

# Decision of the FIBAA Accreditation and Certification Committee



3<sup>rd</sup> Meeting on September 3, 2021

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	19/111
<b>Higher Education Institution:</b>	Talal Abu-Ghazaleh University College for Innovation (TAGUCI)
<b>Location</b>	Jordan
<b>Study Programme:</b>	Master of Business Administration (MBA)
<b>Type of Accreditation</b>	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited with three conditions.

Period of Accreditation: September 3, 2021 until end of summer semester 2026

Conditions:

1. The HEI documents the contact and self-study time hours per credit hour in the study and exam regulations (see chapter 3.2).
2. The HEI implements the principles of the Lisbon Recognition Convention – general recognition of study periods abroad if no substantial differences can be proven by the institution – in the internal study and exam regulations (see chapter 3.2).
3. The HEI provides graduates with a diploma supplement in English language including an ECTS grading table (see chapter 3.2).

Proof of meeting this condition is to be submitted by June 2, 2022.

**The conditions are fulfilled.**

**FIBAA Accreditation and Certification Committee on November 30th, 2022.**

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Talal Abu-Ghazaleh University College for Innovation  
(TAGUCI)

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**Master programme:**

Master of Business Administration (MBA)

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**Qualification awarded on completion:**

Master of Business Administration (MBA)

# General Information on the Study Programme

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**Brief description of the study programme:**

The Master of Business Administration (MBA) at TAGUCI intends to provide students with the necessary qualifications to obtain high managerial positions in Jordan and abroad. The MBA aims at giving education in a number of fields such as management, accounting, marketing, and information technology to enable students to hold high positions in both private and public sectors. Hence, the curriculum of the programme is designed to equip students with the necessary skills and knowledge to compete in the national, regional, and global job market.

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**Type of study programme:**

Master programme

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**Projected study time and number of ECTS credits assigned to the study programme:**

42 credit hours (US credit system)

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**Mode of study:**

full-time and part-time

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**Didactic approach:**

study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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**Scope (planned number of parallel classes) and enrolment capacity:**

one cohort with 30 students

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**Programme cycle starts in:**

Fall, Spring, and Summer semesters

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**Initial start of the programme:**

2018

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**Type of accreditation:**

initial accreditation

# Procedure

A contract for the initial accreditation of the Master of Business Administration (MBA) was made between FIBAA and Talal Abu-Ghazaleh University College for Innovation (TAGUCI) on February, 9<sup>th</sup>, 2020. On October, 20<sup>th</sup>, 2020, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI has agreed with the chosen experts. The panel consisted of:

## **Stefania Cacciatore**

University of Muenster, Germany

Students of Business Administration (M.Sc.) with Major Management and Minor Marketing (completed: Business Administration (B.Sc.) (University of Cologne))

## **Prof. Dr. Harald Dobernig**

Fachhochschule Oberoesterreich, University of Applied Science, Austria

Professor of Digital Process Management

## **Prof. Dr. Rehab M. Duwairi**

Jordan University of Science and Technology, Irbid, Jordan

Ass. Professor of Computer Science

## **Prof. Dr. Sabine Haller**

Berlin School of Economics and Law, Germany

Professor of Business Administration of Service Companies

## **Bert Martin Ohnemüller**

Self-employed Business Coach, Frankfurt a.M., Germany

Independent consultant/ coach

FIBAA project managers:

Johanna Schrieber/ Vera Henkel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on June 23<sup>rd</sup>/ 24<sup>th</sup>, 2021 via the video conferencing tool "Zoom". At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 19<sup>th</sup>, 2021. The statement on the report was given up on August 23<sup>th</sup>, 2021, it has been taken into account in the report on hand.

## Summary

The Master of Business Administration (MBA) offered by Talal Abu-Ghazaleh University College for Innovation (TAGUCI) fulfils with one exception the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 3<sup>rd</sup> 2021 and finishing on end of Summer term 2026 under three conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

The panel members identified need for improvement regarding the following aspects. They recommend the accreditation on condition of meeting the following requirement:

4. The HEI documents the contact and self-study time hours per credit hour in the study and exam regulations (see chapter 3.2).
5. The HEI implements the principles of the Lisbon Recognition Convention – general recognition of study periods abroad if no substantial differences can be proven by the institution – in the internal study and exam regulations (see chapter 3.2).
6. The HEI provides graduates with a diploma supplement in English language including an ECTS grading table (see chapter 3.2).

Proof of meeting this condition is to be submitted by June 2, 2022.

The panel members identified areas where the programme could be further developed:

- The evaluation by faculty should be institutionalised more strongly in the future (see Chapter 5).
- The panel recommends to implement a survey for third parties and to involve them more strategically in the quality assurance (see Chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are some criteria in which the programme exceeds the quality requirements:

- Counselling for prospective students (see Chapter 2),
- Student support by the faculty (see Chapter 4.1),
- Process organisation and administrative support for students and faculty (see Chapter 4.2).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

# Information

## Information on the Institution

Talal Abu-Ghazaleh University College for Innovation is an independent University College accredited by the Ministry of Higher Education and Scientific Research of the Hashemite Kingdom of Jordan<sup>1</sup>. It was established in 2018. Talal Abu Ghazalah University College for Innovation (TAGUCI) used to be the Talal Abu-Ghazaleh Graduate School of Business (TAG-SB) under the German-Jordanian University (GJU). TAG-SB offered the MBA programme as a Business School of this state University. The MBA programme of TAG-SB under GJU was initially accredited by FIBAA in 2009 and re-accredited in 2015.

It saw itself as the first School of its kind that represented a partnership between the private and public sectors in the Arab world. It was founded in 2006 to provide educational opportunities at the highest international standards. This partnership brought the business expertise of the Talal Abu-Ghazaleh Organization (TAG.Global) to the academic world of GJU. TAG.Global<sup>2</sup> is a large global group of professional service firms in the fields of Accounting, External Audit, Internal Audit, Corporate Governance, Taxation, Educational Consultancy, Economic and Strategic Studies

Nowadays, TAGUCI is a continuation of the TAG-SB and became independent and a private university in Jordan. TAGUCI currently offers one MBA programme with concentrations related to business and information technology. But TAGUCI plans to deliver more programmes in the next years.

Because of the first programme start in 2018, TAGUCI does not have graduated students yet.

