunities for internships, jobs, scholarships, overseas education/work placement, and related content;
7. Initiate dialogue amongst the institutions and industry about (a) what constitutes the body of knowledge, competencies and code of ethics for tourism and hospitality professions to support later stages of curriculum reform and (b) ways and means in which continuing professional education and certification programs can be offered to upgrade the knowledge and skills of supervisors and managers;
8. Produce and disseminate an annual report on higher education in the hospitality and tourism sector in Jordan, stating accomplishments during the past year, challenges addressed and priority concerns, and plans for future action.



### **Higher Education Accreditation Commission**

The Higher Education Accreditation Commission (HEAC) is playing a crucial role in the development of education frameworks for tourism and hospitality programs. The following key actions are underway or need to be considered in consultation with the TIASG:

1. Encourage colleges and universities to incorporate systematic mission driven quality assurance programs in the accreditation process, including self assessment processes including needs analysis, curriculum relevancy to market needs, staff and faculty development, assessment of student learning outcomes, and continuous performance evaluation and improvement. This could include a workshop and distance learning program to improve the administration of hospitality and tourism diploma and degree programs;
2. Recommend hospitality and tourism educators and industry leaders to serve on external review panels, including participation in workshops planned for reviewers in 2011;
3. Disseminate reformed standards for diploma and degree programs to higher institutions offering hospitality and tourism programs for review and feedback concerning their application to current needs and suggestions for additional changes which may be needed;
4. Conduct workshops in collaboration with the TIASG to review the analyses and recommendations contained in this report, "Reforming Higher Education for Jordan's Hospitality and Tourism Sector" to review and revise to serve as a "white paper" to guide the reform process over the period 2011 -2013;
5. Liaison with the TIASG to form a Curriculum Reform Panel composed of academics, educators, trainers, representatives of industry, and HR specialists to design an integrated and progressive structure of formal programs as an essential component of the national qualifications framework, including formalized articulation arrangements for credit transfer between diploma and degree programs;
6. Initiate the first stage of reform by establishing working groups under a Curriculum Reform Panel to design a flexible national curriculum for the programs designated as part of the national qualifications framework, including adaptation of international best practices;
7. Establish a working group to devise mechanisms that will assure the quality of the teaching learning assessment process under the accreditation process at the national level, including (a) minimizing the bureaucratic demands on educational institutions, (b) guidelines to ameliorate the entire student experience, recruitment, program of studies, internships and practical training and industry placement and (c) recognize innovative programs through mechanisms such as the King Abdullah Center for Excellence;
8. Convene a working group to develop guidelines to meet and exceed the minimum standards set by the HEAC for learning facilities, equipment, internet linkages, library resources and student amenities;
9. Encourage institutional commitments to pursue internationally recognized specialized accreditation including mentoring assistance.

## CONCLUSION



As stated in the value chain map, the purpose of these reform measures should be to increase the competitiveness of Jordan's tourism industry.

Demand: the estimated annual demand for executives, managers, supervisors, senior and junior team members for each major sector is shown Table 12.1.:

**Table 12.1: Annual Demand by Level for the Hospitality and Tourism Sector**

Sector	Annual Total Demand by Level					Total
	Executive	Manager	Supervisor	Senior	Junior	
Hotel operation departments	80	165	330	410	655	1,640
Hotel support functions	40	130	240	230	180	820
Accommodation sector total	120	295	570	640	835	2,460
Restaurant subsector	65	125	250	440	378	1,258
Fast food subsector	55	110	215	375	322	1,077
Restaurant sector total	120	235	465	815	700	2,335
Tourism amenities	5	5	10	25	45	90
Tourism services	40	40	85	255	425	845
Tourism transport	25	25	50	145	240	485
Tourism administration	5	10	15	40	70	140
Tourism sector total	75	80	160	465	780	1,560
Total Annual Demand	315	610	1,195	1,920	2,315	6,355

The obvious sources of meeting demand for managers will be the universities and the community colleges for supervisors. Universities and colleges are expecting to increase their intake of students, and a projection of 20% was advanced. Since degree courses are four years in length, this means that if larger numbers are enrolled in 2009, they will not be ready for the labor market until late 2012.

