



VOCATIONAL TRAINING CENTER FOR UNDERGRADUATE UNIVERSITY STUDENTS AND  
TEACHERS IN JORDAN (VTC)  
561708-EPP-1-2015-1-DEEPPKA2-CBHE-JP

## **VOCATIONAL TRAINING CENTER FOR UNDERGRADUATE UNIVERSITY STUDENTS AND TEACHERS IN JORDAN (VTC)**

**A REPORT ON WP2: Assessment studies for the needs of students**

**DONE BY: JO Partners**

**August 15, 2016**



Erasmus+

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## **1. EXECUTIVE SUMMARY**

This report constitutes an analysis of the WP2 of the “VOCATIONAL TRAINING CENTER FOR UNDERGRADUATE UNIVERSITY STUDENTS AND TEACHERS IN JORDAN (VTC)”; an Erasmus+ project, which aimed at identifying the needs of the students from the Vocational Training Centers (VTC) that will be established at each university. Two surveys were developed; one for the students, and the other for institutions and companies that hire the Jordanian Universities graduates. Both surveys focused on identifying the importance of the suggested skills, competencies, and attitudes. These skills and competencies were characterized either as general or specific. Specific skills were identified for the different sectors/disciplines; engineering, health care, humanities, and education. In each sector, the target was 150 completed surveys by companies and institutions, and 150 completed surveys by students in each sector. Each university distributed the surveys among its students as well as among companies and institutions hiring their graduates. Thus, each universities identified the needed skills and competencies for its students based on the surveys analysis. These results were collected to identify common skills and competencies needed by all JO students. The most notable identified generic skills needed for all JO graduates included Communication Skills (Technical Writing), Interview Through Digital Media, Sales and Marketing Skills, English Language Skills, Skills in Job Planning, Digital Knowledge Society, Basic Fundamentals of Project Management, And Basic Fundamentals in Quality Assurance Systems. Specific needed discipline skills and competencies were also identified for all the disciplines involved in this study. These results will enable us identify the needs for training of the staff who will be working in the VTC, thus, training programs will be developed by our EU partners accordingly.

## **2. INTRODUCTION**

Workforce is the most important element of the production, the mainstay of achieving the objectives of the overall development, progress and welfare and provides a decent life for people in any society. The Arab world is characterized by its human resources and in particular a high proportion of young people compared with major regions in the world. Jordan’s main wealth is mainly its human resources. With more than 30 universities with more than 250,000 students in Jordan, Jordan is among the highest university student/capita in the world. Although Jordanian universities provide excellent theoretical based education, Jordanian students and graduates have major deficiencies in skills and competencies needed by the market. This makes Jordanian graduates less competitive in regional and global markets.

Vocational education and training is an important element of the nation’s education system. Unfortunately, the education system in Jordan and in most of the Arab World does not consider



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vocational training among its priorities; thus, students are graduated with major deficiencies in skills and competencies that are needed in the market. A thorough analysis of the current status of vocational training and rehabilitation in the Arab World shows that

- most of the Arab countries and its relationship to the requirements of the labor market (the problems and difficulties) have a lack of a unified Arab vision of the challenges facing education and training systems;
- a lack of studies about the realistic and integrated status and the requirements of Arab labor markets, both in the short term or long term;
- the training efforts and the possibilities are still scattered very broadly;
- the systems, capacities, specialties and curricula vary very strongly between the Arab countries;
- there is no deliberate and limited mechanism to finance various training processes, for basic training, pre-service training or during the service.
- there is a lack of attention to the continuous training of teachers, coaches and mentors for achieving the means of the applications and applying the methods of modern education and training.

Thus, the higher education in the Arab universities does not lead to solving the problem of young people through the provision of employment opportunities for them, but leads in most cases to increase their suffering by taking part in the unemployment queue which results in more frustration and misery.

There is no alternative to this situation but to adopt a policy of vocational training, rehabilitation and qualitative high level of vocational education by linking them with average university higher education, to identify specialties that can be linked and to develop the mechanisms and the conditions necessary for success.

VTC, is an EU funded project through Erasmus+ Project, that concentrates on providing Jordanian students with competencies and skills needed by the market. The project aims at institutionalizing vocational training within the Jordanian universities so that it becomes main component of students' life at the university. The project aims and objectives will be achieved via establishing vocational training centers at each participating JO universities. The centers will help in implanting and further development of students' skills and competencies that are needed by the market.

The EU experience is a major component in the success of the VTC project. The EU countries in this project, such as Germany especially HTWK, Spain, Portugal, and Slovakia have an excellent experience in the fields of vocational skills training. These countries managed similar projects in other regions, and thus, they can transfer the experience to Jordan.



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### **3. METHODOLOGY**

In order to identify the skills and competencies needed by the market, two surveys have been developed carefully; one survey targeted the companies and institutions hiring the JO Universities graduates, and another one targeted student about to graduate or fresh graduated students. The two surveys were developed for the following disciplines:

1. Engineering
2. Health care and biotechnology
3. Humanities (mainly business and tourism)
4. Education (school education)

Each survey included two types of competencies and skills; generic which are common for all disciplines, and specific which are discipline-specific that differ from one discipline to another. For each competency and skill, two indicators have been assessed; the importance of the “skill” and the performance of JO Universities graduates in that “skill”.

The students’ surveys also aimed at investigating whether students and graduates have taken any training while at the university or after graduation.

The companies’ and institutions’ surveys aimed also at investigation whether these companies and institutions have training centers or offer on-job training.

The results obtained were analyzed either by Excel or SPSS software.

Annex I shows the surveys that were used in this study, and Annex II shows the results and the reports of some JO partners (JU, GJU, AEG, and BAU). Reports and results of other JO partners (JUST, MU, AABU) are available but could not be included in this report due to the large size of these reports.

All JO partners participated in conducting these surveys according to the distribution shown in Annex III.

### **4. KEY RESULTS**

Based on the surveys that have been done by the JO partners in the VTC project, the following results were obtained:

1. It is highly needed to establish a vocational training center in each university to deliver different workshops and training on skills and competencies that enhance the knowledge and capabilities for the students.
2. The surveys indicated a low level of training for graduate and undergraduate students where the percentage of workshops taken by students during their study at their university was around 35% only and a significant percentage of students didn't take any training courses.



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3. It is also noticed that most of students register in training courses outside the university; which imply the weak role of the university in offering interesting training programs.
4. The companies' surveys showed that the new graduate students have some deficiencies in the vocational skills and competencies.

#### **4.1 Generic Skills and Competencies Needed**

Based on the results of graduates and students performance in the general skills and competencies, the most important and yet the lowest performance levels skills and competencies that workshops are needed for all disciplines either during study at the university or right after graduation are:

- a. Project Planning and Management
- b. Quality Assurance Systems
- c. General Communication Skills and Technical Writing
- d. Function Cooperatively on Multidisciplinary Teams
- e. Time and Responsibility Managements
- f. Interviews Through Digital Media
- g. Critical Thinking in Solving Problems and New Ideas
- h. Dialogue, Interaction and Conversation Skills

#### **4.2 Specific skills and competencies are**

##### **Engineering**

- a. Basic Technical Terminology and Concepts.
- b. Sales and Marketing Skills
- c. Basic Fundamental in Project Management

##### **Education**

- a. Basic Technical Terminology and Concepts.
- b. Modern Strategies in Teaching
- c. Identifying Special Needs and Learning Disability
- d. Multimedia Production in Teaching
- e. Skills in Using Computer Software

##### **Health Care and Biotechnology**

- a. Basic Technical Terminology and Concepts.
- b. Ability to Operate Medical Care Instruments
- c. Ability to Exact Medical Knowledge of Urgent Cases
- d. Proficiency in Practicing the Infection Protocols with Patients
- e. Identifying Talented Children

##### **Business and Administrative**

- a. Basic Technical Terminology and Concepts.
- b. Skills in computers and Business Software



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c. Customer Management and Customer Services

**Detailed results of both surveys in each discipline by each JO partner are shown in Annexes **IV and V**.**

## **5. CONCLUSIONS**

The surveys showed that graduates of all JO universities in all disciplines lack most of the skills needed by the market. Also, it is evident that the JO universities do not provide extracurricular workshops or training that bridge the gaps between the market needs and the educational curricula. All JO universities graduates need to improve their performance in most of the general competencies and skills identified in this study. Moreover, many specific-discipline skills and competencies are needed to be improved either through the emphasis in the curricula or extracurricular activities. These results indicate that establishing a Vocational Training Center in each JO University is a must in order to enhance the students' skills and competencies.



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## **6. ANNEXES**

### **ANNEX I: Surveys Used**





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## Engineering/Companies and Institutions

عزيزي المشارك

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:  
"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"  
(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتك في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

Prof. Fahmi Abu Al-Rub,

Jordan University of Science & Technology

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## معلومات عامة

### 1. ما هو موقعك الوظيفي في الشركة/ المصنع؟

- ☐ مدير (مدير عام، مدير دائرة، ..) ☐ تقني (مهندس انتاج، فني مختبر، ...) ☐ بحث و تطوير ☐ غير ذلك:

### 2. ما هي مؤهلاتك الأكاديمية؟

- ☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتورة ☐ غير ذلك:

### 3. عدد موظفي الشركة:

- ☐ 9-1 ☐ 49-10 ☐ 249-50 ☐ أكثر من 250

### 4. عدد موظفي الشركة من خريجي الجامعات الأردنية:

- ☐ لا يوجد ☐ 4-1 ☐ 9-5 ☐ 49-10 ☐ أكثر من 50

### 5. ما هو القطاع الصناعي الفرعي الذي تعملون به؟

- ☐ الصناعات العلاجية واللوازم الطبية ☐ الصناعات الهندسية والكهربائية وتكنولوجيا المعلومات  
☐ الصناعات الكيماوية ومستحضرات التجميل ☐ الصناعات الخشبية والأثاث  
☐ الصناعات الإنشائية ☐ صناعة التعبئة والتغليف والورق والكرتون واللوازم المكتبية  
☐ الصناعات الجلدية والمحكيات ☐ الصناعات البلاستيكية والمطاطية  
☐ الصناعات التعدينية ☐ الصناعات التموينية والغذائية والزراعية والثروة الحيوانية

### 6. هل لدى شركتكم قسم مختص بالتدريب ؟

- ☐ نعم ☐ لا

### 7. ما هو متوسط الانفاق السنوي لشركتكم على التدريب (دينار اردني)؟

- ☐ 999-0 ☐ 9,999-1,000 ☐ 49,999-10,000 ☐ أكثر من 50,000 ☐ لا أعلم



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### كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول للعمل في مؤسساتكم، كما يرجى تقييم أداء خريجي الجامعات الأردنية الذين يعملون في مؤسساتكم في كل مهارة من المهارات المدونة وذلك بالمقارنة مع خريجي جامعات غير أردنية يعملون في مؤسساتكم في حال لا يوجد خريجي جامعات غير أردنية يرجى مقارنته بتوقعاتكم ممن يشغل الوظيفة التي يعمل فيها خريج الجامعات الأردنية.



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| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)   | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)    |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | غير مهم<br>0             | مهم<br>1                 | مهم جداً<br>2            |  | سيء جداً (منخفض جداً)<br>1 |                          |                          |                          | ممتاز (مرتفع جداً)<br>5  |
| 1. مهارات التواصل الاجتماعي<br>Social Communication Skills.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. مهارات التواصل العامة<br>General Communication Skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. الكتابة الفنية<br>Technical Writing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. العمل بروح الفريق الواحد<br>Function cooperatively on multi-disciplinary teams                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. مهارة الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. الالتزام بأخلاقيات المهنة<br>Commitment to professional conduct and ethical responsibility                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. مهارة استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. مهارات تنمية وتطوير الذات<br>Self-Development skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية<br>Interviews through Digital Media  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. إدارة وتنظيم الوقت والمسؤوليات<br>Time and Responsibilities management                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. مهارات المبيعات و التسويق<br>Sales and Marketing skills                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. التخطيط وإدارة الفعاليات<br>Planning and Management of events                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. مهارات اللغة الإنجليزية<br>English Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. مهارات اللغة العربية<br>Arabic Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. إجابة استخدام برمجيات الحاسوب الهندسية<br>Skills in Engineering software                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. مصطلحات ومفاهيم فنية ومهنية متعلقة بالتخصص<br>Basic technical terminology and Concepts     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. طرح أفكار خلاقة وبناءة لحل المشكلات<br>Critical thinking in solving problems and new ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. مهارات التخطيط للعمل<br>Skills in Job planning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. الالمام بمبادئ إدارة المشاريع<br>Basic fundamentals in project management                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. الالمام بمبادئ أنظمة الجودة<br>Basic fundamentals in Quality Assurance systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

أية مقترحات أو ملاحظات أخرى

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## Engineering Students

عزيزي المشارك

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:

"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"

(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتك في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

Prof. Fahmi Abu Al-Rub,



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VOCATIONAL TRAINING CENTER FOR UNDERGRADUATE UNIVERSITY STUDENTS AND  
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### معلومات عامة

8. من أي الجامعات الأردنية تخرجت/سوف تتخرج؟

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9. ما هي الدرجة الأكاديمية التي حصلت/سوف تحصل عليها؟

☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتورة ☐ غير ذلك: \_\_\_\_\_

10. ما هو تخصصك؟

---

11. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية في الجامعة؟

☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عاكث)

- 1.
- 2.
- 3.
- 4.
- 5.

12. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية خارج الجامعة؟

☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عاكث)

- 1.
- 2.
- 3.
- 4.
- 5.

ملاحظة: السؤالين 6 و 7 فقط للخريجين

13. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية قبل التحاقك بعملك؟

☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عاكث)

- 1.
- 2.
- 3.
- 4.
- 5.





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14. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية بعد التحاقك بعملك؟

☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

1.

2.

3.

4.

5.

كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول، كما  
يرجى تقييم أدائك في كل مهارة من المهارات المدونة.

| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)                  | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)  |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | غير مهم                  | مهم                      | مهم جداً                 |  | سيء جداً (منخفض جداً)    |                          |                          | ممتاز (مرتفع جداً)       |                          |
|   | 0                        | 1                        | 2                        |  | 1                        | 2                        | 3                        | 4                        | 5                        |
| 3. مهارات التواصل الاجتماعي<br>Social Communication Skills.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. مهارات التواصل العامة<br>General Communication Skills                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. الكتابة الفنية<br>Technical Writing  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. العمل بروح الفريق الواحد<br>Function cooperatively on multi-disciplinary teams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. مهارة الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. الالتزام بأخلاقيات المهنة<br>Commitment to professional conduct and ethical responsibility                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. مهارة استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. مهارات تنمية وتطوير الذات<br>Self-Development skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية.<br>Interviews through Digital Media                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. إدارة وتنظيم الوقت والمسؤوليات.<br>Time and Responsibilities management  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. مهارات المبيعات و التسويق<br>Sales and Marketing skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. التخطيط وإدارة الفعاليات.<br>Planning and Management of events   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. مهارات اللغة الإنجليزية<br>English Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. مهارات اللغة العربية<br>Arabic Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. إجادة استخدام برمجيات الحاسوب الهندسية<br>Skills in Engineering software   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. مصطلحات ومفاهيم فنية ومهنية متعلقة بالتخصص<br>Basic technical terminology and Concepts                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. طرح أفكار خلاقة وبناءة لحل المشكلات<br>Critical thinking in solving problems and new ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. مهارات التخطيط للعمل<br>Skills in Job planning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. الالمام بمبادئ إدارة المشاريع<br>Basic fundamentals in project management                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. الالمام بمبادئ أنظمة الجودة<br>Basic fundamentals in Quality Assurance systems             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أية مقترحات أو ملاحظات أخرى

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## Education/Institutions

عزيزي المشاركون

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:  
"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"  
(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتكم في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

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## معلومات عامة

### 15. ما هو موقعك الوظيفي في المؤسسة؟

- ☐ مدير (مدير عام، مدير دائرة، ..) ☐ تقني (مهندس، فني مختبر، ...) ☐ محاسب ☐ مدرس ☐ رئيس قسم ☐ غير ذلك: \_\_\_\_\_

### 16. ما هي مؤهلاتك الأكاديمية؟

- ☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتورة ☐ غير ذلك: \_\_\_\_\_

### 17. عدد موظفي المؤسسة:

- ☐ 9-1 ☐ 49-10 ☐ 249-50 ☐ أكثر من 250

### 18. عدد موظفي المؤسسة من خريجي الجامعات الأردنية:

- ☐ لا يوجد ☐ 4-1 ☐ 9-5 ☐ 49-10 ☐ أكثر من 50

### 19. ما هو القطاع الذي تعملون به؟

- ☐ التعليم المدرسي ☐ التعليم العالي ☐ البنوك والمؤسسات المالية ☐ السياحة ☐ غير ذلك (الرجاء تحديد القطاع) \_\_\_\_\_

### 20. هل لدى مؤسستكم قسم مختص بالتدريب ؟

- ☐ نعم ☐ لا

### 21. ما هو متوسط الانفاق السنوي لمؤسستكم على التدريب (دينار اردني)؟

- ☐ 999-0 ☐ 9,999-1,000 ☐ 49,999-10,000 ☐ أكثر من 50,000 ☐ لا أعلم

## كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول للعمل في مؤسستكم، كما يرجى تقييم أداء خريجي الجامعات الأردنية الذين يعملون في مؤسستكم في كل مهارة من المهارات المدونة وذلك بالمقارنة مع خريجي جامعات غير أردنية يعملون في



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مؤسستكمز في حال لا يوجد خريجي جامعات غير أردنية يرجى مقارنته بتوقعاتكم ممن يشغل  
الوظيفة التي يعمل فيها خريج الجامعات الأردنية.