COHORT	Admitted		Transfer			**Withdraw	Continued	Graduates	Currently y Active	Attrition %
	*Act.	Currently	In	Out	Net					
2018	27	22	0	0	0	5	22	0	22	18.51%
2019	25	23	0	0	0	2	23	0	23	8%
2020	12	12	1	0	1	0	12	2	12	0%
Grand Total	64	57	1	0	1	7	57	2	57	26.5

Table 1: summary of admission, withdrawal, transfer and graduations (2018-2020)

According to the HEI the cooperation between TAGUCI and TAG.Global is presented in:

- Financial Support
- Logistics
- Training and development of students
- Opportunities of employment for graduates.

<sup>1</sup> [https://mohe.gov.jo/EN/List/Private\\_Jordanian\\_Universities](https://mohe.gov.jo/EN/List/Private_Jordanian_Universities), accessed August 25<sup>th</sup>, 2021

<sup>2</sup> <https://www.tagorg.com/?lang=en>; accessed August 25<sup>th</sup>, 2021

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk-Criterion)

The offered MBA programme strives to equip its students with all the necessary knowledge, theoretical as well as practical, which can benefit them in managerial and other related jobs. An important dimension is to develop high quality skills required to meet the changes of internationalisation.

The programme is designed to target best graduates who are qualified to occupy managerial positions. It mainly relies on the development of those who have significant post-graduation and relevant work experience on which the learning process should build. The programme is a generalist programme with four concentrations: Human Resources Management, Digital Marketing, Data Analytics, and Innovation and Leadership Entrepreneurship. Graduates are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. They should also demonstrate relevant personal and interpersonal skills, these include:

- The ability to think critically and creatively.
- The ability to solve problems and make decisions.
- The ability to conduct research.
- Quantitative and qualitative skills.
- Effective two-way communication: listening, effective oral and written communication of ideas and arguments, using a range of media including the preparation of business reports.
- High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and situations.
- The ability to continue to learn through reflection on practice and experience.
- Effective performance within teams.
- Leadership.
- Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisation values.

The objectives of the intended learning outcomes prepare students for a general management role with special training for a career in HR management, Digital marketing, data analytics and innovation leadership and entrepreneurship. The specific learning outcomes are related to each course. In addition to this, students choosing one of the concentrations will have the opportunity to acquire in-depth understanding of a particular area of business.

### Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline: The programme is a generalist programme in business administration comprising all disciplines required for the MBA degree. The programme is a post-graduate programme seen as a career accelerator. The corresponding final qualifications for the MBA programme and their relation with the overall programme and module design are given. The MBA programme is a coherent programme in its content and teaching methodology in the region.

The panel appreciates the possibility to choose between different concentrations to further strengthen an individual development of each student.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

The programme is completely taught in English and complies with international curriculum standards. The international orientation is a clear focus of the programme design and can be seen in the international components of certain modules. The curriculum takes into account international orientation of the contents in different aspects as evidenced in the module descriptions.

The college overall strategy is formulated to focus on the international element in teaching process, research activities and employability through the following:

- English language is the formal teaching language in all taught courses of the programme concentrations.
- Text books and other references are selected from international publishing agencies to be taught to the students. International case studies and ethical dilemmas are also presented and discussed during formal classes to strengthen students' capability to deal with international business issues.
- The college is always determined to engage within international educational activities through signing collaborative agreements with reputable academic business schools.

Given the special care in identifying and implementing the strategic tools towards acknowledging the international standards as key pillar in the programme's mode of conduct, a quality frame is achieved that facilitates students' employability, and increase their opportunities in assuming management roles in recognised international and regional firms.

### Appraisal:

The learning outcomes of the programme are in line with the international benchmarks enabling the students to acquire the necessary international knowledge and expected skills. The panel appreciates the efforts to include international aspects and dimensions in the programme. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		



### 1.3 Positioning of the study programme

The programme focuses on current and future business trends, and concentrates on business implications related to artificial intelligence and data science. Furthermore, the teaching methods, using international and innovative case studies and yet scientific research projects in all courses, enable TAGUCI to furnish the academic community and its students with innovative thinking, and further technical and life skills, respectively. Also, the HEI states in its self-evaluation report that the study programme is taught in correspondence with the current demand and future trends of national, regional and global job markets.

The HEI states in its self-evaluation report that MBA graduates with practical orientation are in a great demand in business environment and industries, and the related career can be very rewarding in terms of job satisfaction and monetary compensation. Therefore, TAGUCI offered an MBA programme with various concentrations to meet job-market needs previously pinpointed. The specificity of the MBA programme from other post graduate programmes currently administered in the region is envisioned by giving the opportunity to individuals from diverse backgrounds to acquire practical management knowledge.

The incorporation of the programme into the overall strategy is based upon setting realistic strategic goals, these are:

- Enhance graduate education, professional training and consulting by recruiting, retaining and educating outstanding students on TAGUCI programme
- Promote excellence in graduate teaching and professional expertise fostering a community of excellence
- Ensure academic and professional excellence by developing, retaining and rewarding talented and diverse faculty members
- Promote excellence in research
- Encourage the dissemination and transfer of knowledge by providing broad access to institutional resources and services to the community of Jordan and to the Arab World
- Promote and foster learning by maintaining and expanding facilities and technology
- Encourage highly ethical practices is at the heart of TAGUCI philosophy and practice
- Foster high standards of corporate social responsibility at TAGUCI operations.

The programme is the only one TAGUCI has so far, but more are planned. The positioning of the programme within the overall strategy is by excelling in education throughout developing new knowledge and market driven graduate programmes with dynamic curricula structure; enhancing student learning in culturally diverse and business oriented environments; and creating venues of cooperation with international academic institutions aiming for mutual collaboration on the academic level.

#### Appraisal:

The profile and the competence goals are such that the programme can compete both on the education and on the job market. The programme provides students with solid theoretical and methodological knowledge and most important with key qualifications which are essential for a further successful career. Therefore, the positioning of the study programme in the educational market and the job market is plausible to the panel.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

However, the panel points out that this is a new HEI and the only programme so far. Thus, it can be assessed that the study programme is convincingly integrated into its overall strategic

concept. The study programme's qualification goals are clearly in line with the university's mission and overall strategy. However, future developments of the HEI should be monitored at this point.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme				
1.3.1	Positioning of the study programme in the educational market		X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X		

## 2. Admission

The admission office communicates with applicants through telephone, emails and personal meetings during the working hours from 8:30 am until 5:30 pm, five days a week. They provide counselling service regarding the admission requirements and the process, and any clarification of specific questions, of personal aptitude and of career perspectives. Furthermore, TAGUCI organises events such as “Women Entrepreneurs”, whereby it seized the opportunities to communicate with targeted audience regarding the admission to the programme.