All over the world, hospitality and tourism programs are popular with students, but paradoxically the numbers that actually join the industry on graduation are disappointing.

It would be prudent to factor total graduate output to allow for pre-employment attrition. Pre-employment attrition can be particularly high amongst females. Parental influence, marriage, and cultural traditions all take their toll. The estimated attrition factor for universities and community colleges in Jordan is estimated at 30% compared with 25% elsewhere. The graduate output potential, factored for pre-employment attrition in rounded figures, is outlined in Table 12.2.:

**Table 12.2 Potential Annual Supply from Education Institutions**

Institution	University	College
Graduates	600	220
Attrition	180	50
Adjusted output	420	170

To simplify the demand and supply equation, we will assume that the university graduates will join the industry as management trainees or replace people who are internally promoted as managers or executives and those community college diploma holders will enter as supervisor trainees or replace people who are promoted internally. These combined requirements can then be compared with the adjusted output from the educational institutions, outlined in Table 12.3.:

**Table 12.3: Demand less Adjusted Output from Higher Education**

Annual targets	Execs/mgrs	Supervisors
Combined demand	925	1,195
Adjusted output	420	170
Initial shortfall	505	1,025

Since the Government permits 5% of hotel staff and 35% of restaurant staff to be non-Jordanians, we can deduct an allowance for international Labour thus shown in Table 21.4.:

**Table 12.4: Shortfall of Higher Education Output less International Labor Supply**

Annual targets	Execs/mgrs	Supervisors
Combined demand	505	1,025
Adjusted output	45	190
Initial shortfall	360	835

This value chain analysis has confirmed anecdotally based criticism that many higher education programs related to the hospitality and tourism sector have been unfocused and overly theoretical. Indeed, surveys and feedback from higher education and industry have revealed substantial gaps, including:

- Lack of relationships and insufficient involvement by employers in the design and implementation of curricula and practical training;
- Higher education that is too theoretical with insufficient practical content;
- Inadequate opportunities for supervised practical training and internships through cooperative industry/higher education collaboration;
- Lack of basic knowledge, skills and attitudes needed by college and university of students to cope with workplace demands—languages, technical competencies, customer service, grooming, respect, team work, creativity, commitment and overall professionalism;
- Academic staff need to be better prepared;
- Unclear career paths and placement opportunities for graduates, particularly for women;
- Working conditions and salaries that are not competitive with other service industries leading to recruitment, placement and retention problems.

Higher education providers need to more effectively communicate the qualifications of their students to potential employers. The quality of the higher education provision must first be assured by employers and educators working in partnership. Close, practical cooperation must replace the rather ineffectual and nominal liaisons that occur in some quarters. Existing programs have not been entirely successful in meeting their goals. What is needed is a shift in emphasis; a new approach.

### **Three forces are at play:**

There are three forces at play; growth in global tourism, developments in technology, and higher expectations from increasingly sophisticated consumers. These forces are driving the demand for a workforce that not only has the traditional hospitality skills, but also strong business acumen and an ability to adapt to ever-changing circumstances. They must be imbued with a commitment to 'giving service', an orientation that needs attention in Jordan. The best way to create people with this profile is through a process of professional and personal development that integrates the classroom with the workplace.

To paraphrase, Jordan must devise an approach to hospitality and tourism education that is best for Jordan. It will obviously draw on 'best practice' globally, but adapt these practices to local circumstances. Throughout this report, guidelines and best practices are identified as a starting point for such adaptations by local higher education, government and industry stakeholders.

For this to happen, industry must be willing to invest in the people who will be part of the new workforce. Since the new workforce will need a combination of education and experience, a partnership between the educators and employers must be the way forward.