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| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)  | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)  |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | غير مهم                  | مهم                      | مهم جدا                  |  | سيء جدا (منخفض جدا)      |                          |                          |                          | ممتاز (مرتفع جدا)        |
|   | 0                        | 1                        | 2                        |  | 1                        | 2                        | 3                        | 4                        | 5                        |
| 5. مهارات التواصل العامة<br>General Communication Skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. الكتابة الفنية<br>Technical Writing  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. الكشف عن القدرات الإبداعية والطاقات الكامنة<br>Creative Capabilities and multiple Intelligence Sensing             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. مهارة الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. الالتزام بأخلاقيات المهنة<br>Commitment to professional conduct and ethical responsibility                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. مهارة استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. مهارات تنمية وتطوير الذات<br>Self-Development skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية.<br>Interviews through Digital Media                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. إدارة وتنظيم الوقت والمسؤوليات.<br>Time and Responsibilities management  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. التخطيط وإدارة الفعاليات.<br>Planning and Management of events   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. مهارات اللغة الإنجليزية<br>English Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. مهارات اللغة العربية<br>Arabic Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. إجابة استخدام الحاسوب والبرمجيات<br>Skills in using computers and software   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. الاستراتيجيات الحديثة في التعليم.<br>Modern Strategies in Teaching   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. إنتاج الوسائط المتعددة في التعليم.<br>Multimedia Production in Teaching  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. تحديد مؤشرات لضمان الجودة في عملية التخطيط والتعليم<br>Identify Indicators for Quality Assurance in Planning Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. استراتيجيات التقييم الحديثة والأدوات ذات الصلة.<br>Modern Evaluation Strategies and Related Tools                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. إدارة الاختبارات الإلكترونية وتطبيقاتها.<br>e- exams Management and Applications                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. نظم إدارة التعلم الإلكترونية<br>e-Learning Management System   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





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|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 24. الالمام بمجتمع المعرفة الرقمي.<br>Digital Knowledge Society                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. الكشف عن الموهبة والابداع.<br>Identifying talented Children                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. الكشف عن ذوي الحاجات الخاصة وصعوبات التعلم.<br>Identifying special needs and learning Disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أية مقترحات أو ملاحظات أخرى



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## Medical & Health Care/Students

عزيزي المشارك

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:  
"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"  
(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتك في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

Prof. Fahmi Abu Al-Rub,

Jordan University of Science & Technology

P.O. Box 3030

Irbid, Jordan



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Tel: +962 2 7201000 ext. 22360

Mobile: +962 7 962 75161

e-mail: abualrub@just.edu.jo

معلومات عامة

22. من أي الجامعات الأردنية تخرجت/سوف تتخرج؟

23. ما هي الدرجة الأكاديمية التي حصلت/سوف تحصل عليها؟  
☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتورة ☐ غير ذلك: \_\_\_\_\_

24. ما هو تخصصك؟

25. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية في الجامعة؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.
- 3.
- 4.
- 5.

26. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية خارج الجامعة؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.
- 3.
- 4.
- 5.

ملاحظة: السؤالين 6 و 7 فقط للخريجين

27. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية قبل التحاقك بعملك؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.
- 3.
- 4.
- 5.

28. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية بعد التحاقك بعملك؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.



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### كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول، كما  
يرجى تقييم أدائك في كل مهارة من المهارات المدونة.

| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)                                       | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | غير مهم                  | مهم                      | مهم جداً                 |  | سيء جداً (منخفض جداً)    |                          |                          | ممتاز (مرتفع جداً)       |                          |
|  | 0                        | 1                        | 2                        |  | 1                        | 2                        | 3                        | 4                        | 5                        |
| 27. مهارات التواصل العامة<br>General Communication Skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. الكتابة الفنية<br>Technical Writing  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. العمل بروح الفريق الواحد<br>Function cooperatively on multi-disciplinary teams                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. مهارات الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. المعرفة بمسؤوليات وأخلاقيات المهنة وحقوق المريض وذويه<br>Knowledge career ethics and parent rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 32. مهارات استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. مهارات تنمية وتطوير الذات<br>Self-Development skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية.<br>Interviews through Digital Media                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. إدارة وتنظيم الوقت والمسؤوليات.<br>Time and Responsibilities management  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. مهارات المبيعات و التسويق<br>Sales and Marketing skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. التخطيط وإدارة الفعاليات.<br>Planning and Management of events   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. مهارات اللغة الإنجليزية<br>English Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. مهارات اللغة العربية<br>Arabic Language skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. إجابة استخدام برمجيات الحاسوب الطبية<br>Skills in Engineering software   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. إجابة استخدام أجهزة الرعاية الصحية<br>Ability to operate medical care instruments                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. إتقان مهارات أخذ المعلومات الاولية الضرورية للحالة<br>Ability to exact medical knowledge of urgent cases           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 43. مهارات تتعلق بالقدرة على إجراء الإسعاف الأولي السريع بأقل الامكانيات الطبية<br>Ability to perform first aid with least available facilities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. مهارات تتعلق بالقدرة على خفض التوتر النفسي للمريض وذويه عند الاستقبال<br>Proficiency in dealing with stressed patients  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. مهارات مبادئ إدارة المستشفيات/ الصيدليات<br>Principles of hospital pharmacy / management skills<br>OR<br>مهارات رعاية ذوي الاحتياجات الخاصة في المنزل<br>Care skills for people with special needs in-house | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. تطبيق بروتوكولات مكافحة العدوى أثناء التعامل مع المريض<br>Proficiency in practicing the infection protocols with patients   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. اتباع الأولويات الطبية في علاج الحالات الحرجة<br>Proficiency in adoption medical priority in critical cases   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. مصطلحات ومفاهيم فنية ومهنية متعلقة بالتخصص<br>Basic technical terminology and Concepts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أية مقترحات أو ملاحظات أخرى

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## Education/Students

عزيزي المشارك

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:  
"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"  
(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتك في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

Prof. Fahmi Abu Al-Rub,

Jordan University of Science & Technology

P.O. Box 3030

Irbid, Jordan



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e-mail: abualrub@just.edu.jo

معلومات عامة

29. من أي الجامعات الأردنية تخرجت/سوف تتخرج؟

30. ما هي الدرجة الأكاديمية التي حصلت/سوف تحصل عليها؟  
☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتورة ☐ غير ذلك: \_\_\_\_\_

31. ما هو تخصصك؟

32. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية في الجامعة؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.
- 3.
- 4.
- 5.

33. خلال دراستك الجامعية، هل قمت بأخذ دورات تدريبية خارج الجامعة؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.
- 3.
- 4.
- 5.

ملاحظة: السؤالين 6 و 7 فقط للخريجين

34. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية قبل التحاقك بعملك؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.
- 3.
- 4.
- 5.

35. بعد دراستك الجامعية، هل قمت بأخذ دورات تدريبية بعد التحاقك بعملك؟  
☐ لا ☐ نعم (الرجاء تحديد أهم خمس دورات عالأكثر)

- 1.
- 2.





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### كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول، كما  
يرجى تقييم أدائك في كل مهارة من المهارات المدونة.

| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)  | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)  |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | غير مهم                  | مهم                      | مهم جداً                 |  | سيء جداً (منخفض جداً)    |                          |                          |                          | ممتاز (مرتفع جداً)       |
|   | 0                        | 1                        | 2                        |  | 1                        | 2                        | 3                        | 4                        | 5                        |
| 49. مهارات التواصل العامة<br>General Communication Skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. الكتابة الفنية<br>Technical Writing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. الكشف عن القدرات الإبداعية والطاقت الكامنة<br>Creative Capabilities and multiple Intelligence Sensing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. مهارة الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. الالتزام بأخلاقيات المهنة<br>Commitment to professional conduct and ethical responsibility            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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TEACHERS IN JORDAN (VTC)

561708-EPP-1-2015-1-DEEPPKA2-CBHE-JP

|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 54. مهارة استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. مهارات تنمية وتطوير الذات<br>Self-Development skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية.<br>Interviews through Digital Media                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. إدارة وتنظيم الوقت والمسؤوليات.<br>Time and Responsibilities management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. التخطيط وإدارة الفعاليات.<br>Planning and Management of events  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. مهارات اللغة الإنجليزية<br>English Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. مهارات اللغة العربية<br>Arabic Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. إجابة استخدام الحاسوب والبرمجيات<br>Skills in using computers and software  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. الاستراتيجيات الحديثة في التعليم.<br>Modern Strategies in Teaching  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. إنتاج الوسائط المتعددة في التعليم.<br>Multimedia Production in Teaching   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. تحديد مؤشرات لضمان الجودة في عملية التخطيط والتعليم<br>Identify Indicators for Quality Assurance in Planning<br>Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. استراتيجيات التقييم الحديثة والأدوات ذات الصلة.<br>Modern Evaluation Strategies and Related Tools                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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561708-EPP-1-2015-1-DEEPPKA2-CBHE-JP

|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 66. إدارة الاختبارات الإلكترونية وتطبيقاتها.<br>e- exams Management and Applications                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. نظم إدارة التعلم الإلكترونية.<br>e-Learning Management System                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. الالمام بمجتمع المعرفة الرقمي.<br>Digital Knowledge Society                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. الكشف عن الموهبة والابداع.<br>Identifying talented Children                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. الكشف عن ذوي الحاجات الخاصة وصعوبات التعلم.<br>Identifying special needs and learning Disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أية مقترحات أو ملاحظات أخرى



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Humanities + Business/Institutions

عزيزي المشارك

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:  
"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"  
(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتك في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

Prof. Fahmi Abu Al-Rub,

Jordan University of Science & Technology

P.O. Box 3030

Irbid, Jordan



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Tel: +962 2 7201000 ext. 22360

Mobile: +962 7 962 75161

e-mail: abualrub@just.edu.jo

## معلومات عامة

### 36. ما هو موقعك الوظيفي في المؤسسة؟

- ☐ مدير (مدير عام، مدير دائرة، ..) ☐ تقني (مهندس، فني مختبر، ...) ☐ محاسب ☐ مدرس ☐ رئيس قسم ☐ غير ذلك: \_\_\_\_\_

### 37. ما هي مؤهلاتك الأكاديمية؟

- ☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتورة ☐ غير ذلك: \_\_\_\_\_

### 38. عدد موظفي المؤسسة:

- ☐ 9-1 ☐ 49-10 ☐ 249-50 ☐ أكثر من 250

### 39. عدد موظفي المؤسسة من خريجي الجامعات الأردنية:

- ☐ لا يوجد ☐ 4-1 ☐ 9-5 ☐ 49-10 ☐ أكثر من 50

### 40. ما هو القطاع الذي تعملون به؟

- ☐ التعليم المدرسي ☐ التعليم العالي ☐ البنوك والمؤسسات المالية ☐ السياحة ☐ غير ذلك (الرجاء تحديد القطاع) \_\_\_\_\_

### 41. هل لدى مؤسستكم قسم مختص بالتدريب ؟

- ☐ نعم ☐ لا

### 42. ما هو متوسط الانفاق السنوي لمؤسستكم على التدريب (دينار أردني)؟

- ☐ 999-0 ☐ 9,999-1,000 ☐ 49,999-10,000 ☐ أكثر من 50,000 ☐ لا أعلم

## كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول للعمل في مؤسستكم، كما يرجى تقييم أداء خريجي الجامعات الأردنية الذين يعملون في مؤسستكم في كل مهارة من المهارات المدونة وذلك بالمقارنة مع خريجي جامعات غير أردنية يعملون في



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مؤسستكمز في حال لا يوجد خريجي جامعات غير أردنية يرجى مقارنته بتوقعاتكم ممن يشغل  
الوظيفة التي يعمل فيها خريج الجامعات الأردنية.



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| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)  | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)    |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | غير مهم<br>0             | مهم<br>1                 | مهم جداً<br>2            |  | سيء جداً (منخفض جداً)<br>1 | ←                        | →                        | ممتاز (مرتفع جداً)<br>5  |                          |
| 71. مهارات التواصل العامة<br>General Communication Skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. الكتابة الفنية<br>Technical Writing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. العمل بروح الفريق الواحد<br>Function cooperatively on multi-disciplinary teams                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. مهارة الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. الالتزام بأخلاقيات المهنة<br>Commitment to professional conduct and ethical responsibility                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 76. مهارة استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. مهارات تنمية وتطوير الذات<br>Self-Development skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 78. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية.<br>Interviews through Digital Media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. إدارة وتنظيم الوقت والمسؤوليات.<br>Time and Responsibilities management                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. مهارات المبيعات و التسويق<br>Sales and Marketing skills                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. التخطيط وإدارة الفعاليات.<br>Planning and Management of events                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 82. مهارات اللغة الإنجليزية<br>English Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 83. مهارات اللغة العربية<br>Arabic Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 84. إجادة استخدام الحاسوب و البرمجيات<br>Skills in Engineering software                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 85. مصطلحات ومفاهيم فنية ومهنية متعلقة بالتخصص<br>Basic technical terminology and Concepts      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 86. طرح أفكار خلاقة وبناءة لحل المشكلات<br>Critical thinking in solving problems and new ideas  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 87. مهارات التخطيط للعمل<br>Skills in Job planning  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 88. الالام بمبادئ إدارة المشاريع<br>Basic fundamentals in project management                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 89. الالام بمبادئ أنظمة الجودة<br>Basic fundamentals in Quality Assurance systems               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





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|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 90. الالمام بمجتمع المعرفة الرقمي.<br>Digital Knowledge Society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

أية مقترحات أو ملاحظات أخرى

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## Medical & Health Care/Institutions

عزيزي المشارك

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:  
"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"  
(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتك في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

Prof. Fahmi Abu Al-Rub,

Jordan University of Science & Technology

P.O. Box 3030

Irbid, Jordan



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Tel: +962 2 7201000 ext. 22360

Mobile: +962 7 962 75161

e-mail: abualrub@just.edu.jo

## معلومات عامة

### 43. ما هو موقعك الوظيفي في الشركة/ المصنع؟

- ☐ مدير (مدير عام، مدير دائرة، ..) ☐ تقني (مهندس انتاج، فني مختبر، ...) ☐ بحث و تطوير ☐ غير ذلك:

### 44. ما هي مؤهلاتك الأكاديمية؟

- ☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتوراة ☐ غير ذلك:

### 45. عدد موظفي الشركة:

- ☐ 9-1 ☐ 49-10 ☐ 249-50 ☐ أكثر من 250

### 46. عدد موظفي الشركة من خريجي الجامعات الأردنية:

- ☐ لا يوجد ☐ 4-1 ☐ 9-5 ☐ 49-10 ☐ أكثر من 50

### 47. ما هو القطاع الصناعي الفرعي الذي تعملون به؟

- ☐ الصناعات العلاجية واللوازم الطبية ☐ الصناعات الهندسية والكهربائية وتكنولوجيا المعلومات  
☐ الصناعات الكيماوية ومستحضرات التجميل ☐ الصناعات الخشبية والاثاث  
☐ الصناعات الإنشائية ☐ صناعة التعبئة والتغليف والورق والكرتون واللوازم المكتبية  
☐ الصناعات الجلدية والمحكيات ☐ الصناعات البلاستيكية والمطاطية  
☐ الصناعات التعدينية ☐ الصناعات التموينية والغذائية والزراعية والثروة الحيوانية

### 48. هل لدى شركتكم قسم مختص بالتدريب ؟

- ☐ نعم ☐ لا

### 49. ما هو متوسط الانفاق السنوي لشركتكم على التدريب (دينار اردني)؟

- ☐ 999-0 ☐ 9,999-1,000 ☐ 49,999-10,000 ☐ أكثر من 50,000 ☐ لا أعلم

## كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول للعمل في مؤسستكم، كما يرجى تقييم أداء خريجي الجامعات الأردنية الذين يعملون في مؤسستكم في



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كل مهارة من المهارات المدونة وذلك بالمقارنة مع خريجي جامعات غير أردنية يعملون في  
مؤسساتكمز في حال لا يوجد خريجي جامعات غير أردنية يرجى مقارنته بتوقعاتكم ممن يشغل  
الوظيفة التي يعمل فيها خريج الجامعات الأردنية.