TAGUCI is committed to follow the National Higher Education Council rules governing the higher education programmes taught in the country. The applicant has to fulfil a set of requirements in order to join the MBA programme. These are listed as follows:

1. Be a holder of an official undergraduate degree in any field from a recognised university with a minimum average of “good”.
2. English language requirements: The applied tests are the IELTS exam with a minimum score of 6.0, or the TOEFL exam where the minimum score is classified as follows:
  - 2.1 A grade of 88 on an internet based test (iBT) or,
  - 2.2 A grade of 230 on a computer based test or,
  - 2.3 A grade of 570 on a paper based test.Students whose IELTS score is between 5.0 and 5.9 on the IELTS scale or between 63 and 87 on the TOEFL (iBT) scale are granted admission provided they enrol in the English for Academic purposes course (a non-credit course) during their first semester of enrolment. Students should pass the course with a minimum grade of 80 %. Should they not obtain the minimum grade, the students will have to retake the course or obtain a TOEFL score on the iBT scale.
3. Be proficient in basic computer skills (demonstrated in the interview).
4. Provide evidence of relevant work experience of at least 2 years.

The admission procedure requires a conduction of a structured interview for applicants. Interviewers have to follow methodological measures that are identified in an interview guide. The interview is directed to reveal leadership characteristics, motives, candidate’s potential, weaknesses, strengths and the personal ability to accomplish certain tasks. Finally, a rating is assigned to the evaluation criteria determined in a separate sheet based upon the candidates’ answers were a minimum total of 50 % out of 100 % is required to join the programme.

TAGUCI presents scholarships for distinguished applicants who meet TAGUCI admission regulations: “Women Entrepreneurs and Leaders Scholarship” and “Distinguished Managers Scholarship”.

### Appraisal:

TAGUCI follows the National Higher Education Council’s rules governing the higher education programmes taught in the country. Criteria of admission decisions are transparent and plausible. Scores of the required tests are defined, transparent and published. The interview is structured and oriented towards in depth evaluation of the applicants’ personal key pillar characteristics and professional experience. The admission procedure and application form is documented and in alignment with both national and international standards. The admission requirements are defined and comprehensible.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by

telephone and via e-mail. The panel appreciates that TAGUCI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. In addition, the panel would like to note positively that the discussions with HEI made it clear that TAGUCI is also striving to reach refugees and support them during their studies through scholarships.

The selection procedure is transparent and ensures that qualified students are admitted. The required professional experience corresponds to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience has been shown at the time of the admission, i.e. at least 2 years of professional experience after bachelor graduation.

The admission requirements regarding English language ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure as a whole is described, documented, and accessible for interested parties.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)			X		
2.2 Counselling for prospective students		X			
2.3* Selection procedure (if relevant)			X		
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			X		
2.5* Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

The following table shows the curriculum of the programme which contains 30 credit hours of business core courses and 12 credit hours of concentration area courses:

Semester	Course Code	Title	Pre requisite	credit hours
1	MBA602 Core Course	Research Methods & Business Statistics	None	3
	MBA604 Core Course	Human Resources Management	None	3
	MBA607 Core Course	Organizational Behavior	None	3
		One Elective from the concentration area		3
				<b>12</b>
2	MBA601 Core Course	Managerial Accounting	None	3
	MBA605 Core Course	International Management	None	3
	MBA608 Core Course	Marketing Management	None	3
		One Elective from the concentration area		3
				<b>12</b>
3	MBA600 Core Course	Financial Management	None	3
	MBA606 Core Course	Operations Management	None	3
	MBA609 Core Course	Managerial Economics	None	3
		One Elective from the concentration area		3

				<b>12</b>
<b>4</b>	<b>MBA603 Core Course</b>	Strategic Management	None	3
		One Elective from the concentration area		3
				<b>6</b>
			<b>Total</b>	<b>42</b>

#### MBA Core Courses (30hrs)

Course Code	Title	Pre requisite	credit hours
MBA600	Financial Management	None	3
MBA601	Managerial Accounting	None	3
MBA602	Research Methods & Business Statistics	None	3
MBA603	Strategic Management	None	3
MBA604	Human Resources Management	None	3
MBA605	International Management	None	3
MBA606	Operations Management	None	3
MBA607	Organizational Behavior	None	3
MBA608	Marketing Management	None	3
MBA609	Managerial Economics	None	3

#### MBA with concentration in Data Analytics (12hrs)

Course Code	Title	PRE REQUISITE	credit hours
MBA610	Data Stewardship: Preparation, Exploration & Handling of Big Data	MBA602,MBA609	3
MBA611	Database Management	MBA602,MBA609	3
MBA612	Data Mining and Machine Learning	MBA602,MBA609	3
MBA613	Visualization and Presentation of Advanced Analytics	MBA602,MBA609	3
MBA614	Programming for Data Analytics	MBA602,MBA609	3
MBA615	Structures and Algorithms for Data Analytics	MBA602,MBA609	3

#### MBA with concentration in Innovative Leadership and Entrepreneurship (12hrs)

Course Code	Title	PRE REQUISITE	credit hours
MBA620	Leading and Building a Culture of Innovation	MBA603,MBA605	3

MBA621	Leading Product Innovation	MBA603,MBA605	3
MBA622	Leading Change and Organizational Renewal	MBA603,MBA605	3
MBA623	Entrepreneurship and Family Business	MBA603,MBA605	3
MBA624	Launching New Ventures	MBA603M,BA605	3
MBA625	Experiential Entrepreneurship: Creativity, Innovation & Opportunities	MBA603,MBA605	3

#### MBA with concentration in Human Resources Management (12hrs)

Course Code	Title	PRE REQUISITE	credit hours
MBA630	Compensation Management	MBA604,MBA607	3
MBA631	Training and Development	MBA604,MBA607	3
MBA632	Human Resources Planning and Organizational Systems	MBA604,MBA607	3
MBA633	Strategic Human Resources Management	MBA604,MBA607	3
MBA634	Employee Relations	MBA604,MBA607	3
MBA635	Career Development and Succession Planning	MBA604,MBA607	3