Finally, this value chain assessment indicates that higher education institutions need to conduct self assessment of their specialized programs in hospitality, tourism and related areas. A draft self assessment set of guidelines are provided for review in Annex 3. Our preliminary conclusion indicates the following strategies should be initiated:

1. University Consolidation. The number of four year awards offered by universities should be consolidated in order to offer only high quality programs that result in placements in managerial and supervisory roles. New curricular areas need to be considered to meet Jordan's needs in areas like destination management and event management;
2. Community College Expansion. The number of students enrolled in diploma awards offered by community colleges needs to be substantially increased to meet the demand for supervisory and technically qualified graduates in the years ahead;
3. Enhanced Articulation. Linkages between community colleges and universities for credit transfer need to be articulated and enhanced. Opportunities should be provided for industry employees to pass the Tawjihi requirements in order to gain entrance into higher education programs; linkages to higher education through the Ministry of Labour's VTC program should be explored;
4. Graduate Education. The need for highly qualified managers and competent instructors will also require higher education programs at the graduate level providing awards at the Masters and PhD levels;
5. National Qualifications. The higher education curricula should be directly responsive to the Proposed National Qualification Framework and Occupational Standards;
6. National Accreditation. The accreditation of specialized programs by the HEAC should be revised to reflect the guidelines linked to the higher education value chain for the hospitality and tourism sector;



7. International Accreditation. An external system of specialized accreditation should be considered to supplement the HEAC's oversight and licensing functions. The possibility of developing a regional center for specialized accreditation with THE-ICE should be explored;
8. Effective Coordination. Higher education reform will require effective coordination of government and industry as collaborating agents of change. International and national benchmarks for public-private sector partnerships should be considered.

A relevant, comprehensive technical and academic curriculum that is integrated with planned industry-based professional experience will generate employees with the right technical skills, business knowledge, and service mentality. This will instil communication and interpersonal skills; the right attitudes; and an entrepreneurial approach. These are the qualities that the workforce will need as it faces the challenges of increasing competition, sophisticated and varied consumer expectations, rapidly developing technology, and a climate of continual change.



## NEXT STEPS

**The following steps need to be taken to progress the reform process:**

1. Prepare action plan for higher education reforms and incorporate changes in the Human Resources Plan;
2. Conduct a workshop focused on this report in order to (a) sharpen the focus on critical challenges facing higher education in the current situation; (b) identify additional guidelines, benchmarks, etc to guide the reform process; (c) recommend changes in the HEAC accreditation process; and (d) come to an agreement on a self assessment process;
3. Develop and validate the self assessment process;
4. Develop and validate recommended changes in the accreditation system;
5. Create stronger linkages between the NQF and the accreditation process.