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| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)   | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Not Important            | Important                | Very Important           |  | Very Low                 |                          |                          | Very High                |                          |
|  | 0                        | 1                        | 2                        |  | 1                        | 2                        | 3                        | 4                        | 5                        |
| 91. مهارات التواصل الاجتماعي<br>Social Communication Skills.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 92. مهارات التواصل العامة<br>General Communication Skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. الكتابة الفنية<br>Technical Writing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. العمل بروح الفريق الواحد<br>Function cooperatively on multi-disciplinary teams                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. مهارات الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. المعرفة بمسؤوليات وأخلاقيات المهنة وحقوق المريض وذويه<br>Knowledge career ethics and parent rights                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. مهارات استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. مهارات تنمية وتطوير الذات<br>Self-Development skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 27. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية.<br>Interviews through Digital Media   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. إدارة وتنظيم الوقت والمسؤوليات.<br>Time and Responsibilities management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. مهارات المبيعات و التسويق<br>Sales and Marketing skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. التخطيط وإدارة الفعاليات.<br>Planning and Management of events  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. مهارات اللغة الإنجليزية<br>English Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. مهارات اللغة العربية<br>Arabic Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. إجابة استخدام برمجيات الحاسوب الطبية<br>Skills in Engineering software  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. إجابة استخدام أجهزة الرعاية الصحية<br>Ability to operate medical care instruments   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. إتقان مهارات أخذ المعلومات الاولية الضرورية للحالة<br>Ability to exact medical knowledge of urgent cases  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. مهارات تتعلق بالقدرة على إجراء الاسعاف الاولي السريع بأقل<br>الامكانيات الطبية<br>Ability to perform first aid with least available<br>facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. مهارات تتعلق بالقدرة على خفض التوتر النفسي للمريض وذويه<br>عند الاستقبال<br>Proficiency in dealing with stressed patients                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 38. مهارات مبادئ إدارة المستشفيات/ الصيدليات<br>Principles of hospital pharmacy / management skills<br>OR<br>مهارات رعاية ذوي الاحتياجات الخاصة في المنزل<br>Care skills for people with special needs in-house | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. تطبيق بروتوكولات مكافحة العدوى اثناء التعامل مع المريض<br>Proficiency in practicing the infection protocols with patients   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. اتباع الأولويات الطبية في علاج الحالات الحرجة<br>Proficiency in adoption medical priority in critical cases   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. مصطلحات ومفاهيم فنية ومهنية متعلقة بالتخصص<br>Basic technical terminology and Concepts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أية مقترحات أو ملاحظات أخرى

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## Medical & Health Care/Institutions

عزيزي المشارك

بعد التحية:

يهدىكم الفريق الأردني المشرف على مشروع البحث:  
"إنشاء مركز التدريب المهني للطلاب الجامعيين و المدرسين في الأردن"  
(Vocational training center for undergraduate university students and teachers in  
Jordan (VTC))

والمدعوم من الاتحاد الأوروبي ضمن برنامج إيرازموس +، أجمل التحيات ويسره التواصل معكم لتحديد  
الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لرفع كفاءة وتأهيل الخريجين للانخراط في سوق  
العمل

تركز هذه الدراسة على تحديد وتحليل **الاحتياجات التدريبية لخريجي الجامعات الأردنية وذلك لسد الفجوة ما  
بين مؤهلات الخريجين ومتطلبات سوق العمل**

وتتمثل الأهداف الرئيسية للمشروع التي سيتم تلبيتها من خلال إنشاء مراكز لتدريب الخريجين على  
المهارات الأساسية لسوق العمل بما يلي:

إنشاء شبكة وطنية متخصصة في مجال التدريب المهني في الأردن

تزويد الطلاب بالمهارات والخبرات لسد الفجوة ما بين حاجة المؤسسات ومؤهلات الخريجين

ولهذه الغاية، سوف تساهم إجاباتك في إنشاء مراكز لتدريب الخريجين التي من شأنها أن تكون فعالة في  
تحقيق هدفها وتحقيق ما يصبو إليه المشروع

يرجى العلم بأن المشاركة في هذه الدراسة من خلال تعبئة هذا الاستبيان هي طوعية وسيتم التعامل مع جميع  
الردود بسرية تامة.

شاكرين لكم دعمكم لإنجاح هذا المشروع الوطني.

مع تحيات فريق الباحثين الأردنيين، عنهم الأستاذ الدكتور فهمي أبو الرب مدير المشروع.

Prof. Fahmi Abu Al-Rub,

Jordan University of Science & Technology

P.O. Box 3030

Irbid, Jordan





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Tel: +962 2 7201000 ext. 22360

Mobile: +962 7 962 75161

e-mail: abualrub@just.edu.jo

## معلومات عامة

50. ما هو موقعك الوظيفي في الشركة/ المصنع؟

- ☐ مدير (مدير عام، مدير دائرة، ..) ☐ تقني (مهندس انتاج، فني مختبر، ...) ☐ بحث و تطوير ☐ غير ذلك:

51. ما هي مؤهلاتك الأكاديمية؟

- ☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتوراة ☐ غير ذلك:

52. عدد موظفي الشركة:

- ☐ 9-1 ☐ 49-10 ☐ 249-50 ☐ أكثر من 250

53. عدد موظفي الشركة من خريجي الجامعات الأردنية:

- ☐ لا يوجد ☐ 4-1 ☐ 9-5 ☐ 49-10 ☐ أكثر من 50

54. ما هو القطاع الصناعي الفرعي الذي تعملون به؟

- ☐ الصناعات العلاجية واللوازم الطبية ☐ الصناعات الهندسية والكهربائية وتكنولوجيا المعلومات  
☐ الصناعات الكيماوية ومستحضرات التجميل ☐ الصناعات الخشبية والاثاث  
☐ الصناعات الإنشائية ☐ صناعة التعبئة والتغليف والورق والكرتون واللوازم المكتبية  
☐ الصناعات الجلدية والمحكيات ☐ الصناعات البلاستيكية والمطاطية  
☐ الصناعات التعدينية ☐ الصناعات التموينية والغذائية والزراعية والثروة الحيوانية

55. هل لدى شركتكم قسم مختص بالتدريب ؟

- ☐ نعم ☐ لا

56. ما هو متوسط الانفاق السنوي لشركتكم على التدريب (دينار اردني)؟

- ☐ 999-0 ☐ 9,999-1,000 ☐ 49,999-10,000 ☐ أكثر من 50,000 ☐ لا أعلم

## كيفية تعبئة الاستبانة:

يرجى اختيار أحد الخيارات التالية فيما يتعلق بمدى أهمية المهارات المدونة في الجدول للعمل في مؤسستكم، كما يرجى تقييم أداء خريجي الجامعات الأردنية الذين يعملون في مؤسستكم في



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مؤسستكمز في حال لا يوجد خريجي جامعات غير أردنية يرجى مقارنته بتوقعاتكم ممن يشغل  
الوظيفة التي يعمل فيها خريج الجامعات الأردنية.



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| Abilities, Attributes, and Skills<br>(القدرات، المهارات، الصفات)   | Importance<br>(الأهمية)  |                          |                          |  | Performance<br>(الأداء)  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Not Important            | Important                | Very Important           |  | Very Low                 |                          |                          | Very High                |                          |
|  | 0                        | 1                        | 2                        |  | 1                        | 2                        | 3                        | 4                        | 5                        |
| 93. مهارات التواصل الاجتماعي<br>Social Communication Skills.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 94. مهارات التواصل العامة<br>General Communication Skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. الكتابة الفنية<br>Technical Writing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. العمل بروح الفريق الواحد<br>Function cooperatively on multi-disciplinary teams                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. مهارات الحديث و الحوار والتفاعل الناجح.<br>Dialogue, interaction and Conversation Skills                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. المعرفة بمسؤوليات وأخلاقيات المهنة وحقوق المريض وذويه<br>Knowledge career ethics and parent rights                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. مهارات استخدام شبكات التواصل الاجتماعي الإلكترونية وآليات<br>توظيفها في العمل.<br>e-Social Networks skills at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. مهارات تنمية وتطوير الذات<br>Self-Development skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 46. القدرة على اجراء المقابلات الرسمية عبر الوسائل الرقمية.<br>Interviews through Digital Media   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. إدارة وتنظيم الوقت والمسؤوليات.<br>Time and Responsibilities management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. مهارات المبيعات و التسويق<br>Sales and Marketing skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. التخطيط وإدارة الفعاليات.<br>Planning and Management of events  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. مهارات اللغة الإنجليزية<br>English Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. مهارات اللغة العربية<br>Arabic Language skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. إجادة استخدام برمجيات الحاسوب الطبية<br>Skills in Engineering software  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. إجادة استخدام أجهزة الرعاية الصحية<br>Ability to operate medical care instruments   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. إتقان مهارات أخذ المعلومات الاولية الضرورية للحالة<br>Ability to exact medical knowledge of urgent cases  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. مهارات تتعلق بالقدرة على إجراء الاسعاف الاولي السريع بأقل<br>الامكانيات الطبية<br>Ability to perform first aid with least available<br>facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. مهارات تتعلق بالقدرة على خفض التوتر النفسي للمريض وذويه<br>عند الاستقبال<br>Proficiency in dealing with stressed patients                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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|   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 57. مهارات مبادئ إدارة المستشفيات/ الصيدليات<br>Principles of hospital pharmacy / management skills<br>OR<br>مهارات رعاية ذوي الاحتياجات الخاصة في المنزل<br>Care skills for people with special needs in-house | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. تطبيق بروتوكولات مكافحة العدوى أثناء التعامل مع المريض<br>Proficiency in practicing the infection protocols with patients   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. اتباع الأولويات الطبية في علاج الحالات الحرجة<br>Proficiency in adoption medical priority in critical cases   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. مصطلحات ومفاهيم فنية ومهنية متعلقة بالتخصص<br>Basic technical terminology and Concepts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أية مقترحات أو ملاحظات أخرى

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## **Annex II: Results of Surveys and Reports of some JO Partners**



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of the European Union



Analysis Report of Training Needs survey for VTC Project  
Vocational training center for undergraduate university students and teachers in Jordan (VTC) project

10-Jul-16

The University of Jordan

Authors:

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Eng. Leena Marashdeh



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## Disclaimer

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## Executive summary

Vocational Education and Training is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area. The objective of VTC project is to assess and describe the need for introducing Vocational education at higher and tertiary levels and for establishing a Vocational Centers in partner universities.

Summarizing the current status of vocational training and rehabilitation; most of the Arab countries and its relationship to the requirements of the labor market (the problems and difficulties) have a lack of a unified Arab vision of the challenges facing education and training systems; and also a lack of studies about the realistic and integrated status and the requirements of Arab labor markets, both in the short term or long term. Moreover the training efforts and the possibilities are still scattered very broadly. Also; the systems, capacities, specialties and curricula vary very strongly between the Arab countries. In addition; there is no deliberate and limited mechanism to finance various training processes, for basic training, pre-service training or during the service. Also; there is a lack of attention to the continuous training of teachers, coaches and mentors for achieving the means of the applications and applying the methods of modern education and training.

VTC project aims to construct a vocational training center for graduate and undergraduate students in partners universities; to apply a vocational training for the students to enhance and to develop their abilities and to build bridges between their theoretical study and vocational training skills; and also to develop a vocational training program in order to create and publish common methodology and legal documentation for the lifelong Learning, E-learning and Distant Education, practical training for all universities in Jordan in accordance with European standard. Furthermore; the project aims to develop and to enhance the staff abilities who will lead the vocational training.

The project is coordinated by Leipzig University of Applied Sciences (HTWK) in Germany, who is responsible for the successful project completion, with twelve partners from Germany, Slovakia, Portugal, Spain and Jordan.



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The role of the University of Jordan in this project include developing the abilities of the staff who will lead the vocational training in the university; coordinating and managing the project activities; adopting E-learning and Distant Education to educational processes in Jordan; contributing in the Networking of the companies and to develop the public administrations; Improving connections between higher education and society; implementing and managing the interactive platform for distance learning; satisfying industry and economical needs by empowering target groups with limited access to classical education forms; updating the didactic material and to develop a new and effective training methods; participating in the monitoring of the project, providing index and planning; participating in surveying and benchmarking activities; implementing and managing the interactive platform for distance learning.

This survey serves the goals of identifying the needs and expectations of undergraduate and graduate students; to summarize the real status of vocational training at the University of Jordan, and identifying the needed skills and competencies. Also; it tries to summarize the realistic status and the requirements of Jordanian labor markets and to identify the training needs of the labor market.

The Needs Analysis questionnaires were designed and distributed among two major groups; the first was students from four different disciplines, and the second was the staff from three different sectors of institutions. The student's survey targeted four different disciplines at the University of Jordan including Engineering, Business/Finance, Medical/health care, and Humanities/Education. While the Institutional Survey targeted three different groups including Engineering, Business/Finance, and Medical/health care Institutions.

The data were collected through face to face interviews and phone calls, and also by circulating the forms online via Google forms.

The analysis indicates a low level of training for graduate and undergraduate students as significant percentage of them didn't take any training courses during their period of study; inside or outside the university.

Generally; it was noticed that most of students register in training courses outside the university; which imply the weak role of the university in offering interesting training programs for the students.

The most important skills for the different disciplines; as were rated by the students; include Technical Writing; Commitment to professional conduct and ethical responsibility; Self-





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Development skills; English Language skills; Basic technical terminology and Concepts; Social Communication Skills; Ability to operate medical care instruments; Ability to exact medical knowledge of urgent cases; Proficiency in practicing the infection protocols with patients; Proficiency in adoption medical priority in critical cases; Commitment to professional conduct and ethical responsibility; Basic technical terminology and Concepts; Critical thinking in solving problems and new ideas; Skills in Job planning.

While the lowest rated skills in regard to performance (rated 3 and lower) include Sales and Marketing skills; Basic fundamentals in Quality Assurance systems; e-Learning Management System; Skills in Engineering/Medical software; Technical Writing; Ability to operate medical care instruments; Time and Responsibilities management; and Multimedia Production in Teaching.