#### MBA with concentration in Digital Marketing (12hrs)

Course Code	Title	PRE REQUISITE	credit hours
MBA640	Marketing Communication	MBA602,MBA608	3
MBA641	Digital Marketing Landscape and the Customer Funnel	MBA602,MBA608	3
MBA642	Assessing Opportunities in Paid Digital Media	MBA602,MBA608	3
MBA643	Assessing Opportunities in Owned Digital Media	MBA602M,BA608	3
MBA644	Implementation and Integration of a Digital Marketing Plan	MBA602,MBA608	3
MBA645	Global Marketing Strategy	MBA602,MBA608	3

#### Bridging Courses

For learners with majors different from Business Administration or related field:

Course Code	Course Title	Credit Hours	Prerequisites Or * Corequisite
MGT101	Principles of Management 1	3	-
MKT101	Principles of Marketing	3	-
BA201	Introduction to Finance	3	-

The core courses of the programme cover the core MBA areas including the fundamental concepts of economy, accounting, investment and financial analysis, research methodology and related techniques, tools of national and global financial management, marketing strategies, human resources, quality issues, and business communication development.

The programme consists of two sets of courses. The first set of courses is represented by the core "foundation" courses. Within this set, the course "Research Methods & Business Statistics" is the centre which equips the students with the knowledge related to statistical applications in management and how to conduct applied research and projects. The remaining courses within the first set e.g. "Financial Management", "Managerial Accounting" or "International Management" and "Marketing Management" provide the essentials in management learning. The second set of courses consists of the compulsory and elective concentration courses.

The programme offers four concentrations:

- Data Analytics
- Innovative Leadership and Entrepreneurship
- Human Resources Management
- Digital Marketing

The programme is named Master of Business Administration (MBA). This programme is accredited by the Ministry of Higher Education and corresponds to the contents of the curriculum and the programme objectives.

The programme combines both theoretical teaching of business management along with practical demonstration of what has been learned during the programme progression. Learning methods at TAGUCI are tailored to real life work situations where assigned course projects and case studies are essential elements to approximate this approach. In addition, the instructors' practical experience in industrial and business sectors adds input to the programme through facilitating the transfer of theory into practice and displaying clear practical relevance.

The programme provides a quality of studies that cut across several established disciplines included in the core courses (e.g. in the modules "International Management" and "Organizational Behavior"). It involves students and instructors in the goals of connecting and integrating several academic disciplines and professions along with their perspectives. Students at TAGUCI learn how to use the perspectives and methodologies of more than one discipline or course in exploring problems and solving issues encountered during projects and case study. Interdisciplinary thinking is also encouraged through the diversity of students coming from different theoretical and practical backgrounds and cultures where they share their experiences. Moreover, students have the opportunity to select optional elective courses from a variety of courses, which concentrate on other subjects and topics such as in Digital Marketing Landscape and the Customer Funnel" and "Database Management". Those elective courses offer additional information resources that further engage the students in interdisciplinary analysis and eventually involvement.

The programme provides the opportunity for its students to gain the business and managerial knowledge within ethical frameworks (e.g. "Experiential Entrepreneurship: Creativity, Innovation & Opportunities" or "International Management"). This emphasis is translated throughout the courses' contents, where the professors are committed to address these issues with relevance to the topic handled. The courses focus on integration of ethics and social issues in business practices and the relationship of business and society. In addition, ethical case studies are put into analysis using innovative methods in collaboration with the industry and business fields.



Almost each course requests from students to work on a project. These types of projects are required most of the time to apply types of research methodology, literature review, data collection, handling and analysis. The module “Research methods and business statistics” is mandatory for the students to make them understand how types of research are conducted.

Students’ work in the programme is assessed throughout a variety of formats:

- Individual and group written assignments
- Individual and group case analysis
- Presentations
- Formal written exams
- Participation during the class

Each of the assessment methods is assigned a percentage of the total course grade and is communicated through the course syllabus. The assessment methods are used as a verification tool for the predetermined programme qualification objectives: Students are expected to demonstrate a good understanding of the topics taught and their interrelations, aligning theoretical material within the real practice framework, and develop systematic thinking used for example in the analysis of case studies and questions of essay nature, that is further applied in their work field.

The course examinations are aligned with the course content and objectives to serve the following fundamental functions: For example, the exams questions are comprehensive covering the material taught throughout the course, and aim to assess the knowledge students have gained during their studies.

There is no thesis requirement for the MBA programme; however, students have to pass a comprehensive exam based on the Ministry of Higher Education and Scientific Research regulations. The Comprehensive Examination shall have a special integrated nature, with view to measure the student’s ability to relate between the different basic and advanced concepts gained from different areas of knowledge and employed in solving the scientific and applied problems in the field of specialisation. The duration of the Comprehensive Examination shall be four hours. The organisation, procedures and rules are defined in the Laws, regulations and Instructions Book (2020-2021).

## Appraisal:

The curriculum of the programme adequately reflects the qualification objectives of the programme. In the view of the panel the contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Elective courses enable students to acquire additional competences and skills according to their individual interests.

Due to the contents and the learning outcomes of the programme the awarded degree “Master of Business Administration” is reasonable. The contents of the programme refer to the students’ prior professional experience. Furthermore the panel formed the view that the implied contents of the programme are in line with the EQUAL MBA Guidelines.

Theory and practice are sufficiently combined throughout the curriculum. Theoretical questions are geared towards application fields to promote employability. Many lecturers bring their business and educational skills with knowledge of recent developments into the programme and link the practical application to the theories discussed in the seminars. In its subjects the programme is interdisciplinary and thus promotes interdisciplinary thinking. Moreover, the achieved outcomes show the preparation of the students for an occupation requiring interdisciplinary knowledge.

The MBA programme provides the opportunity for its students to gain the necessary business and managerial knowledge within an ethical framework. This emphasis is translated throughout the courses content, for which the lecturer obviously are committed to address these issues with relevancy to the topics discussed. In addition, ethical case studies are put into analysis using innovative methods in collaboration with the industry and business fields.

Written assignments, group case analysis, presentations and written exams are ways to test the knowledge and competence of students. The level of performance in examinations is aligned with the learning outcomes of the courses in terms of form and content. The requirements are in line with the level necessary to attain the desired qualification level.