## ANNEX 1.

### PROPOSED NATIONAL QUALIFICATION FRAMEWORK (NQF)

Draft National Qualifications Framework for Jordan Broad Descriptors of the Learning Outcomes				
Levels	Knowledge	Skills	Competence	Typical Qualifications
	Described as theoretical and/or factual	Described as cognitive (use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Described in terms of responsibility and autonomy	
1	Has introductory knowledge, and is basic in reference and in comprehension.	Demonstrates limited range of basic practical skills, including the use of relevant tools under clear instruction. Able to learn in a well structured and supervised environment;	Acts in a limited range of predictable and structured contexts. Acts in a narrow range of roles under instruction. Demonstrates some awareness of independent role for self knowledge.	Entry/Basic Equates NQF L1
2	Has general knowledge of specific field of work or study. Has general awareness of the scope of field of work or study. Demonstrate basic understanding of field of work or study. Knows some issues related to specific field of work or study (environmental, economic, socio cultural). Knows how to link knowledge with some elements of activity.	Demonstrates basic required skills to perform given tasks. Performs a sequence of routine tasks given clear directions. Responds to specific instructions given by supervisor and shows some ability to evaluate self performance accordingly. Capacity to comprehend working standards and operating procedures. Has a good understanding of code of ethics and acquisition of social skills. Uses specific tools to perform tasks and utilizes available resources optimally. Takes some initiative for self learning. Knows how to communicate.	Working under supervision, ability to implement structure, rules, regulation and work in different environment.	Applied Vocational & lower secondary Equates NQF L2
3	Has acquired specific facts, principles and processes, and knows how to apply gained knowledge in specific field of work or study. Knows a range of issues related to specific field of work or study (environmental, economic, socio-cultural).	Has the cognitive skills needed to apply operating methods and procedures. Has acquired a range of skills needed to select and apply methods and tools that are appropriate to resolving set problems. Has the skills needed to coordinate his \ her own activity in a group situation. Ability to produce brief reports on completed activities. Learn to take responsibility for own learning with a managed environment and the ability to solve common problems.	Organizes own work on the basis of specific assignments and adaptation to external factors. Self assessment of responsibilities and the level of quality of completed works. Assume full responsibility for consistency of self understanding and behavior.	Upper secondary/ General & Vocational Equates NQF L3

Draft National Qualifications Framework for Jordan  
 Broad Descriptors of the Learning Outcomes

Levels	Knowledge	Skills	Competence	Typical Qualifications
4	Has acquired some in depth knowledge in specific areas. Knows how to apply theoretical and practical knowledge in a specific field of work or study. Knows a broad range and some specific issues on a specific field of work or study (environmental, economic, socio-cultural).	Technical and practical skills needed. Awareness of systematic problem handling that may arise in the Industry. Basic capabilities to supervise and evaluate team members. To identify training and educational needs for self. Capability to communicate and supervise. Ability to work in a team. Capability to solve problems. Identify training needs. Demonstrate initiative.	Work with limited autonomy. Supervise work of others and responsibility to evaluate and recommend improvements of work activities. Ability of reporting to higher levels.	Intermediate University Certificate Equates NQF L4 and L5
5	Has acquired specialized, in depth knowledge in field of study or work. Has a broad range of in depth knowledge associated with the field of work or study. Demonstrates knowledge of critical thinking.	Capabilities to form and manage a team and evaluate team members. Advanced technical skills to be able to use theoretical and practical problem solving methods. To be able to clearly communicate and give feedback using proper communication channels. Demonstrate high level of communication abilities. Demonstrate qualifications in understanding and implementing of theory concepts and methods pertaining to fields of learning.	Ability to implement policies and procedures. Ability to evaluate productivity results. Develop appropriate responses to unpredictable circumstances. Review and develop others performance. Capable of handling efficiently departmental interrelationships. Ability of carrying out researches pertaining to the profession.	University degree/ equivalent professional qualification Equates NQF L6
6	Highly specialized knowledge in a variety of areas. Detailed knowledge of critical and original thinking in order to implement new methods/ solutions/ insights.	Ability to forecast, predict and analyze problems in work or study and exercise good judgment. Ability to manage several groups using advanced skills and tools. Ability to identify educational and training needs. Develop skillful people based on responsibilities and duties. Constructively commenting and critiquing. Ability to communicate with high level executives. Ability to identify future needs and self evaluation. Ability to reviewing financial results.	Ability to make policy. Ability to produce and implement, short, medium and long time strategies and ability to solve complex operational problems as a manager. Capable of decision making and accountability for all related decision making. Ability of carrying out researches pertaining to the profession.	Masters' degree/ equivalent professional qualification Equates NQF L7
7	Deep and advance theoretical knowledge across a field/ discipline. Highly advanced research methodology across a range of disciplines.	Demonstrates highly specialized skills and techniques. Innovation and advanced thinking skills. High level strategic planning and implementation skills. Redefining and assessing existing knowledge and theory.	Identifies, defines, operationalize plans, leads and assesses strategies specific to a field or activity. Create innovative solutions that meet unpredictable risks and problems. Takes leading responsibilities in one or more teams. Communicates across one or several expert areas and engages in critical dialogue to question the status quo.	Doctorate degree/ equivalent professional qualification Equates NQF L8