In regard to the Institutions survey; the vast majority of participated institutions (medium to small sized institutions) don't have a specialized unit for training and their spending on training is at low levels. While the large size institutions almost have training units.

The respondents rated all skills as important to very important. In regard to the performance rating and ranking results; mostly it was indicated that performance in the different skills is moderate to high. Most managers noted a low level of performance in many skills for most of the fresh graduates.

The most important skills as rated by different institutions employees include General Communication Skills; Function cooperatively on multi-disciplinary teams; Commitment to professional conduct and ethical responsibility; English Language skills; Basic technical terminology and Concepts; Knowledge career ethics and parent rights; Self-Development skills; Time and Responsibilities management; Planning and Management of events; and Proficiency in practicing the infection protocols with patients.

While the lowest rated skills in regard to performance (rated 3 and lower) include Ability to perform first aid with least available facilities; and Interviews through Digital Media.

The findings from the students' and the institutional surveys, the training status in the organizations and the assessment of training needs; all suggest that there is a demand for training with regard to all listed skills in the surveys.



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## Background and objectives

This survey analysis report is a fulfillment to the **work package 2: Generic vocational Skills and Competencies**.

This report aims to Identify the skills and competencies which are important for students and graduates on vocational skills training, and to identify training needs required by the labor market, addressing the institutions and the relevant authorities to cooperate in the field survey performed by corresponding experts. Thus achieving access to valuable results.

Also; it aims to evaluate the status of training in universities and institution and the level of interest and awareness to take training courses.

An assessment process that serves as a diagnostic tool for determining what training needs to take place. This survey gathers data to determine what training needs to be developed to help individuals and the organization accomplish their goals and objectives. This is an assessment that looks at the students and employees and organizational knowledge's, skills, and abilities, to identify any gaps or areas of need. Identifying the training needs lead to determine and develop the objectives that have to be accomplished by the training. These objectives will form criteria for measures of success and utility.

This analysis could be performed by managers who are able to observe their staff and make recommendations for training based on performance issues or gaps between performance and objectives. This analysis can also be performed on students level by to assess the academic role in developing the skills of students.

The major aim of the questionnaires was to collect data on Students and employees opinions, needs and preferences in regard to different types of skills.

The survey report outlines recommendations to achieve the best implementation of the project. This report contains the results of the seven questionnaires, it outlines the most needed skills to be trained on.

The questionnaires (see Appendix I) consists of about 27 questions in total and is structured into three distinct sections:



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**Section I:** Students/Employees profile (Q1-Q5 in Students' Questionnaire and Q1-Q3 in Institutional Questionnaire). The questions aim is to draw participants' profile (Major, educational background, training background, etc.).

**Section II:** Graduate Students only/Institution profile (Q6-Q7 in Students' Questionnaire and Q3-Q7 in Institutional Questionnaire). The questions aim is to evaluate the training status and availability after graduation and during the work life.

**Section III:** This section includes rating questions according to the importance of each skill and the level of performance in each skill. The aim of the section is to explore the skills that is needed by the Students/labor market, it addresses the following types of skills:

**1. Communication Skills**

It measures the ability to present information formally and informally in both written and orally. Also measures the ability to communicate with customers, staff, peers and supervisors. This skill include the following dimensions:

- Communicates a clear understanding of the subject at hand.
- Speaks clearly, fluently, and in a compelling manner to both individuals and groups.
- Delivers messages with energy, enthusiasm, and conviction.
- Writes in a clear and concise manner, using appropriate grammar, style, and language for the reader.

**2. Problem Solving, Analytical and creativity Skills**

It measures how well a person can understand information and options, give appropriate considerations to information, make correct decisions, analyze and interpret information, and react to changing situations. Examples of items include:

- Works quickly when faced with difficult problems.
- Analyzes issues and reduces them to their component parts.
- Makes judgments based upon relevant information.
- Asks the "right" questions to size up or evaluate situations.
- Identifies patterns in conflicting information, events, or data.
- Generates alternative solutions to problems and challenges.
- Analyzes issues and reduces them to their component parts.



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- Creates new and imaginative approaches to work-related issues.
- Generate innovative and practical ideas and approaches.
- Identifies fresh approaches and shows a willingness to question traditional assumptions.

### **3. Planning, Organizing and Supervisory Skills**

It measures a person's ability to develop plans and objectives, develop long-term solutions, set business objectives adhere to schedules. Also; it measures the individual's skill level in planning, organizing and overseeing the work of subordinates. Also measures a person's ability to manage work flow efficiently. Examples of items include:

- Plans meetings effectively.
- Organizes and schedules events, activities, and resources.
- Sets up and monitors time frames and plans.
- Motivates others in order to reach organizational goals.
- Influences others in a way that results in acceptance, agreement, or behavior change

### **4. Administrative Skills**

Measures an individual's ability to implement and monitor actions to ensure compliance with policies and regulations. Also helps identify the ability to distribute information, allocate staff and maintain records or documents. Examples of items include:

- Establishes and documents goals and objectives.
- Follows existing procedures and processes.
- Empowers others to achieve results and holds them accountable for actions.

### **5. Personal development Skills:**

Measures an individual's ability to conduct activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations.

### **6. Business Control**



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Measure the skill in, and concern for, controlling expenses, reducing costs, setting performance standards and reviewing budgets. Examples of items include:

- Understands and applies business and financial principles.
- Views problems from a business perspective, opportunity, investment, risks, and anticipated results.
- Understands the costs, profits, markets, and added value of issues.
- Accurately evaluates the implications of new information or events.

The last question is an open one that asks participants to provide any suggestions or ideas about vocational training in general.

### Survey method

The survey was conducted among seven target groups, they include students from different disciplines and employees from different sectors of institutions, the following tables display the different groups and the needed number of responses for each:

**Table 1: Number of needed responses for each group**

|           | <b>Target group</b>                     | <b>Number of needed Responses</b> |
|-----------|---|-----------------------------------|
| <b>1.</b> | <b>Engineering Companies</b>            | 10                                |
| <b>2.</b> | <b>Engineering Students/Graduates</b>   | 15                                |
| <b>3.</b> | <b>Medical/health care Institutions</b> | 15                                |
| <b>4.</b> | <b>Medical/health care students</b>     | 20                                |
| <b>5.</b> | <b>Humanities/Education students</b>    | 25                                |
| <b>6.</b> | <b>Business/Finance Institutions</b>    | 10                                |
| <b>7.</b> | <b>Business/Finance students</b>        | 25                                |

The data were collected through face to face interviews and phone calls, and also by circulating the forms online.



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## Survey results

### A. Students Surveys

The Survey is consisting of three sections; the first is for collecting general information about students; the second is specified for graduate students only; and the last is for evaluating different skills according to their importance and performance.

#### 1. Engineering Student Survey

##### Section I: Students profile

The questionnaire was filled in by 35 participants.

1. In the first question, the participants were required to provide information about their University. All participants (100%) stated that they are from the University of Jordan.
2. When asked to specify the academic degree in the second question, the majority of them (77.1%) stated that they hold a bachelor degree; (22.9%) said that they hold a master degree.

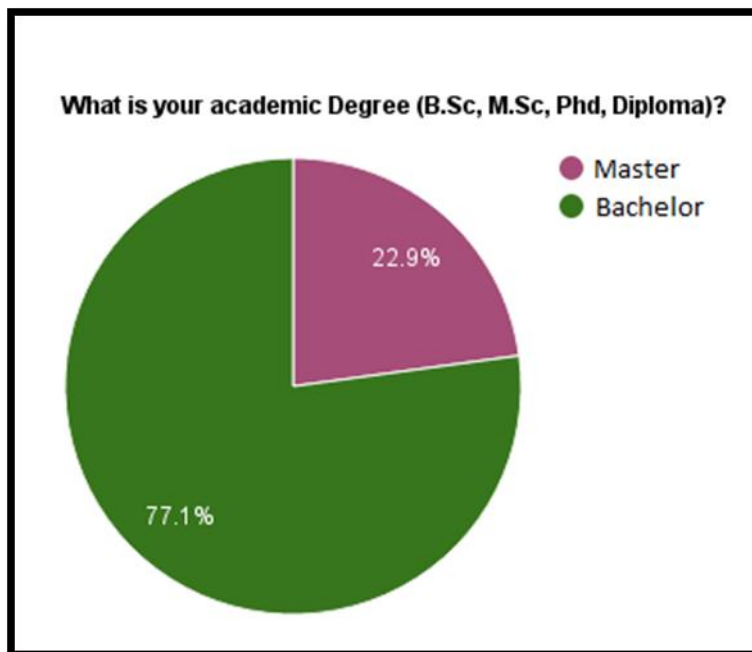


Figure 1: Engineering Students' academic degree



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3. As for their major in the third question; it diversify between different Engineering specialties; they are as follow:

**Table 2: Engineering Students' Major**

| <b>Major</b>                     | <b>#</b> |
|----------------------------------|----------|
| Mechanical Engineering           | 14       |
| Renewable Energy                 | 5        |
| Mechatronics Engineering         | 4        |
| Civil Engineering                | 3        |
| Chemical Engineering             | 2        |
| Architecture Engineering         | 2        |
| Electrical Engineering           | 2        |
| Computer Engineering             | 2        |
| Environmental and climate change | 1        |

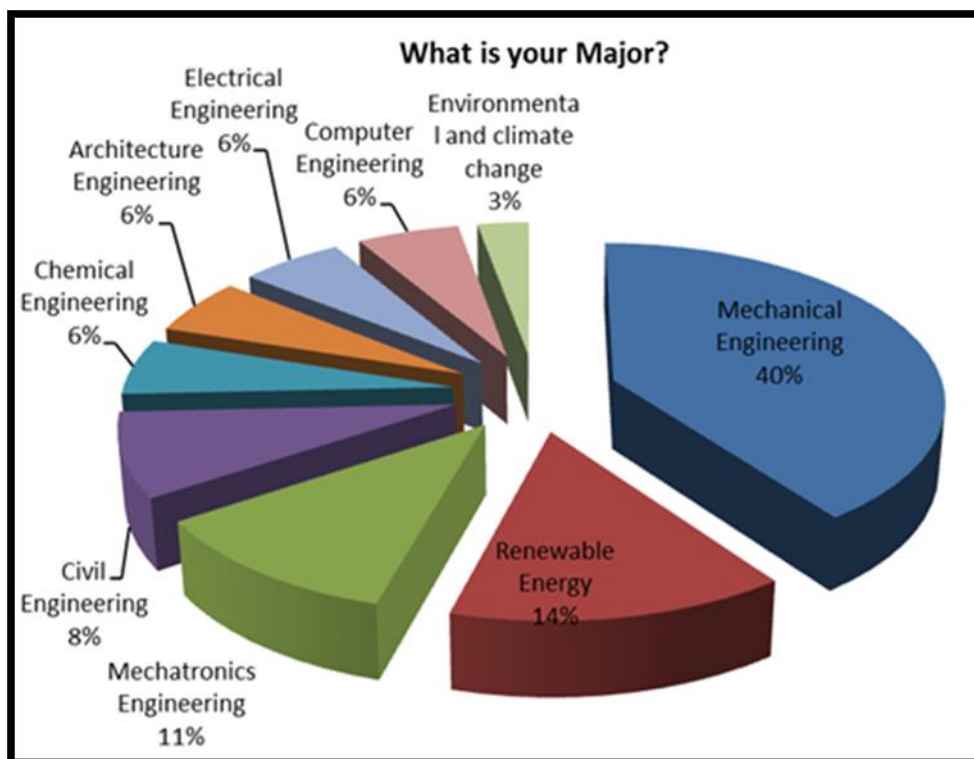


Figure 2: Engineering Students' Major

4. The next question required participants to answer if they have took any training courses in the university during their study period. Based on their responses, the vast majority of the respondents (68.6%) didn't take any training courses. Some of who did take the courses listed them, and they were technical courses such as; Photovoltaic system design.





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Figure 3: Engineering Students' attendance of training courses at university during study period

5. The following question required participants to answer if they have took any training courses outside the university during their studying period. Based on their responses, the vast majority of the respondents (57.2%) said that they took training courses outside the university



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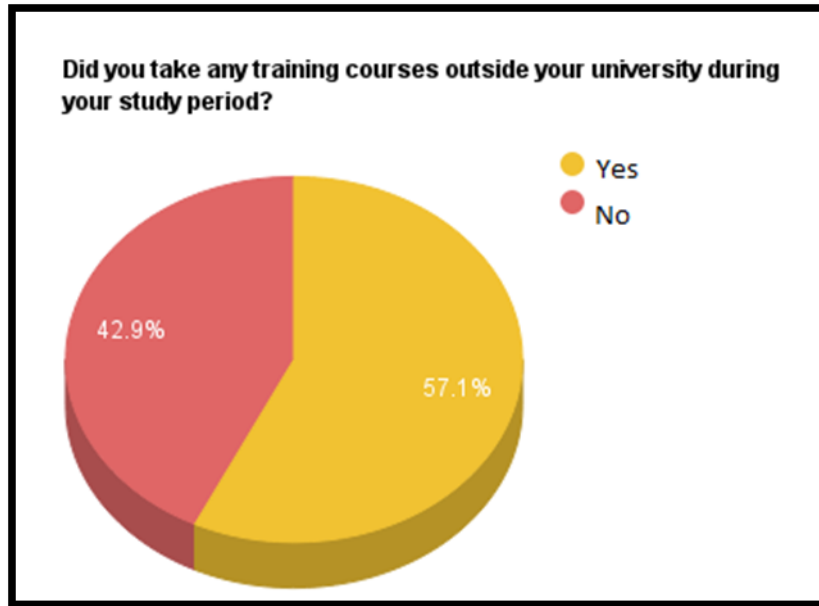


Figure 4: Engineering Students' attendance of training courses outside university during study period

The training course include:

- ✓ REVIT Autodesk
- ✓ LEED
- ✓ Bioclimatic Design Strategies in Hot Climate
- ✓ WASH
- ✓ Energy Building Envelope
- ✓ water utility management
- ✓ regulatory framework for water institutions
- ✓ water and environmental economics
- ✓ STAAD.Pro, STAAD.foundation, RAM Connection
- ✓ Control and energy courses

## Section II: Graduate Students only profile

The second section of the questionnaire aimed to collect information regarding participants' training after graduation.

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6. In the first question of this section, the participants were required to answer whether they had any training courses after graduation and before joining the job. Only (20.8%) of the participants replied positively; the vast majority (79.2%) replied negatively. According to their answers, some of them did attend some specialized training courses such as Primavera p6.

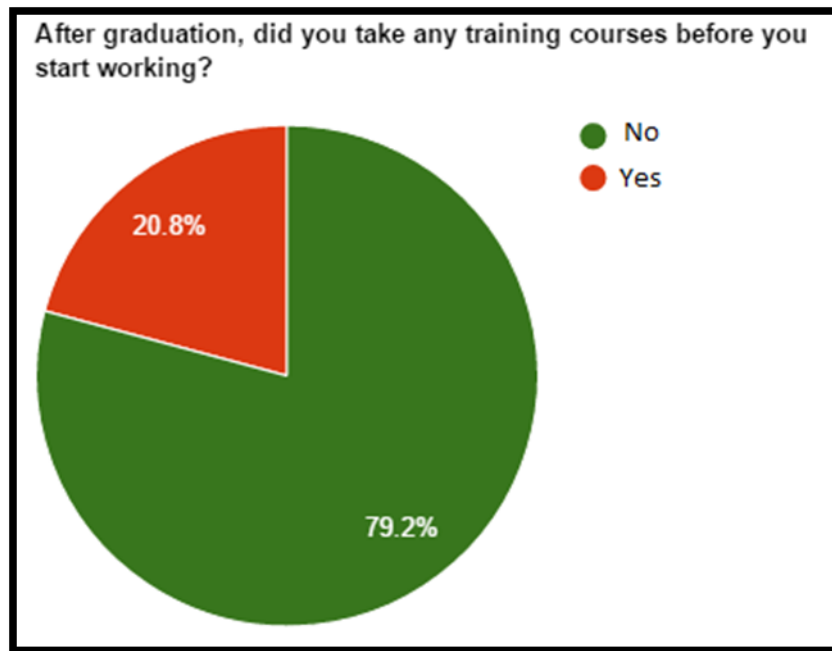


Figure 5: Engineering graduates' attendance of training courses before starting work

7. While in the he second question in this section, the participants were required to answer whether they had any training courses after joining the job. Same as the previous question only (8.6%) of the participants replied positively; the vast majority (91.4%) replied negatively. According to their answers, some of them did attend some specialized training courses, such as Certified Associate Project Management course.