In accordance with national legal regulations there is no final thesis at the end.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)		X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		X		
3.1.4	Interdisciplinary thinking		X		
3.1.5	Ethical aspects		X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		X		

## 3.2 Structure

Projected study time	The minimum period of residence for students to complete the programme is four semesters and the maximum period is eight semesters
Number of Credit Points (CP)	42 credit hours (US credit system) / 3 credit hours per course
Workload per CP	16 contact hours and 32 self-study hours per one credit hour
Number of modules / courses	14
Time required for processing the final thesis and awarded CP	No thesis required
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	48 contact hours per course In total: 672 contact hours

The MBA programme follows the credit-hour system of the United States. According to this system, a credit hour is the amount of credit a student earns for successful completion of one contact hour and two preparation hours per week for a semester. One credit hour equals 15-16 contact hours per semester. Basically, for one credit hour, students should invest one contact hour in class and two additional preparation hours each week that take place out-of-class (self-study time). The HEI indicated that each course contains 48 contact hours in class, 4 examination hours, 12 project/assignment hours and 96 self-study hours. However, this is not documented in internal study and exam regulations.

14 courses multiplied with overall 160 workload hours equals 2240 hours. Given the range of ECTS, where a credit point may be ranged between 25 hours and 30 hours per credit point, 2240 hours divided by 30 hours equals approx. 74 ECTS.

The academic year consists of three semesters:

- Fall Semester (four months) starts mid-October and finishes mid-February.
- Spring Semester (four months) starts end of February and finishes end of June.
- Summer Semester (two months and 20 days) starts in July and ends in September.

The minimum academic load of the student in the regular semester is six credit hours, the maximum load is twelve credit hours, and the maximum number of hours studied in the summer session is nine credit hours. This is described in the document called laws and regulations<sup>3</sup>. In the part time programme each student takes two classes in one semester. They also have to complete the 14 courses to graduate.

Each course is described in a course description, added by the respective syllabus. These documents contain the requested requirements by the ECTS Users' guide, namely title, type (compulsory/elective), semester when the component is delivered, number of ECTS credits allocated, name of lecturer(s), learning outcomes, mode of delivery and teaching methods, course content, recommended or required reading, assessment methods and criteria, language of instruction. Both the documents for each course are published and available to the students all the time.

The programme is suitable for students from various academic backgrounds seeking advancement in management knowledge, and development of their managerial expertise in their field of specialisation. Since the managerial responsibility nowadays implies to cope with an ethnically, culturally, racially, and gender-diverse work force, the issue of equality is encountered during the programme conduct.

The students' structure at TAGUCI includes both genders, different nationalities, variety range of ages, varied academic backgrounds and work field experiences. The programme fosters educational benefits through creating an atmosphere featured with openness and mutual interaction among students and instructors. Moreover, it demonstrates educational experience in terms of socialising, satisfaction with the college, cultural awareness, social self-confidence, sense of social responsibility. Actually, TAGUCI is offering 13 full scholarship grants, among them women entrepreneurs, managers, and other distinguished students who are Palestinian and Syrian refugees. This shows the diversity of the students enrolled in the programme.

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<sup>3</sup> [http://www.taguci.com/page/MBA\\_laws\\_and\\_regulations.aspx](http://www.taguci.com/page/MBA_laws_and_regulations.aspx) (accessed on August 17<sup>th</sup> 2021)

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credit hours per course. The structure of the programme follows the credit system of the United States. The required credit hours per course correspond with the framework of the US credit system. However, the indication of the contact hours and self-study time hours is not documented in an internal study and exam regulation. Therefore, the panel recommends the following **condition**:

The HEI documents the contact and self-study time hours per credit hour in the study and exam regulations.

There are legally binding study and exam regulations which contain nearly all necessary rules and procedures and take into account the national requirements. But the panel could not find any reference to the principles stated in the Lisbon Recognition Convention in the regulations (as for example in the Laws, regulations and Instructions Book). Furthermore, the panel missed a diploma supplement according to the ECTS User's Guide 2015. The panel recommends the following **conditions**:

The HEI implements the principles of the Lisbon Recognition Convention – general recognition of study periods abroad if no substantial differences can be proven by the institution – in the internal study and exam regulations.

The HEI provides graduates with a diploma supplement in English language including an ECTS grading table.

The students have confirmed to the panel that the workload is appropriate. This can also be seen from the number of modules and examinations indicated. Students are also supported by various contact points through the lecturers and other HEI staff. Therefore, the evaluation panel assesses the workload of the study programme as appropriate.

The HEI ensures gender equality and non-discrimination. This is done, among other things, by accepting refugees into the programme (and also offering scholarships). Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

### 3.3 Didactical concept

Delivery methods are a combination of:

1. Lecture presentations
2. Data shows and PowerPoint
3. Case studies
4. Project work
5. Group discussions

The teacher presents lecture notes, textbooks, and other materials during the course as printed copies and/or as soft copies distributed to students via email or by uploading the teaching materials through specialised software in online teaching that is acquired by TAGUCI called EduWave. The teaching and learning methods are described in the course outline, which is distributed to the students during the first lecture.

The learning materials are chosen in compliance with the material requisites and intended topics to be covered. The selection of textbooks is done through the dean and faculty members, where the members meet to discuss the choices and alternatives with regard to course critical topics, the way the material is presented and its familiarity to students understanding. Other related references and books are also available to the students at the library. The presentation of additional resources such as international published articles and academic research is conducted by the lectures. The students are also encouraged to use certain applications such as video tapes, and case studies from top universities such as Harvard Business School and California Management Review.

TAGUCI emphasises on drawing on both the academic background and industrial experience of the teaching tools for the purpose of enhancing students' qualifications. A business forum has been initiated where guest lecturers with impact in the business, cultural and political fields together with industry practitioners are regularly invited to share their expertise with the attendees. The lectures' topics are carefully selected to match and approach the latest thinking and recent practices applied in real world businesses. For example, lectures on Crisis Management were presented during the outbreak of Covid-19 pandemic crisis. The guest speakers include both national and international, creating a climate of openness and information exchange based on effective and interactive discussions among the participants.

TAGUCI does not employ lecturing tutors.

#### Appraisal:

The didactical concept of the programme is described, plausible and oriented towards the programme objectives. The logic of the teaching methodology is adequate to lead students to the final qualifications. It is described and explained in a transparent manner. The lecturers use a variety of teaching methods, which promote the theoretical knowledge as well as the application skills of the students. The teaching and learning concept encourages the students to participate actively in the courses for example by project works.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work.