## ANNEX 2.

### INTERNATIONAL ACCREDITATION PROGRAMS FOR TOURISM, HOSPITALITY AND EVENT EDUCATION

Program	Description
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	Recommended by International CHRIE, ACPHA is now an independent commission for voluntary accreditation of hospitality programs at the two and four year level. The standards are expressed qualitatively, applicable to a diversity of programs, and consider educational outcomes (outputs) as well as resources and processes (inputs). The standards cover the following areas: Mission and Objectives; Evaluation and Planning; Administration and Governance; Curriculum; Faculty/Instructional Staff; Student Services and Activities and Resources. The accreditation process requires three major efforts—a programmatic self-analysis, an evaluation by professional colleagues, and a review and decision by the Commission. <a href="http://www.acpha-cahm.org">http://www.acpha-cahm.org</a>
Institute of Hospitality (Formerly HCIMA)	Institute of Hospitality Accreditation confers on an organization the international recognition of a quality standard in respect of programs that are relevant to the needs of the hospitality, leisure and tourism industries and which meet accepted Institute of Hospitality benchmark standards. The accreditation of programs helps to promote internationally recognized quality standards, assist in the mobility of labour and facilitates global recruitment. The Institute of Hospitality Accreditation logo demonstrates that the accredited program meet recognized levels and standards of professional, knowledge, skills and understanding. <a href="http://www.instituteofhospitality.org">http://www.instituteofhospitality.org</a>
TedQual Themis Foundation & UNWTO	TedQual is a “seal of quality” for tourism education and training institutions. The TedQual certification is obtained through voluntary submission of tourism programs from universities, business schools, training centers, and research institutions with permanent tourism programs. Once the pre-application has been submitted, institutions are then subject to an external audit system. The results of the audit are submitted to the TedQual committee for certification. The committee provides each applicant with a report and successful institutions will earn the TedQual certification. <a href="http://ih3-lextrend.c.mad.interhost.com/omt/english/tedqual.php">http://ih3-lextrend.c.mad.interhost.com/omt/english/tedqual.php</a> & <a href="http://www.dantei.org/resources/TedQual_Processes.pdf">http://www.dantei.org/resources/TedQual_Processes.pdf</a>
American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	Accreditation by ACFEFAC assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services. Accreditation is offered to secondary schools and post secondary diploma and degree programs. Accreditation benefits according to ACFEFAC creates public trust by ensuring established standards, accountability and credibility, high level of professionalism, up-to-date and current practices and use as a marketing tool for recruiting students. <a href="http://www.acfchefs.org/">http://www.acfchefs.org/</a>
NRPA Council on Accreditation (COA)	The COA approves academic programs in colleges and universities that prepare new professionals to enter the broad field of recreation, park resources, and leisure services. COA Accreditation is a status granted to an academic program that meets or exceeds stated criteria of educational quality. Accreditation of professional preparation curricula is conferred by non-governmental bodies, which are often closely associated with professional associations in the field—in this case, the National Recreation and Park Association (NRPA). <a href="http://www.nrpa.org/content/default.aspx?documentId=1037">http://www.nrpa.org/content/default.aspx?documentId=1037</a>
Aviation Accreditation Board International (AABI)	AABI offers new outcomes-based criteria for accreditation covering policies, procedures and academic standards for evaluating baccalaureate and associate aviation programs for review towards accreditation. <a href="http://www.aabi.aero/">http://www.aabi.aero/</a>
American Association of Colleges & Schools of Business (AACSB) International	AACSB International accreditation assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting. Any appropriately authorized collegiate institution offering degrees in business administration and accounting may volunteer for AACSB accreditation review. <a href="http://www.aacsb.edu/accreditation/standards.asp">http://www.aacsb.edu/accreditation/standards.asp</a>
Tourism Hospitality education International Center of Excellence (THE-ICE)	THE-ICE has adopted a two-stage accreditation process: Stage 1. Pre-Accreditation Assessment pro-forma application, which is aligned to their internationally validated 14 categories of Standards of Excellence. Stage 2. Accreditation Assessment which includes: self review, peer review, site visit by an assessment panel, formal evaluation, benchmarking and monitoring. <a href="http://www.the-ice.org/index.php?option=com_pages&amp;Itemid=23">http://www.the-ice.org/index.php?option=com_pages&amp;Itemid=23</a> Note: See table below for THE-ICE’s review of selected accreditation schemes.