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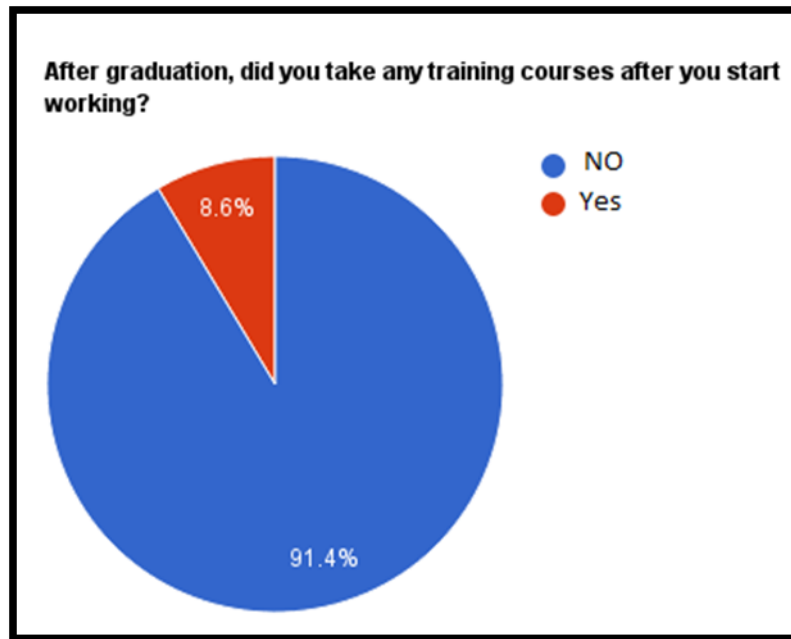


Figure 6: Engineering graduates' attendance of training courses after starting work

### Section III: Evaluation of the importance and performance of different skills

In this section the participants were required to rank each skill according to its importance and his performance in it.

1. The participants were required to rate the importance of twenty different skills. The scale was from 1 (not important) to 3 (very important). In general all skills were rated between (2.08 to 3). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

Table 3: Engineering Students' evaluation of the importance of different skills

| Rank | Skill   | Average Importance |
|------|---|--------------------|
| 1.   | Technical Writing   | 3.00               |
| 2.   | Commitment to professional conduct and ethical responsibility | 3.00               |
| 3.   | Self-Development skills                                       | 3.00               |
| 4.   | English Language skills                                       | 3.00               |
| 5.   | Basic technical terminology and Concepts                      | 3.00               |



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|     |  |      |
|-----|--|------|
| 6.  | Time and Responsibilities management                       | 2.92 |
| 7.  | General Communication Skills                               | 2.85 |
| 8.  | Dialogue, interaction and Conversation Skills              | 2.85 |
| 9.  | Critical thinking in solving problems and new ideas        | 2.85 |
| 10. | Basic knowledge and adherence to general safety principles | 2.85 |
| 11. | Function cooperatively on multi-disciplinary teams         | 2.77 |
| 12. | Skills in Engineering software                             | 2.77 |
| 13. | Skills in Job planning                                     | 2.77 |
| 14. | Basic fundamentals in project management                   | 2.77 |
| 15. | Planning and Management of events                          | 2.69 |
| 16. | Interviews through Digital Media                           | 2.67 |
| 17. | Sales and Marketing skills                                 | 2.54 |
| 18. | Basic fundamentals in Quality Assurance systems            | 2.54 |
| 19. | Arabic Language skills                                     | 2.46 |
| 20. | e-Social Networks skills at work                           | 2.08 |

2. The participants were required to rate their performance in twenty different skills. The scale was from 1=Very low to 5=Very High. In general all skills was rated between (2.69 to 4.69). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

**Table 4: Engineering Students' evaluation of their performance for different skills**

| <b>Rank</b> | <b>Skill</b>  | <b>Average Performance</b> |
|-------------|---|----------------------------|
| 1.          | Commitment to professional conduct and ethical responsibility | 4.69                       |
| 2.          | Basic technical terminology and Concepts                      | 4.54                       |
| 3.          | Self-Development skills                                       | 4.00                       |
| 4.          | English Language skills                                       | 4.00                       |
| 5.          | Arabic Language skills  | 4.00                       |
| 6.          | Technical Writing   | 3.92                       |
| 7.          | Function cooperatively on multi-disciplinary teams            | 3.85                       |
| 8.          | Dialogue, interaction and Conversation Skills                 | 3.85                       |
| 9.          | Interviews through Digital Media                              | 3.77                       |
| 10.         | General Communication Skills                                  | 3.69                       |
| 11.         | Critical thinking in solving problems and new ideas           | 3.69                       |
| 12.         | Skills in Job planning  | 3.69                       |



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|     |  |      |
|-----|--|------|
| 13. | Time and Responsibilities management                       | 3.46 |
| 14. | e-Social Networks skills at work                           | 3.31 |
| 15. | Skills in Engineering software                             | 3.31 |
| 16. | Basic knowledge and adherence to general safety principles | 3.31 |
| 17. | Planning and Management of events                          | 3.23 |
| 18. | Basic fundamentals in project management                   | 3.15 |
| 19. | Basic fundamentals in Quality Assurance systems            | 2.77 |
| 20. | Sales and Marketing skills                                 | 2.69 |

In the final question of the questionnaire, participants were required to put forth any suggestions, opinions and views that they would like us to take into consideration. Below follow some of their comments:

- Training courses are costing so much, which discourage us to join them
- There is a need for training center in the university
- I would be interested in joining training courses if they are available at the university



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## 2. Medical/Health care student Survey

### Section I: Students profile

The questionnaire was filled in by 20 participants.

1. In the first question, the participants were required to provide information about their University. The vast majority of participants (90%) stated that they are from the University of Jordan.
2. When asked to specify the academic degree in the second question, the majority of them (95%) stated that they hold a bachelor degree; (5%) said that they hold a A.S. degree.

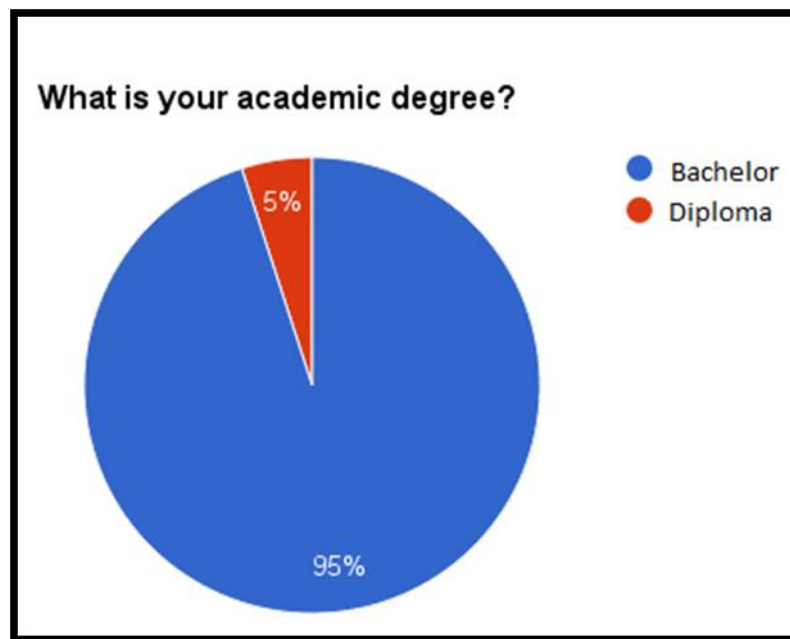


Figure 7: Medical/Health care students' academic degree

3. As for their major in the third question; it diversify between different Engineering specialties; they are as follow:



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Table 5: Medical/Health care students' Majors

| Major                   | # |
|-------------------------|---|
| Medicine                | 6 |
| Nursing                 | 5 |
| Pharmacy                | 4 |
| Dental and Oral Surgery | 2 |
| Physiotherapy           | 2 |
| Medical analysis        | 1 |

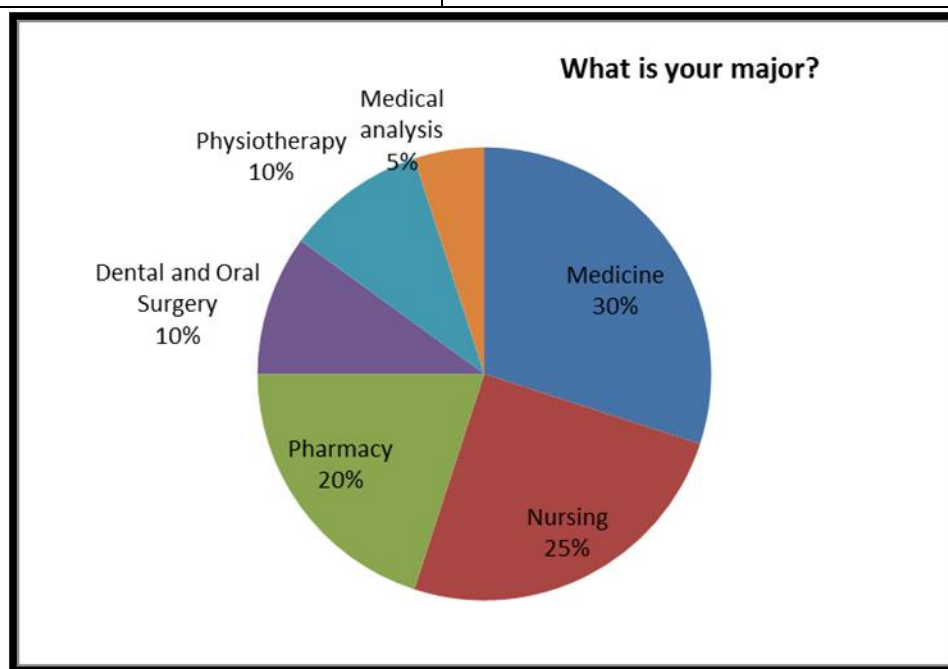


Figure 8: Medical/Health care students' Majors

- The next question required participants to answer if they have taken any training courses in the university during their study period. Based on their responses, the vast majority of the respondents (65%) did take training courses. Some of those who did take the courses listed them, and they were technical courses such as; Electrocardiography (ECG) course for nursing.





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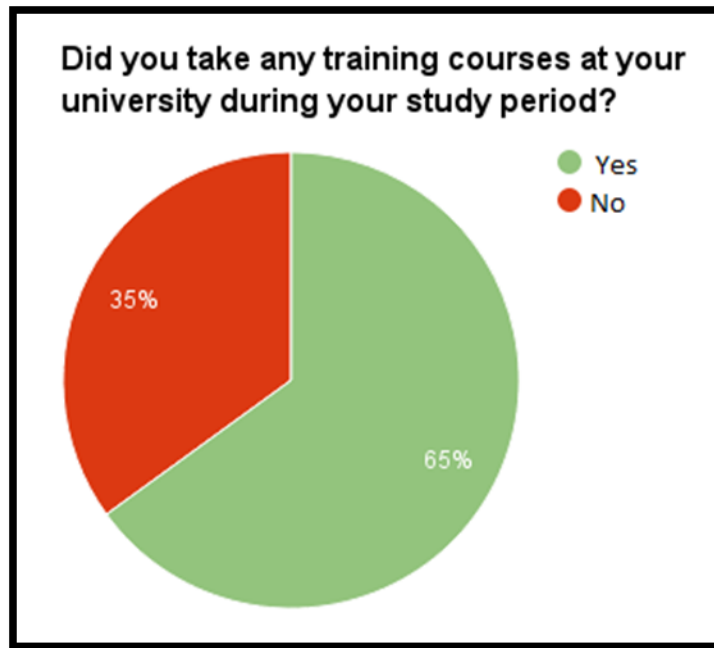


Figure 9: Medical/Health care students' attendance of training courses at university during study period

5. The following question required participants to answer if they have took any training courses outside the university during their studying period. Based on their responses, the vast majority of the respondents (65%) said that they didn't take any training courses outside the university; while (35%) took courses like Palliative care, Clinical skills, SPSS software.

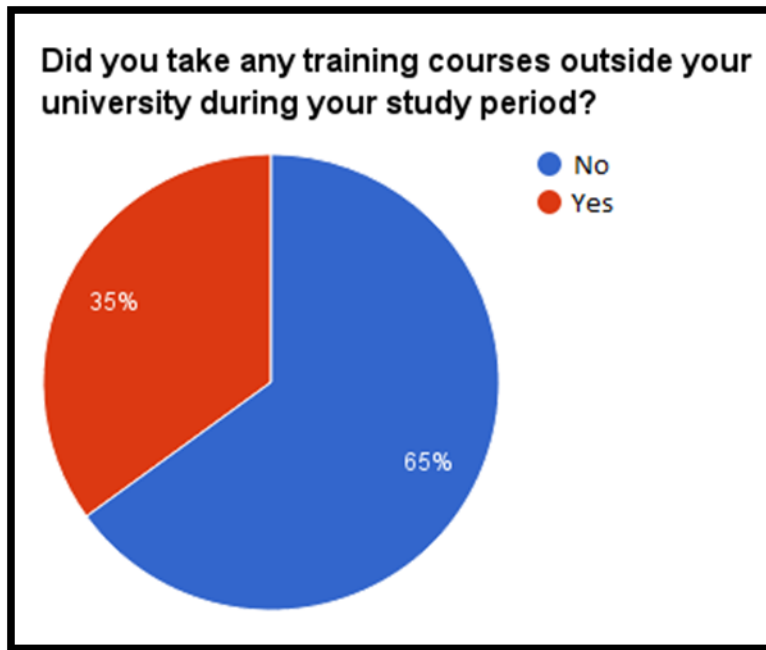


Figure 10: Medical/Health care students' attendance of training courses outside university during study period

## Section II: Graduate Students only profile

The second section of the questionnaire aimed to collect information regarding participants' training after graduation.

6. In the first question of this section, the participants were required to answer whether they had any training courses after graduation and before joining the job. All (100%) replied negatively.



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Figure 11: Medical/Health care graduates' attendance of training courses before starting work

7. While in the second question in this section, the participants were required to answer whether they had any training courses after joining the job. Same as the previous question all of the participants (100%) replied negatively.



Figure 12: Medical/Health care graduates' attendance of training courses after starting work

### Section III: Evaluation of the importance and performance of different skills

In this section the participants were required to rank each skill according to its importance and his performance in it.