TAGUCI does not employ student assistants/ lecturing tutors. Therefore, this criterion is assessed as not relevant.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X		
3.3.2*	Course materials (Asterisk Criterion)		X		
3.3.3	Guest lecturers		X		
3.3.4	Lecturing tutors				X

### 3.4 Internationality

The programme uses only English language as a medium of instruction. All courses, course materials, and literature are only in English language. The curriculum, as specified in the objectives, also emphasises courses with an international focus and content (for example “international management” and others). These courses provide students with the necessary skills to handle international tasks contributing to the students’ employability. The programme prepares students to effectively work within the international working environment. A further example of a course with an international focus is “Global Marketing Strategy”.

The international focus can also be seen in the fact that all textbooks refer to international contents. Cases and examples are giving from international resources as well. International renowned publishers such as Pearson Education and McGraw-Hill Education are used as additional criteria to select textbooks references.

The percentage of international students to the overall number of students, who are registered at TAGUCI, is 11 %. This shows that TAGUCI is an international and diverse programme that opens its doors to international students as well.

Teaching staff in the programme represent different international experiences. All graduated from international recognised universities, for example in the USA and the UK. The experience from their studies brings an international dimension to the content and delivery of the courses. In addition, most of the teaching staff have a practical experience at an international level and participate almost every year in international conferences and workshops in Jordan and abroad.

#### Appraisal:

International contents are part of the curriculum. Students are thus prepared for the challenges in an international working environment. The panel appreciates, that the teaching language is English. Through cases and examples, students are enabled to act in an international environment.

With only 11 % of international students the international composition of the student body is low. Hence, the students do not benefit a lot from communicating and working with international students. Nevertheless, they study in an international environment because of the internationality of the guest lecturers and the faculty. The international composition of the faculty consists of teachers from different countries and teachers with international academic and professional experience. This composition promotes the acquisition of international competences and skills for the students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X		
3.4.2	Internationality of the student body		X		
3.4.3	Internationality of faculty		X		
3.4.4	Foreign language contents		X		

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Communications and public speaking skills are integrated into the programme throughout almost all courses, which require students to prepare presentations in class. Projects allow students to develop teamwork, cooperation and conflict-handling skills. Students acquire managing, leadership, communication and public-speaking skills as well as cooperation and conflict handling from the courses at TAGUCI, e.g.: The course “Organizational Behaviour & HR” emphasises the use of teams and the integration of individuals in conflict situations that implies experiencing negotiation abilities, and understanding the influence of contextual factors on the selection of conflict handling strategy.

#### Appraisal:

Through various methods the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in the study programme. This is documented in the module descriptions. They are supported by means of suitable didactical and methodological measures, for example projects.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

The qualifications of students in relation to the requirements of the job market are part of the concept of the programme. The curriculum has been designed to introduce students to the major business functional areas of national and global financial management, marketing strategies, human resources, quality issues, and business communication development.

The possession of these major business functional areas improves the employability of MBA students. The programme aims to provide the knowledge, skills and abilities needed to become an effective manager in a variety of organisational settings, both national and international. The language of instruction being English also improves students’ employability. The internationality of the programme provides students with the knowledge to perform in national as well as international organisational settings thus also improving employability.

## Appraisal:

The programme's aim is to provide the students with skills of their appropriate professional field. To reach this aim the programme has combined theoretical knowledge with practical application both at a local/national as well as at an international level.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		



## 4. Academic environment and framework conditions

### 4.1 Faculty

Because of the rules of the Council for Higher Education, TAGUCI works on recruiting faculty members with outstanding qualifications to meet teaching standards and fulfil capacity requirements. The TAGUCI recruitment policy sets the steps for hiring academics in terms of quality and quantity aspects, where the Dean and the Deans' Council approve the hiring decision. TAGUCI ensures the continuous delivery of courses, through its hiring policy and renewing part-timers' contracts within a timely manner. Currently, TAGUCI has five full-time faculty members in different specialisations in business fields (Management, Economics, Entrepreneurship, Human Resources, and Marketing). Moreover, the college signed contracts with five part-time professors to ensure the availability of teaching staff, and the continuity of its programme in the case of absence or research leave. Finally there are

- one full professor
- two assistant professors
- one associate professor
- six PhD holders

teaching in the programme.

Having defined the academic body structure, TAGUCI exceeds the requirements of National Council for Higher Education. One of the aspects that relates to this section is the teaching staff ratio, where the national council requests the ratio of the teaching staff to students to be (1:15), while at TAGUCI it is (1:10).

All faculty members in TAGUCI have been assigned courses to teach in their areas of PhD and/or their professional certifications and working fields. The faculty members' qualifications have been assessed through the course evaluation process by the students where all of the results exceed the average.

The publicly recognised teaching standards upon which the selection of the academic staff are:

- Be a holder of a PhD degree from accredited universities
- Academic and professional experience
- Personality and reputation
- Management orientation
- Well recognised record of research.

The faculty members' qualifications are verified prior to engagement in the programme, to assess their competence and capability of teaching the latest topics. The Curricula Vitae for the faculty members is not a sufficient justification for their selection. Instead the dean and senior advisors interview the lecturer, where they are requested to do presentations with regard to their qualifications, teaching experience, concerns with the new topics related to their fields, and subjectively to new trends of teaching methods.

Besides having teaching experience, the academic body is engaged in professional and industry work. This helps enhancing the teaching methodology applied, giving the professors the ability to link the theory with real life situations from their own experience, which would develop students understanding and strengthen their practical orientation, thus achieving programme aims.

With regard to internal cooperation TAGUCI encourages activities that go beyond regular teaching. It does so by arranging for and hosting joint events and lectures that have social, academic and professional nature, that are conducted with the collaboration of the School

professors, support staff and students. This collaboration is represented by the coordination of events, selection of guest speakers, preparation of programme activities and discussion groups, and introducing students to business medium through facilitating active participation.

The students are entitled to receive support in academic issues by the teaching staff either by email, phone, supported internet groups, or during office hours. At TAGUCI, student Support and Development refers to a range of College's provision intended to help students maintain and improve their wellbeing, personal and academic development, understanding of the College and the University practices, employability, and sense of community.

A number of academic support services are performed by TAGUCI teaching staff including the following:

- TAGUCI arranges introductory meetings for all new students within their first week at the College or as reasonably practical.
- Within the introductory process, students have the opportunity to meet with teaching staff if they have inquiries about academic issues.
- TAGUCI ensures that all students are provided with Guidance on progression and degree award regulations, academic offence matters, and appeals and complaint procedures.