## ANNEX 3.

### Recommended Specialized Program Self Assessment

The Specialized Program Self Assessment is intended to give university and community college departments an opportunity to conduct a critical evaluation of their current and proposed hospitality and tourism related programs in order to: (a) identify specific strengths and areas for improvement, and (b) engage in strategic planning during the process of applying for accreditation or reaccreditation to the Higher Education Accreditation Commission (HEAC). These guidelines have been developed in order to establish a consistent framework for providing necessary information and for presenting specific goals and objectives, actions to be taken to achieve those goals, a time frame for implementing the actions, and measures of their effectiveness. The process by which departments conduct their self-assessment is left largely to the discretion of the department head or dean and the program faculty. However, in preparing the self assessment report, programs should follow the following guidelines.

#### Mission Statement

Provide the department program's mission statement for all programs specialized in hospitality, tourism or event management. Also, provide a statement of the program contributions to the mission of the college and university of which it is a part.

#### Review, Analysis, and Assessment of Program Activities

##### A. List all programs offered by the department

##### B. Curriculum development and refinement

- List courses added in the last 5 years;
- List courses deleted in the last 5 years.

##### C. Identify program goals in terms of learning outcomes:

Program goals consist of the qualities, skills, abilities, and knowledge one expects a graduate of a particular program to gain. Program goals also provide a framework for the identification of learning outcomes.

##### D. Evaluate all degree program(s):

Individual courses and curricula should be developed within the context of the program's goals and reflect a coherent plan of study. All courses should have clearly articulated learning goals specific to the course, and student outcomes in relation to the goals should be assessed. Include a summary of course evaluation data for the past two years. Also include data on student satisfaction, perceived learning outcomes, and plans after graduation.

##### Consider:

- What do you expect graduates of your program to know when they complete their program?
- What do you expect graduates of your program to be able to do?
- What skills does industry require of new hires from this program?

- How do you determine whether students are achieving program and course goals?
- What evaluation tools or approaches does the program have in place, and what information do they provide regarding how well students are achieving program and course goals?
- What additional information or evidence is needed to understand how well students are achieving program and course goals?

**E. Examine the teaching and learning process:**

Quality teaching is at the heart of any strong program. Indicate what actions are being taken to evaluate and improve teacher performance.

**F. Analyze program strengths and areas for improvement:**

Program reviews are most effective when the information collected and analyzed is put to use to improve teaching effectiveness and learning outcomes. Departments should use the data to identify areas of strengths and weaknesses and to develop strategies to improve their programs.

**Consider:**

- What does the assessment information tell you about how well your program is meeting its goals?
- How does this evidence challenge the assumptions made about what the department is doing and its effect on stakeholders?
- How will you use the evidence collected to improve the program?

**Scholarly and Creative Productivity**

**A. Organization of scholarly and creative activities:**

Describe the organization of the department's scholarly and creative activities.