1. The participants were required to rate the importance of twenty different skills. The scale was from 1 (not important) to 3 (very important). In general all skills were rated between (2.05=Important to 3= Very Important). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

Table 6: Medical/Health care students' evaluation of the importance of different skills

| Rank | Skill   | Average Importance |
|------|---|--------------------|
| 1.   | Social Communication Skills.                                    | 3                  |
| 2.   | Ability to operate medical care instruments                     | 3                  |
| 3.   | Ability to exact medical knowledge of urgent cases              | 3                  |
| 4.   | Proficiency in practicing the infection protocols with patients | 3                  |
| 5.   | Proficiency in adoption medical priority in critical cases      | 3                  |



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|     |   |      |
|-----|---|------|
| 6.  | Basic technical terminology and Concepts  | 3    |
| 7.  | Technical Writing   | 2.95 |
| 8.  | Function cooperatively on multi-disciplinary teams  | 2.95 |
| 9.  | Arabic Language skills  | 2.95 |
| 10. | Skills in Medical softwares   | 2.95 |
| 11. | Dialogue, interaction and Conversation Skills   | 2.9  |
| 12. | Interviews through Digital Media  | 2.9  |
| 13. | Ability to perform first aid with least available facilities  | 2.9  |
| 14. | Principles of hospital pharmacy / management skills OR Care skills for people with special needs in-house | 2.9  |
| 15. | Planning and Management of events   | 2.85 |
| 16. | e-Social Networks skills at work  | 2.7  |
| 17. | Sales and Marketing skills  | 2.7  |
| 18. | English Language skills   | 2.6  |
| 19. | Knowledge career ethics and parent rights   | 2.55 |
| 20. | Proficiency in dealing with stressed patients   | 2.55 |
| 21. | Self-Development skills   | 2.5  |
| 22. | Time and Responsibilities management  | 2.45 |
| 23. | General Communication Skills  | 2.05 |

2. The participants were required to rate their performance in twenty different skills. The scale was from (1=Very low to 5=Very High). In general all skills was rated between (2.95) to (4.4).The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

**Table 7: Medical/Health care students' evaluation of the performance of different skills**

| <b>Rank</b> | <b>Skill</b>   | <b>Average Performance</b> |
|-------------|--|----------------------------|
| 1.          | Ability to perform first aid with least available facilities | 4.4                        |
| 2.          | Ability to exact medical knowledge of urgent cases           | 4.25                       |
| 3.          | General Communication Skills                                 | 4.25                       |
| 4.          | Interviews through Digital Media                             | 4.2                        |
| 5.          | Proficiency in adoption medical priority in critical cases   | 4.15                       |



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|     |  |      |
|-----|--|------|
| 6.  | Basic technical terminology and Concepts   | 4.15 |
| 7.  | e-Social Networks skills at work   | 4.11 |
| 8.  | Proficiency in dealing with stressed patients  | 4.1  |
| 9.  | Arabic Language skills   | 4.05 |
| 10. | Technical Writing  | 4    |
| 11. | Principles of hospital pharmacy / management skills OR<br>Care skills for people with special needs in-house | 3.9  |
| 12. | Proficiency in practicing the infection protocols with patients  | 3.85 |
| 13. | Social Communication Skills.   | 3.65 |
| 14. | English Language skills  | 3.65 |
| 15. | Self-Development skills  | 3.65 |
| 16. | Sales and Marketing skills   | 3.55 |
| 17. | Function cooperatively on multi-disciplinary teams   | 3.5  |
| 18. | Dialogue, interaction and Conversation Skills  | 3.5  |
| 19. | Planning and Management of events  | 3.45 |
| 20. | Knowledge career ethics and parent rights  | 3.1  |
| 21. | Ability to operate medical care instruments  | 3    |
| 22. | Time and Responsibilities management   | 3    |
| 23. | Skills in Medical software   | 2.95 |

In the final question of the questionnaire, participants were required to put forth any suggestions, opinions and views that they would like us to take into consideration. Below follow some of their comments:

- I believe that training courses with practical examples would be much more useful than theory



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### 3. Business/Finance students Survey

#### Section I: Students profile

The questionnaire was filled in by 25 participants.

1. In the first question, the participants were required to provide information about their University. The vast majority of participants (96%) stated that they are from the University of Jordan.

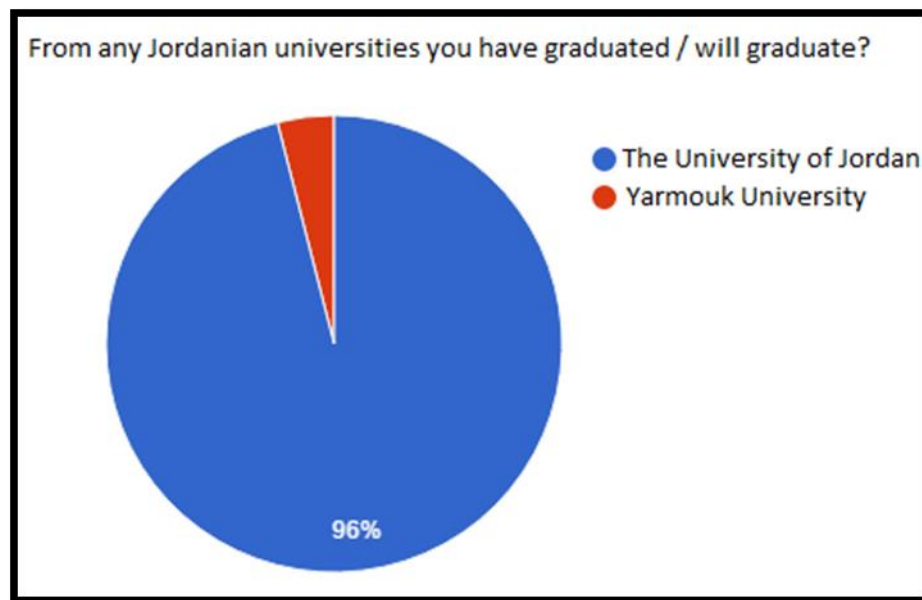


Figure 13: Business/Finance students' University name

2. When asked to specify the academic degree in the second question, the highest percentage of them (68%) stated that they have a or will have a master degree; and (28%) said that they have or will have a bachelor degree; while just (4%) of them will have PhD degree.

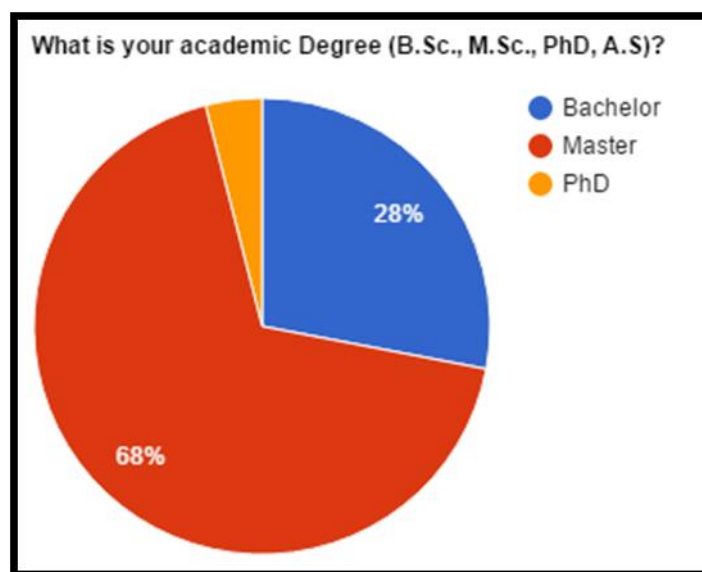


Figure 14: Business/Finance students' academic degree

3. As for their major in the third question; it diversify between different Business specialties; they are ranked as follow:

Table 8: Business/Finance students' majors

| Major                         | # |
|-------------------------------|---|
| Finance                       | 5 |
| Business Management           | 4 |
| Accounting                    | 4 |
| Quality Management            | 4 |
| Management Information system | 3 |
| Quality Management            | 3 |
| Marketing                     | 2 |





Figure 15: Business/Finance students' majors

- The next question required participants to answer if they have taken any training courses in the university during their study period. Based on their responses, more than half of the respondents (56%) didn't take any training courses. While (44%) of the respondents have taken courses. Some of the respondents mentioned that they have taken specialized courses in the field of technology, programming and English language, statistical software (SPSS) and ICDL.



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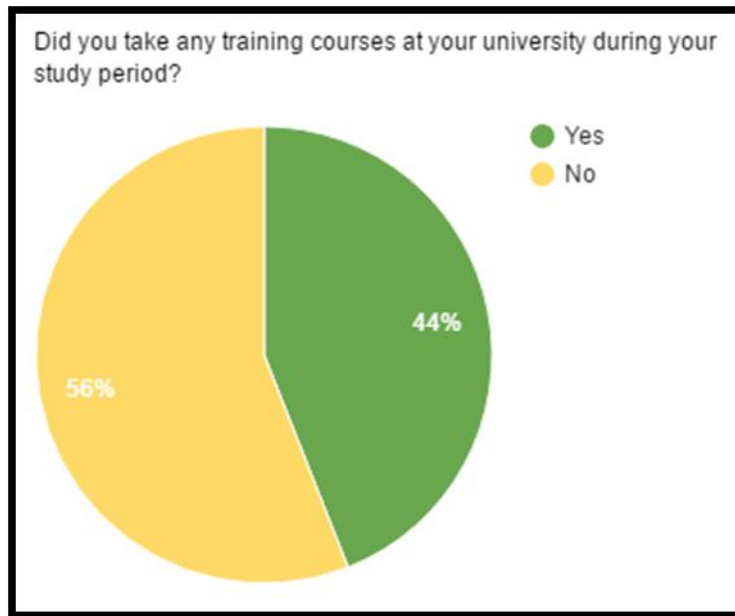


Figure 16: Business/Finance students' attendance of training courses at university during study period

5. The following question required participants to answer if they have took any training courses outside the university during their studying period. Based on their responses, the vast majority of the respondents (60%) said that they didn't take any training courses outside the university; while (40%) took specialized courses in the field of technology, programming and English language.

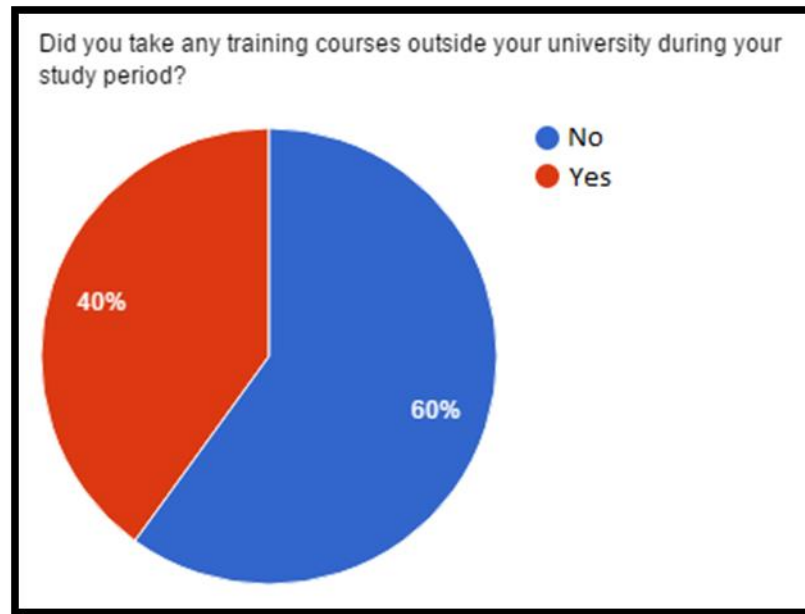


Figure 17: Business/Finance students' attendance of training courses outside university during study period

## Section II: Graduate Students only profile

The second section of the questionnaire aimed to collect information regarding participants' training after graduation.

- In the first question of this section, the participants were required to answer whether they had any training courses after graduation and before joining the job. The vast majority of the respondents (65%) said that they didn't take any training courses; while (35%) took training courses.



Figure 18: Business/Finance graduates' attendance of training courses before starting work

7. While in the second question in this section, the participants were required to answer whether they had any training courses after joining the job. The vast majority of the respondents (60%) said that they didn't take any training courses outside the university; while (40%) took advanced courses in the field of technology, programming and English language. In addition; some of respondents took specialized training courses such as Internal audit (CIA); Anti-money laundering (CAMS); Islamic Bank systems; and Legal aspects of bank checks.

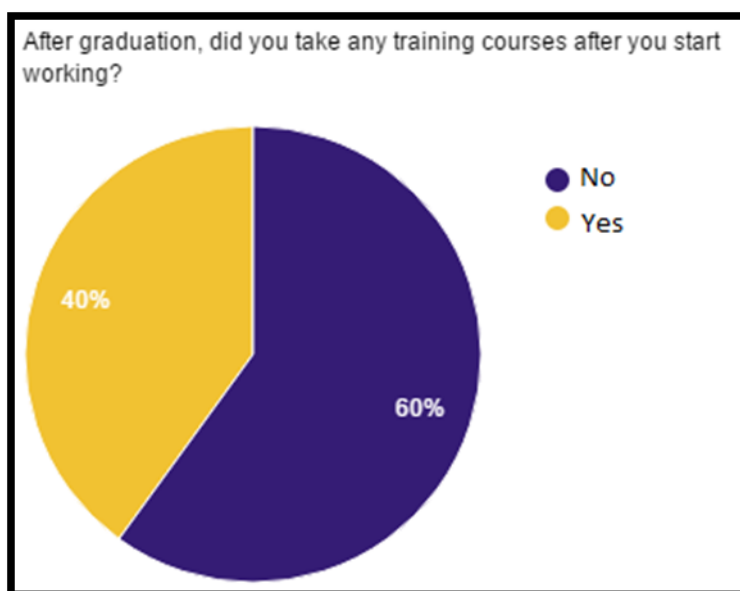


Figure 19: Business/Finance graduates' attendance of training courses after starting work

### Section III: Evaluation of the importance and performance of different skills

In this section the participants were required to rank each skill according to its importance and their performance in it.

1. The participants were required to rate the importance of twenty different skills. The scale was from 1 (not important) to 3 (very important). In general all skills were rated between (2.33=Important to 3= Very Important). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

Table 9: Business/Finance students' evaluation of the importance of different skills

| Rank | Skill   | Average Importance |
|------|---|--------------------|
| 1.   | Commitment to professional conduct and ethical responsibility | 3.00               |
| 2.   | Basic technical terminology and Concepts                      | 3.00               |
| 3.   | Critical thinking in solving problems and new ideas           | 3.00               |
| 4.   | Skills in Job planning  | 3.00               |
| 5.   | Function cooperatively on multi-disciplinary teams            | 2.95               |
| 6.   | Time and Responsibilities management                          | 2.95               |



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|     |   |      |
|-----|---|------|
| 7.  | Skills in computer software and programing      | 2.95 |
| 8.  | Basic fundamentals in project management        | 2.95 |
| 9.  | English Language skills                         | 2.90 |
| 10. | Dialogue, interaction and Conversation Skills   | 2.81 |
| 11. | Self-Development skills                         | 2.81 |
| 12. | Planning and Management of events               | 2.81 |
| 13. | Arabic Language skills                          | 2.81 |
| 14. | Basic fundamentals in Quality Assurance systems | 2.76 |
| 15. | Sales and Marketing skills                      | 2.71 |
| 16. | General Communication Skills                    | 2.67 |
| 17. | Digital Knowledge Society                       | 2.67 |
| 18. | e-Social Networks skills at work                | 2.48 |
| 19. | Technical Writing                               | 2.43 |
| 20. | Interviews through Digital Media                | 2.33 |

2. The participants were required to rate their performance in twenty different skills. The scale was from (1=Very low to 5=Very High). In general all skills was rated between (3.14) to (4.71).The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

**Table 10: Business/Finance students' evaluation of the performance of different skills**

| <b>Rank</b> | <b>Skill</b>  | <b>Average Performance</b> |
|-------------|---|----------------------------|
| 1.          | Basic technical terminology and Concepts                      | 4.71                       |
| 2.          | Commitment to professional conduct and ethical responsibility | 4.67                       |
| 3.          | Arabic Language skills  | 4.48                       |
| 4.          | Basic fundamentals in project management                      | 4.33                       |
| 5.          | Skills in computer software and programing                    | 4.14                       |
| 6.          | Basic fundamentals in Quality Assurance systems               | 3.95                       |
| 7.          | English Language skills                                       | 3.90                       |
| 8.          | General Communication Skills                                  | 3.86                       |
| 9.          | e-Social Networks skills at work                              | 3.86                       |
| 10.         | General Communication Skills                                  | 3.86                       |
| 11.         | Time and Responsibilities management                          | 3.81                       |
| 12.         | Digital Knowledge Society                                     | 3.76                       |
| 13.         | Planning and Management of events                             | 3.71                       |



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|     |   |      |
|-----|---|------|
| 14. | Function cooperatively on multi-disciplinary teams  | 3.67 |
| 15. | Self-Development skills                             | 3.67 |
| 16. | Function cooperatively on multi-disciplinary teams  | 3.67 |
| 17. | Dialogue, interaction and Conversation Skills       | 3.57 |
| 18. | Skills in Job planning                              | 3.48 |
| 19. | Technical Writing                                   | 3.33 |
| 20. | Sales and Marketing skills                          | 3.33 |
| 21. | Critical thinking in solving problems and new ideas | 3.33 |
| 22. | Technical Writing                                   | 3.33 |
| 23. | Interviews through Digital Media                    | 3.14 |

In the final question of the questionnaire, participants were required to put forth any suggestions, opinions and views that they would like us to take into consideration. Below follow some of their comments:

- I suggest to focus on specialized certifications in auditing, banking, and legal aspects in banking and finance such as (CAMS, CIA) and also Islamic banking certifications (CIB, CIBAFI)



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4. Humanities/Education students Survey

Section I: Students profile

The questionnaire was filled in by 26 participants.