## Appraisal:

The structure and number of teaching staff correspond with the programme requirements and the standards specified by the government. A list of all involved lecturers shows the availability of the required capacity to implement the programme. According to the CVs the academic ability and the practical experience of the teaching staff is in line with the requirements of the programme. The faculty's composition, consisting of full-time, part-time and visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The panel was presented with a list of the scientific publications of the teachers. The panel came to the conclusion that the teachers are very actively involved in research. The panel would like to point out that a very large amount of male teachers are employed in the programme. Therefore, the panel recommends that more women should be recruited in this area in the future.

The staff's pedagogical/ didactical qualifications are in line with their tasks and have been verified. The teachers have the possibility to attend conferences concerning e.g. their specialty. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. Besides the regular academic staff, there are teachers from the industry that teach in the programme.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a very good basis and serves to help students study successfully. In addition, the faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

TAGUCI divides the responsibilities of the programme management among the College Dean, Senior Advisors, and the Curriculum Committee. They are in charge of ensuring activities regarding the programme conduction, flow and distribution of courses among faculty members, handling and managing students' needs, scheduling and preparing for final exams, allocating tasks, selecting faculty members, and ensuring the availability and appropriateness of resources.

The Student Affairs personnel is responsible for contacting students regularly and keeping them updated with information of concern that might include but not limited to:

- Courses students are interested to take in each semester
- Students' evaluation
- Invitations for external lectures, events and conferences arranged by the college
- College decisions, announcements and policies.

The services provided to the students are in the form of a support office that is opened during the day offering printing, photocopying and internet access services. The college also encourages students to provide their suggestions or complaints by initiating a box for such purpose.

On the other hand, the services provided to the teaching staff are:

- Professors are kept updated with college rules, regulations and internal policies.
- A continuous access to printing, photocopying, and internet use is ensured.
- Facilitating the examinations conduction, where delegated personnel aid professors in printing out and arranging the exam material taking into consideration the confidentiality, supplying the answer booklets, and assigning observers during the exam allotted times.
- Textbooks and required references requested by professors are made available, in addition to any supportive teaching material selected by the professors such as videos and case studies.
- Distribution of the course evaluation forms as part of the internal quality assurance administration and providing professors with the results.

## Appraisal:

As the panel came to know, the programme management coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. It successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. The process organisation, administrative support as well as decision-making processes and responsibilities are determined transparently.

During the interviews the panel could get an impression about the administrative support for students and the faculty. Both parties are fully supported by the administration in the organisation of the study programme. The administrative staff acts as a service provider for students and faculty. Decision-making processes, authority, and responsibilities are clearly defined. The panel appreciates this support, therefore this criterion is exceeded.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty		X			

## 4.3 Cooperation and partnerships

As this is still a fairly new HEI, there are no partnerships with other HEIs worldwide so far. However, the European Commission has selected TAGUCI to be amongst the list of cooperation projects that have been selected for financing within the “Erasmus Plus” programme for 2020, whereby Jordan won in eight projects in the field of capacity building in higher education, with a funding of almost 700,000 Euros. Through these projects, TAGUCI will be part of developing academic plans and curricula. Moreover, the plans shall also allow students and members of the teaching and administrative staff to visit the universities participating from outside of Jordan, in order to obtain training, which shall contribute to advancing higher education in these countries. The HEI has cooperation with TAG.Global. TAG.Global a large global group of professional service firms in the fields of Accounting, External Audit, Internal Audit, Corporate Governance, Taxation, Educational Consultancy, Economic and Strategic Studies etc. According to the HEI the cooperation between TAGUCI and TAG.Global is presented in:

- Financial Support
- Logistics
- Training and development of students
- Opportunities of employment for graduates.

For example, the network of TAG.Global can be used when students are looking for an internship or a job. A cooperation agreement is in place.

## Appraisal:

So far, there are no collaborations with other HEIs that enable students to exchange. However, the panel welcomes that TAGUCI has been selected by the European Commission to be included in the "Erasmus Plus" programme. This might be a good start for further cooperation with European HEIs where academic mobility for students and lecturers might be created.

The scope of the cooperation with TAG.Global was fully explained to the panel. It appreciates that there is a cooperation forming a connection between the academic view and the Jordan economy. All such activities contribute to the development of the students' qualification and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

TAGUCI operates one facility that is designed to serve the needs of the college's educational programme, support services, and mission related activities. TAGUCI has teaching rooms with internet connectivity and teaching stations with permanently installed computers and projectors equipment. The college class rooms are equipped with PCs used for instruction purposes that can be accessed by students. The internet access is available to the students in the library, the support office, the computer lab, and the teaching rooms. In addition, students can have personal access to the internet by installing their laptops to the network built in the teaching classrooms or through the wireless service.

There are ten rooms available. They all have a capacity of between 19 and 30 participants, wireless internet, a white board and a PC with internet for the teacher.

The library is classified based on Dewey Decimal Classification (DDC), which categorises books according to subject. This system is made of ten main classes, each divided into ten secondary classes or subcategories, each having ten subdivisions of its own. TAGUCI Library contains books as follows:

- Social Sciences
- Economics
- Financial and international accounting and microeconomics
- Statistics
- Law
- Trademark law, international law, social labor and welfare law, criminal law, private law, civil procedures and courts and IP law.
- Business Administration
- Marketing
- Education
- Commerce, transportation, customs and etiquette
- Natural Sciences and Mathematics
- Mathematics
- Organisation and management
- Applied Sciences
- Patents
- Organisations
- References and Dictionaries are also available.

The total number of books and resources in the library is 3,000. The administration is always working in cooperation with the academic staff to enrich the library resources. Students also benefit from online subscription to educational resources. TAGUCI ensures the online access to several specialist literatures by the subscription with the consortium of private universities in Jordan for electronic library resources. EBSCO and Emerald are among online databases (11 databases in total) which provide full texts and abstracts in different topics in business and management studies.

TAGUCI opens its doors to students throughout the year including semesters and outside semesters' time from 8:00 AM to 8:00 PM. The library staff works to provide the support that students needs regarding books, articles, references and any specialised literature that are of beneficial to students' study. The library includes workstations that accommodate the frequent visits by the students. The library is supplied with computers accessed to internet for the sake of search purposes.