**Consider:**

- Are faculty aware of and incorporating recent research on how students learn, and on how to teach for conceptual understanding, long-term retention, and the ability to use knowledge in a different context? Do faculty members in the program utilize a variety of teaching techniques? Are the instructional technologies used effective? How is feedback provided to students?
- Are there research collaborations between faculty in the department and within the institution? Are there affiliations with research centers and institutes within or outside the institution? How effective is the department in promoting scholarly or creative activity.

**B. Publications and creative works:**

List separately for each faculty member the referred publications, books published, and other important publications or creative works for the past five years. Up-to-date curriculum vitae of full-time and part time faculty should be provided.

**C. Requests for external funding:**

For all requests for external funding submitted during the past three years, provide the project title, the name(s) of the full-time faculty involved, the agency to whom the request was submitted, and the amount requested.

#### **D. External funding awarded:**

For all external funds awarded during the past three years, provide the project title, the name(s) of the full-time faculty involved, the funding source, and the amount awarded.

#### **E. Professional activities:**

Provide a summary of the professional activities (e.g. editorships, offices in professional organizations) of the full-time faculty during the past three years.

#### **F. University/Department service:**

Provide a summary of service to the university, college and department by full-time faculty during the past three years.

### **Enrollment and Placement**

Provide the requested information for each of the past two years, including for each department program award:

- Number of applications received;
- Number of applicants admitted;
- Number of admitted applicants who actually enroll;
- Number of current majors;
- Enrollments in all courses offered by the department by term;
- Number of awards conferred.

#### **A. Enrollment trends:**

Describe any increases or decreases that are apparent in the enrollment figures. Identify current retention rate. How can the retention rate of enrolled students be improved? Discuss factors that may account for variations in the enrollments.

#### **B. Placement of graduates:**

Detail the types and levels of positions obtained by graduates of the program. What efforts are being made to involve graduates e.g. alumni organizations?

### **Personnel**

#### **A. Full-time faculty:**

List all full-time faculty by rank, including those on contract.

#### **B. Changes in the faculty:**

Note all changes (e.g. departures, replacements, additions) in the faculty in the past two years. How have these changes affected the departments' programs?

#### **C. Teaching:**

For each full-time faculty member, list the courses taught and enrollments for the past two years. Provide course evaluation data.

#### **D. Part-time faculty:**

To what extent are part-time faculty relied on to teach courses? For each part-time faculty member, list the courses taught and enrollments for the past two years. Provide course evaluation data.

#### **E. Staff support:**

Provide the number and levels of lab supervisors, clerical and support staff assigned to the program.

### **Facilities and Resources**

#### **A. Space:**

Assess your facilities in relation to your programmatic goals. Describe the space assigned to the program; include the room numbers of offices and to whom they are assigned, the types (e.g., laboratories, seminar rooms, studios) and room numbers of dedicated instructional spaces, and any other spaces of which the program has exclusive use. If some of the spaces used are provided by other organizations, describe agreements or MOUs governing their use for departmental programs.

#### **B. Computer, instructional, and research technology resources:**

Describe any computer, instructional and research technology resources of which the program has use other than faculty computers.

#### **C. Equipment:**

Describe specialized equipment maintained by the program for instructional or research purposes.

#### **D. Software:**

List software available to the department to support teaching and research. List software needs.

#### **E. Library:**

List library resources (book, reference materials, periodicals, journals, etc.) available to the department to support teaching and research. List library needs.

### **Strategic Plan & Financial Sustainability**

This section consists of the program's plans for developing its strengths, meeting challenges and opportunities, and addressing the areas identified for improvement. It should include a prioritized list of the areas to be addressed. For each of these areas, the following should be stated:

1. Specific goals and objectives;
2. Actions to be taken in order to achieve the stated goals;
3. A schedule for implementation of the actions;
4. Measures of effectiveness for each of the actions;
5. Estimated income from all sources (tuition, scholarships, government support, private sector);
6. Estimated fixed and variable expenses;
7. Estimated net income or loss;
8. Options for addressing net income losses if applicable (e.g. additional investment, increased tuition, other measures).