1. In the first question, the participants were required to provide information about their University. The vast majority of participants (84%) stated that they are from the University of Jordan.

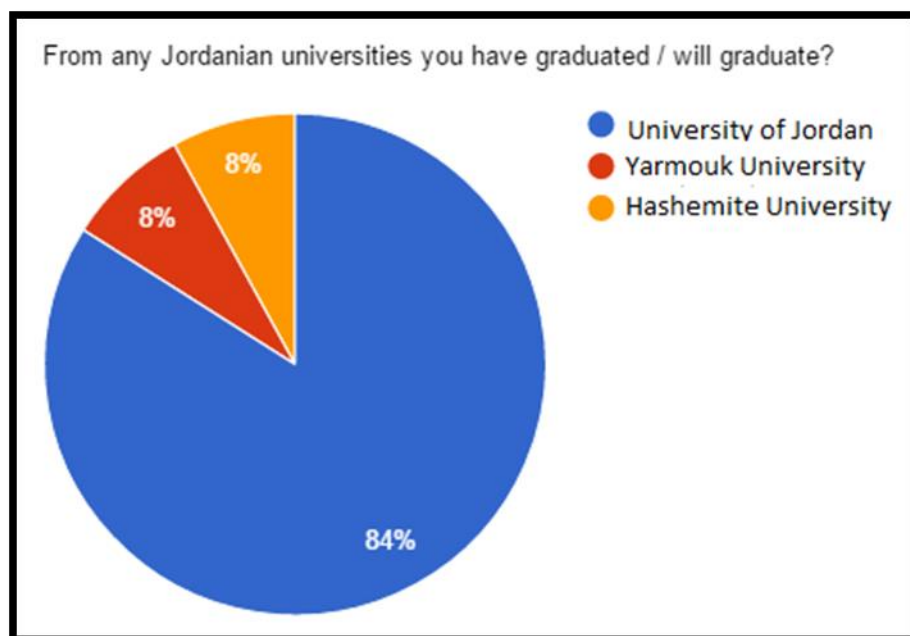


Figure 20: Humanities/Education students' university name

2. When asked to specify the academic degree in the second question, the majority of them (68%) stated that they hold a bachelor degree; (32%) said that they hold a Master degree.



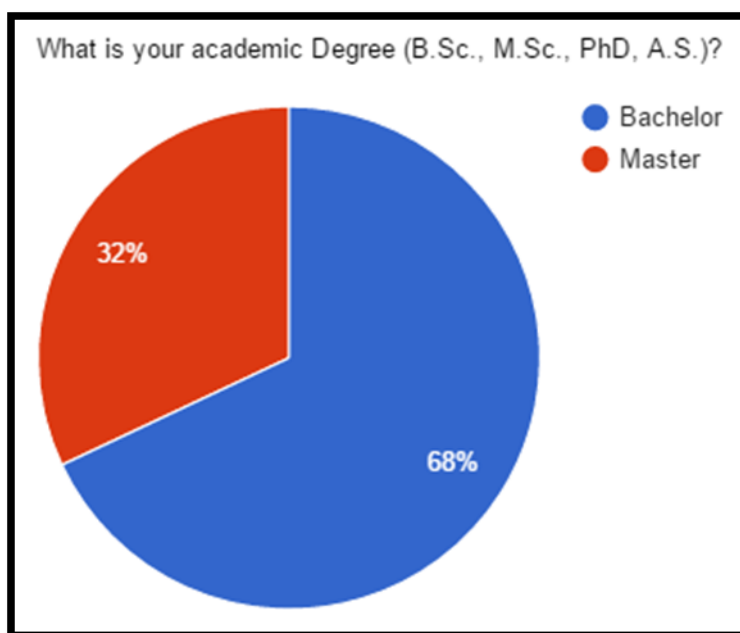


Figure 21: Humanities/Education students' academic degree

3. As for their major in the third question; it diversify between different Engineering specialties; they are as follow:

Table 11: Humanities/Education students' Majors

| Major                                      | # |
|--|---|
| Sharia (Islamic Studies)                   | 5 |
| English                                    | 5 |
| Literature and Cultural Studies in English | 4 |
| Law  | 4 |
| Archaeology and Tourism                    | 3 |
| Social Anthropology                        | 2 |
| Social studies                             | 1 |
| Educational Psychology                     | 1 |



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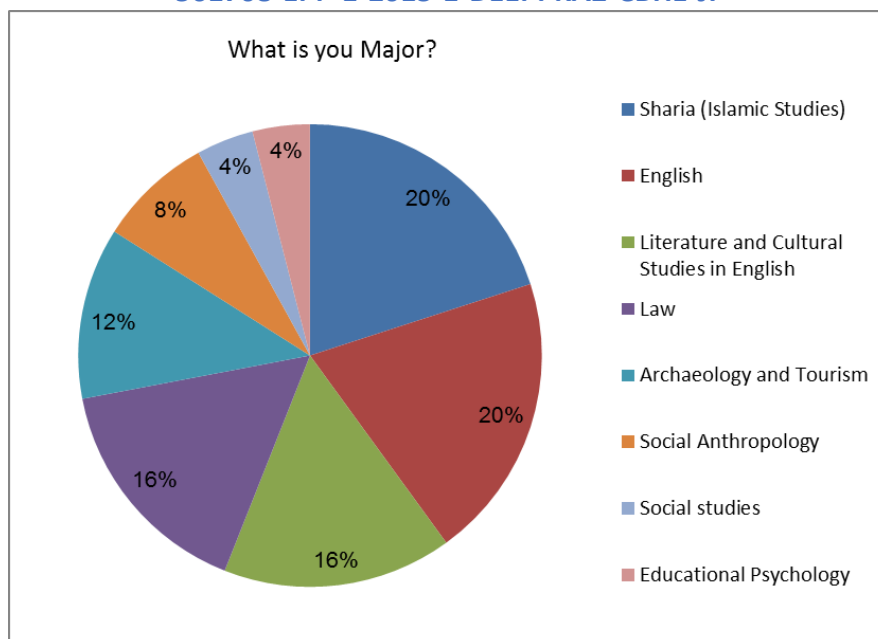


Figure 22: Humanities/Education students' Majors

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4. The next question required participants to answer if they have taken any training courses in the university during their study period. Based on their responses, the vast majority of the respondents (68%) didn't take training courses. While (32%) took courses such as self-development, the development of communication skills and dialogue, statistical software (SPSS) and ICDL.

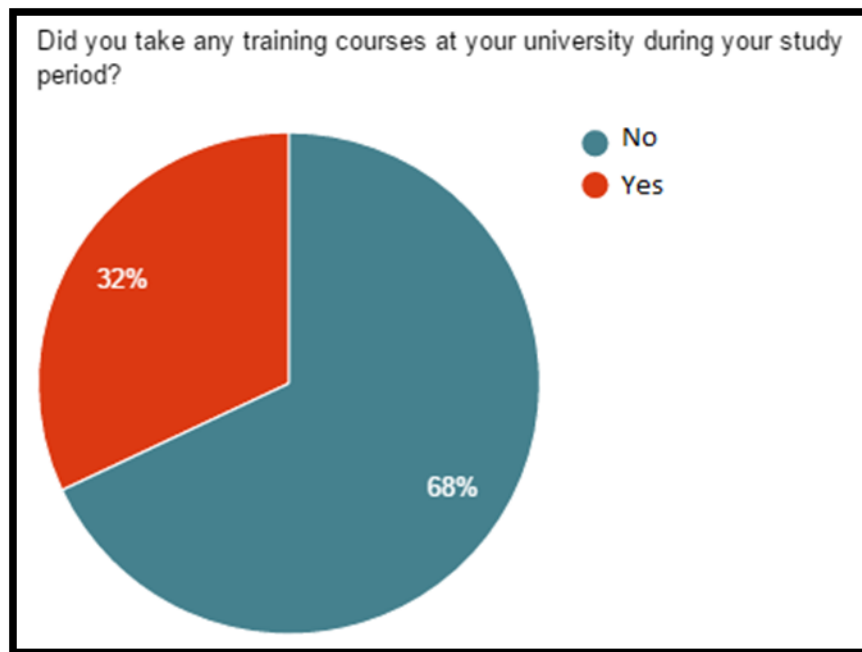


Figure 23: Humanities/Education students' attendance of training courses at university during study period



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5. The following question required participants to answer if they have taken any training courses outside the university during their studying period. Based on their responses, the vast majority of the respondents (72%) said that they didn't take any training courses outside the university; while (28%) took courses.

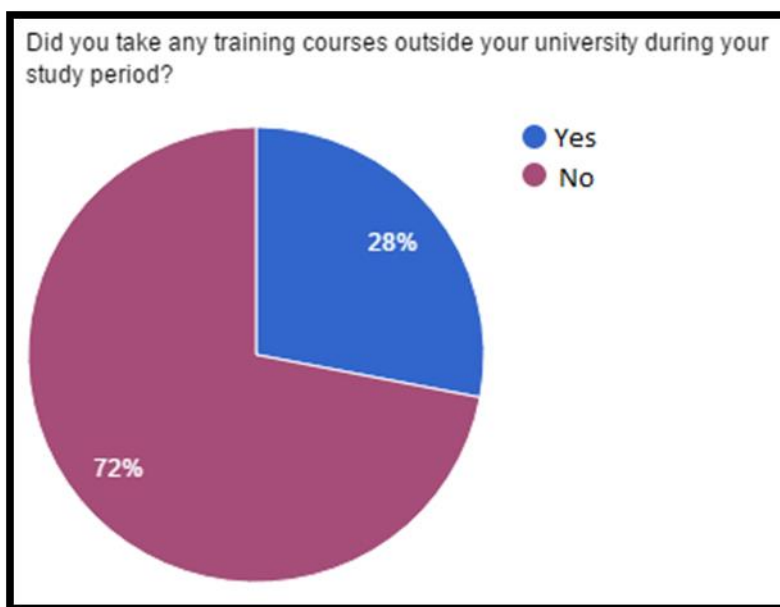


Figure 24: Humanities/Education students' attendance of training courses outside university during study period

## Section II: Graduate Students only profile

The second section of the questionnaire aimed to collect information regarding participants' training after graduation.

6. In the first question of this section, the participants were required to answer whether they had any training courses after graduation and before joining the job. More than half of graduate respondents (52.4%) replied negatively. While (47.6%) took courses such as conversation in English, computer skills, printing, and law.



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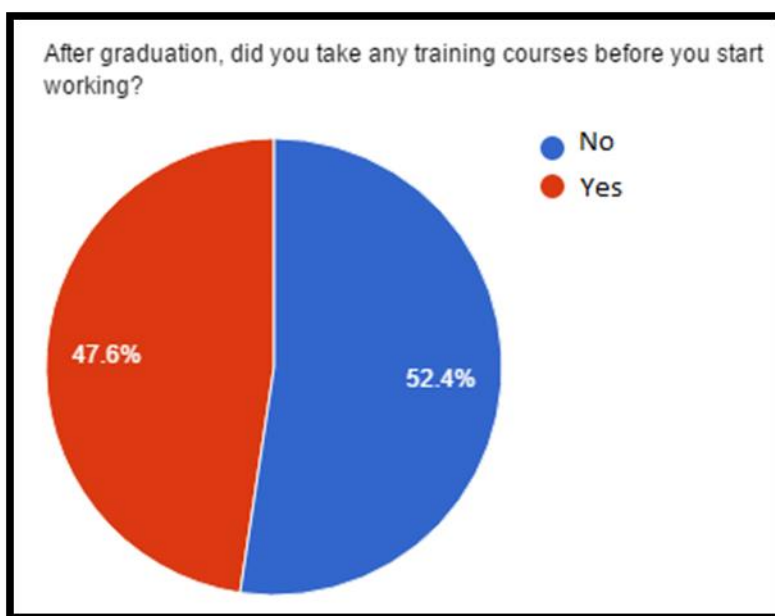


Figure 25: Humanities/Education graduates' attendance of training courses before starting work

7. While in the second question in this section, the participants were required to answer whether they had any training courses after joining the job. The vast majority participants (71.4%) replied negatively. While (28.6%) of the graduate respondents took courses such as Human Resource Management course.

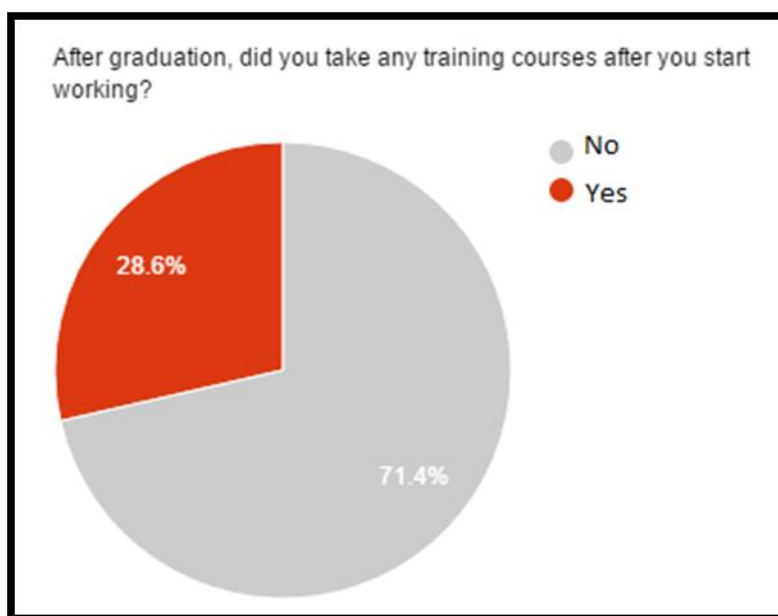


Figure 26: Humanities/Education graduates' attendance of training courses after starting work

### Section III: Evaluation of the importance and performance of different skills

In this section the participants were required to rank each skill according to its importance and his performance in it.