## Appraisal:

Since an online conference was conducted, the panel did not have the opportunity to visit the University's building. The HEI has provided a document in which pictures and descriptions of the facilities are shown (Buildings, Rooms, IT, Library etc.). Based on the materials provided, the panel formed the view that a smooth running of the HEI is ensured with regard to the capacities for studies, teaching and administration as well as the available rooms and facilities. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The opening hours of the library take students' needs sufficiently into account both during and outside of semester time. Access to the literature to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		

## 4.5 Additional services

Most of the students who attend TAGUCI do hold full-time positions in various sectors of the Jordanian economy. Many of these students do not seek a career change but expect that the completion of their MBA programme will lead to advancement and promotion in their own companies.

But additional service is available to all students at TAGUCI, a subsidiary of TAG.Global. All TAGUCI students have extracurricular internship opportunities at TAG.Global and other institutions.

To assist with career choices, TAGUCI conducts seminars on resume writing and interview techniques. The Dean and the faculty are also available to provide advice on career options any time students approach them.

An Alumni organisation has not been yet established, since TAGUCI was established in 2018. Therefore, and until having sufficient number of graduates, this project plan is under consideration by the college. This plan consists of the following alumni activities:

- Establishment of alumni office that will be responsible for operating and organising alumni activities
- Informing alumni about the college activities, training courses conducted by/at the college, conferences, lectures and seminars of interest and with relation to their award Establishing contacts with societal bodies and industry links to facilitate recruitment opportunities that might suit the graduates
- Conducting functional days that include arrangements of introductory meetings for the alumni with organisations from different industries
- Seeking alumni evaluations of the college programmes they have been engaged in and the college services, and what recommendations they might offer to programme enhancement and quality management
- Establishment of alumni sub-website linked to TAG-College website.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability.

At the current situation no alumni organisation has been founded. The panel can follow TAGUCI's explanations that there are not a sufficient number of graduates. It appreciates the plans concerning the alumni activities. The panel could see that an alumni section has already been added to the website. Therefore, the panel considers this criterion to be fulfilled, but would like to suggest that it should be expanded in the future.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

## 4.6 Financing of the study programme (Asterisk Criterion)

The programme is financed first of all by tuition fees of the students. At the same time, the cooperation agreement ensures that TAG.Global supports the HEI financially.

## Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## 5. Quality assurance and documentation

All faculty members have to abide by a prescribed course content and intended learning outcomes for the courses they are assigned to teach. A set of procedures are set to ensure the management of the programme on its most critical areas.

These include:

- Programme approval, review, and monitoring and development
- Teaching process and evaluation
- Complaints and appeals
- Training programme
- Admission and student enrolment
- Student orientation.

TAGUCI has a number of active committees that are responsible for the decision-making processes and the future development of college programmes and success. The responsibilities for running and managing colleges' activities are distributed inter alia between the following committees:

- TAGUCI's Advisory Board

The Advisory Board is responsible for reviewing and approving reports and plans prepared by the College officers on the work, activities, programmes, and plans for the forthcoming academic years. The Board members are prominent international leaders known in the sector of science, management, law, strategic planning and academic.

- TAGUCI's Curriculum Committee

The Curriculum Committee is responsible for implementing the approved curriculum. This Committee also monitors and approves justified modifications on course contents and curriculum made under certain circumstances. The committee members are experienced faculty members headed by the college Dean.

Furthermore the following committees have responsibilities for the decision-making processes and the further development of the programme:

- TAGUCI's Faculty Council
- TAGUCI's Management Committee
- TAGUCI's Quality Assurance and Accreditation Committee
- TAGUCI's Admission Committee
- TAGUCI's Research Advisory Committee

Students play a key role in the college's processes for assuring the quality of its provision. At course level, it is important to gather information on the quality of the learning experience, so all students are invited to provide feedback on each course that they take at the College via a Course Evaluation Questionnaire. The aims of evaluation are to gather feedback from students on their experience of the course, to identify areas for course improvement and to identify examples of good practices. Therefore TAGUCI uses a standard questionnaire designed in-house. It is distributed to each student to be filled near the end of each course and before the final exam marks are distributed. The data emerging from the questionnaire are reviewed, analysed, and interpreted by the Dean and the Management College Committee.

All instructors receive a printout of the average results for their own course, in addition to the actual comments and feedback from their students. This is normally accompanied by a letter from the Dean pointing out areas of improvements and/or inquiring about certain shortcomings mentioned by students.

Local issues concerning the delivery of taught programmes may thus be identified and addressed. If the questionnaire on a particular course reveals that quality standards are not met, the



Management College Committee will suggest any course of action deemed necessary in order to rectify the situation resulting in short of standard quality or any inconvenience to students. These actions include (according to the uniqueness of each case):

- Attending lectures to investigate the quality standards questioned
- Training of the teaching staff to avoid low quality standards
- Making adjustments to the curriculum
- Apply sanctions when necessary (e.g., cancelling instructors' contracts not responding to the announced quality standards)
- Taking any other actions that ensure continued management of the programme.

The HEI describes that due to the fact that they are very small, arrangements and organisation take place even without a planned process. Thus, agreements on content etc. take place in direct contact.

TAGUCI admitted its first students in 2018, and until now none of the students has completed the programme yet. As such, the opportunity to obtain external evaluations has not arisen yet. There is every intention to do so once a sizeable group of graduates incurred.

The courses that have been taught are documented through course files. A course file contains course plan, attendance sheet, midterm exam (questions, model answers, marks), number of case studies used during the semester, marks for the whole semester, the name(s) of field experts guest speakers. TAGUCI publishes current news and information, and future activities regularly through TAGUCI electronic press release and on its website (<http://www.taguci.com/>). General information about the programme, the curriculum and the academic calendar is provided at TAGUCI website. Latest news, activities and achievements made by TAGUCI are published on monthly basis, and distributed to stakeholders through local media, and TAG.Global communication network.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and success rate. A question how many hours per week the students spend preparing for the courses is included.

Quality control by the faculty is currently still taking place in an informal process. Agreements are made directly between each other. The panel considers this to be sufficient, as the HEI is still new and small. Nevertheless, it is recommended to institutionalise a process of evaluation by the faculty in the future.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

There is also no external evaluation by alumni, employers or other parties. The panel appreciates the plan of TAGUCI to involve the alumni in their quality assurance. The panel recommends to implement a survey and to involve external parties more strategically in the quality assurance.

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency. Press relations and network communication are actively maintained.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance			X		
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: Talal Abu-Ghazaleh University College for Innovation (TAGUCI)

Master programme: Master of Business Administration (MBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			X		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion)					
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships			X		
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services			X		
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		