1. The participants were required to rate the importance of twenty different skills. The scale was from 1 (not important) to 3 (very important). In general all skills were rated between (2.36=Important to 3= Very Important). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

Table 12: Humanities/Education students' evaluation of the importance of different skills

| Rank | Skill   | Average Importance |
|------|---|--------------------|
| 1.   | Commitment to professional conduct and ethical responsibility | 3.00               |
| 2.   | Time and Responsibilities management                          | 2.96               |
| 3.   | Skills in using computers and software                        | 2.96               |
| 4.   | Self-Development skills                                       | 2.88               |



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|     |   |      |
|-----|---|------|
| 5.  | Arabic Language skills  | 2.88 |
| 6.  | Planning and Management of events                             | 2.84 |
| 7.  | English Language skills                                       | 2.84 |
| 8.  | Modern Strategies in Teaching                                 | 2.84 |
| 9.  | Identifying talented Children                                 | 2.84 |
| 10. | Identify Indicators for Quality Assurance in Planning Process | 2.83 |
| 11. | General Communication Skills                                  | 2.80 |
| 12. | Identifying special needs and learning Disability             | 2.80 |
| 13. | Dialogue, interaction and Conversation Skills                 | 2.76 |
| 14. | Multimedia Production in Teaching                             | 2.72 |
| 15. | e-Learning Management System                                  | 2.72 |
| 16. | Digital Knowledge Society                                     | 2.72 |
| 17. | Modern Evaluation Strategies and Related Tools                | 2.68 |
| 18. | Interviews through Digital Media                              | 2.64 |
| 19. | e- exams Management and Applications                          | 2.64 |
| 20. | Creative Capabilities and multiple Intelligence Sensing       | 2.48 |
| 21. | e-Social Networks skills at work                              | 2.48 |
| 22. | Technical Writing   | 2.36 |

2. The participants were required to rate their performance in twenty different skills. The scale was from (1=Very low to 5=Very High). In general all skills was rated between (2.8) to (4.44).The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

Table 13: Humanities/Education students' evaluation of their performance in different skills

| Rank | Skill   | Average Performance |
|------|---|---------------------|
| 1.   | Commitment to professional conduct and ethical responsibility | 4.44                |
| 2.   | e-Social Networks skills at work                              | 4.16                |



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|     |   |      |
|-----|---|------|
| 3.  | Arabic Language skills  | 3.96 |
| 4.  | Dialogue, interaction and Conversation Skills                 | 3.92 |
| 5.  | Skills in using computers and software                        | 3.84 |
| 6.  | Planning and Management of events                             | 3.80 |
| 7.  | English Language skills                                       | 3.76 |
| 8.  | Self-Development skills                                       | 3.68 |
| 9.  | Modern Strategies in Teaching                                 | 3.64 |
| 10. | Time and Responsibilities management                          | 3.60 |
| 11. | Identifying talented Children                                 | 3.60 |
| 12. | General Communication Skills                                  | 3.56 |
| 13. | Interviews through Digital Media                              | 3.56 |
| 14. | Creative Capabilities and multiple Intelligence Sensing       | 3.32 |
| 15. | Digital Knowledge Society                                     | 3.26 |
| 16. | Modern Evaluation Strategies and Related Tools                | 3.20 |
| 17. | Identifying special needs and learning Disability             | 3.12 |
| 18. | e- exams Management and Applications                          | 3.08 |
| 19. | Identify Indicators for Quality Assurance in Planning Process | 3.04 |
| 20. | Multimedia Production in Teaching                             | 3.00 |
| 21. | Technical Writing   | 2.96 |
| 22. | e-Learning Management System                                  | 2.80 |

In the final question of the questionnaire, participants were required to put forth any suggestions, opinions and views that they would like us to take into consideration. Below follow some of their comments:

- It is an interesting and beneficial survey, hope you a successful implementation
- It is a very good idea to establish a center for training





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## B. Institutions survey

### 1. Engineering Companies Survey

The questionnaire was filled in by 11 participants.

#### Section I: Employee profile

1. In the first question, the participants were required to provide information about their position at the organization. The vast majority of participants (63.6%) stated that they are Technicians; while (27.3%) stated that they are Managers and the rest of respondents (9.1%) occupy other work roles.

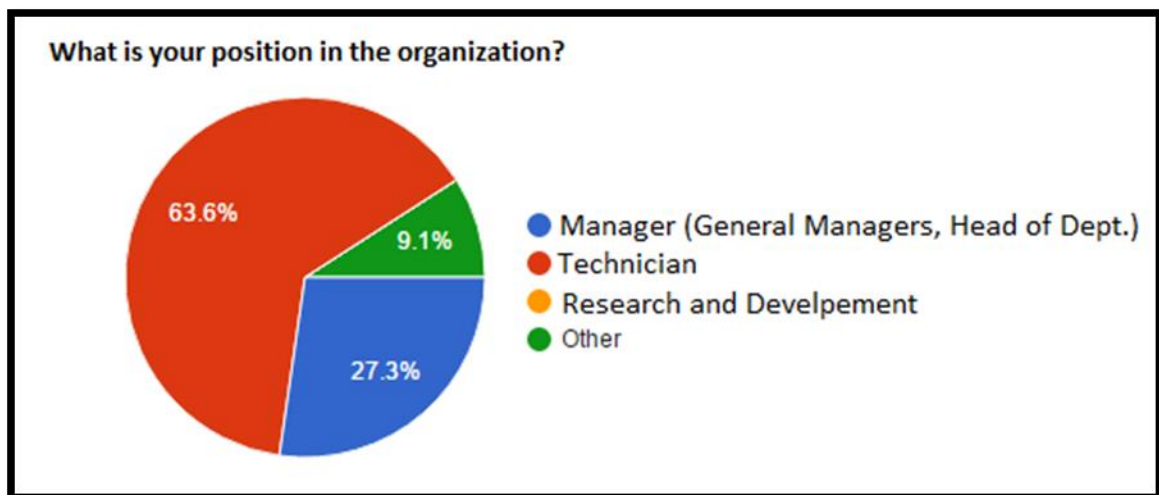


Figure 27: Position of the Engineering Companies' participants

2. When asked to specify the academic degree in the second question, the majority of them (63.6%) stated that they hold a bachelor degree; (36.4%) said that they hold a M.Sc. degree.

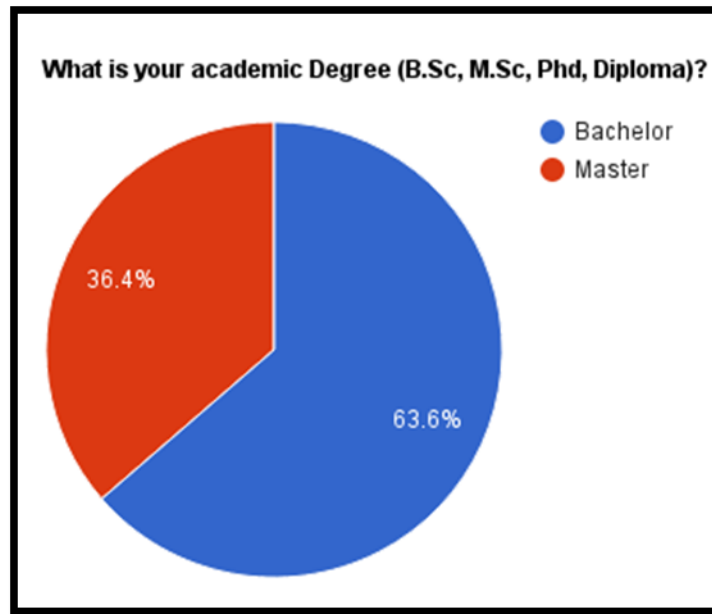


Figure 28: Academic degree of Engineering Companies' participants

## Section II: Institution profile

- In the third question; the respondents were required to specify the number of employees at their Institutions. More than half of the respondents are working in institution which have 10-49 employees.

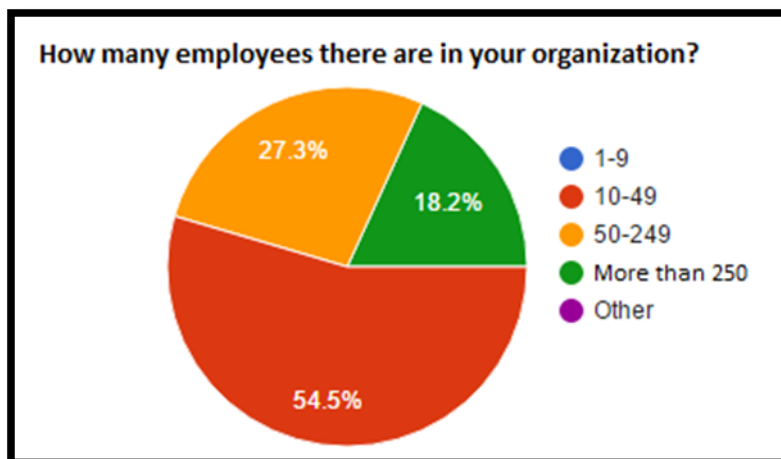


Figure 29: Number of employees in the participated Engineering companies

4. The next question required participants to mention the number of employees who have graduated from the Jordanian universities; the answer of this question depends on the number of employees at the institution; most of respondents (54.5%) answered that More than 50 of the employees are graduated from Jordanian universities; while (45.5%) answered (10-49).

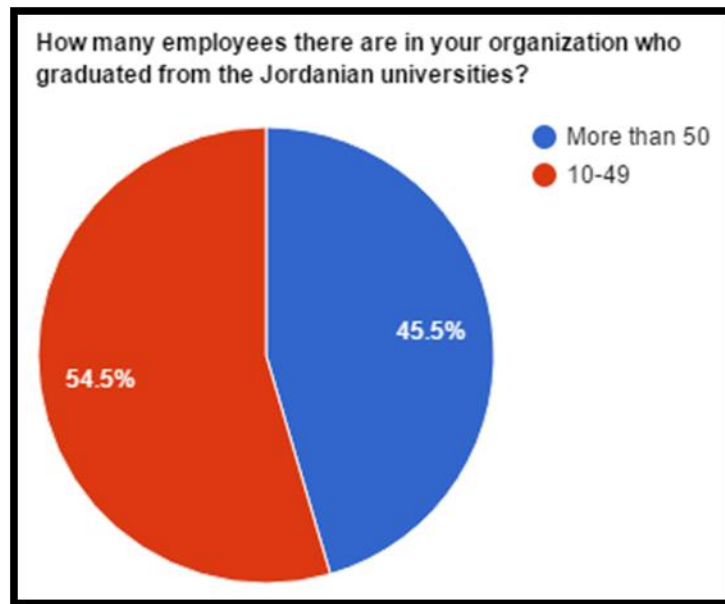


Figure 30: Number of employees who graduated from Jordanian universities in the participated Engineering companies

5. The following question required participants to specify the industrial sector of their institutes. The highest percentage was for the Electrical and engineering Industries (45.5%); then the construction and Building Industries; then followed by three industries including Food, Furniture and Chemical Industries with the same percentage for each (9.1%).

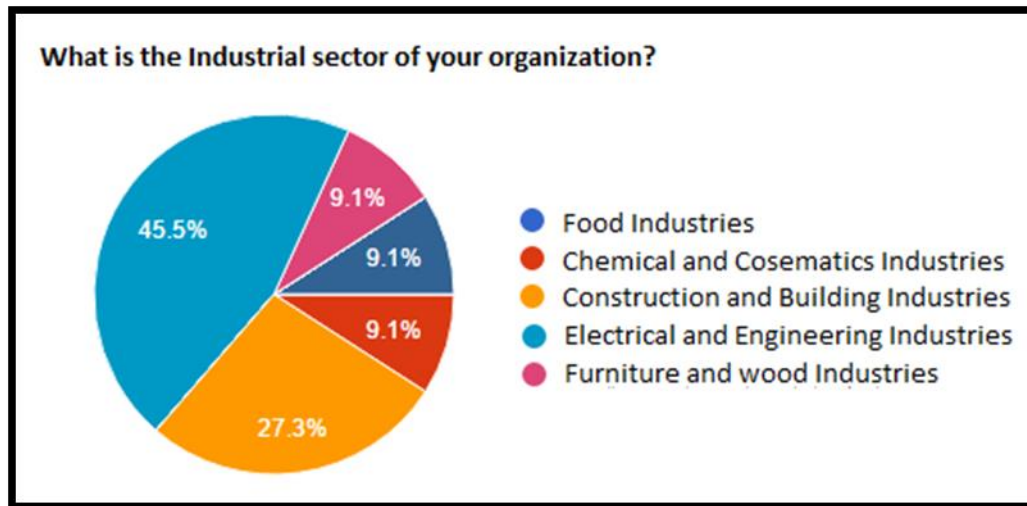


Figure 31: The industrial Sector of the participated Engineering companies

6. The sixth question is asking about the availability of a specialized unit for training in the respondents Institutes. The vast majority of respondents (72.7%) answered (No).

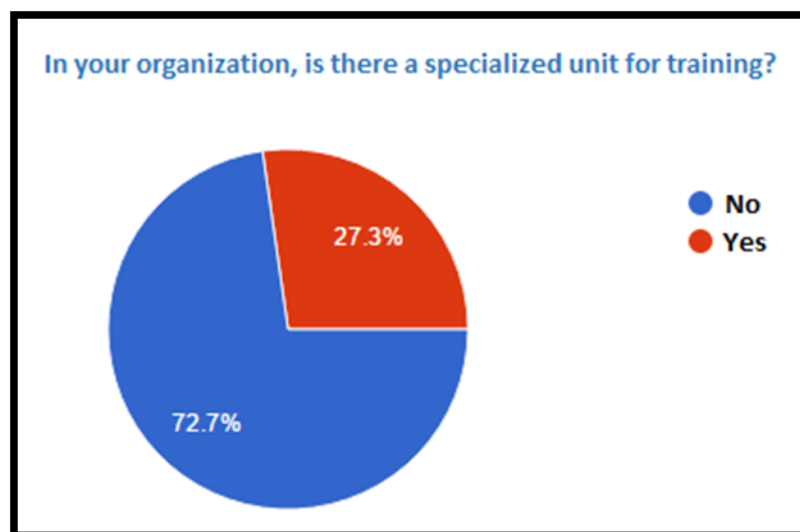


Figure 32: The availability of a specialized unit for training in the participated Engineering companies

7. The seventh question is asking about the estimated expenses for training in the respondents Institutes. The highest percentage of respondents (63.6%) answered (1000 JD); while about (27.3%) answered (I don't know); and the rest (9.1%) answered (10,000 - 50,000 JD).

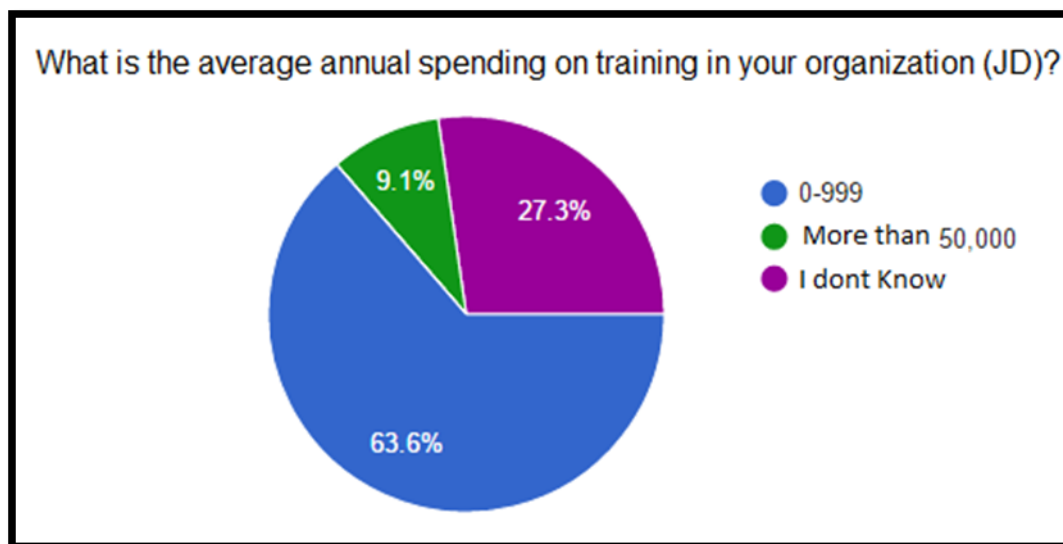


Figure 33: The Average annual spending on training for the participated Engineering Companies

## Section II: Evaluation of the importance and performance of different skills

In this section the participants were required to rank each skill according to its importance and their performance in it.

- The participants were required to rate the importance of twenty different skills. The scale was from 1 (not important) to 3 (very important). In general all skills were rated between (2.36=Important to 3= Very Important). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

Table 14: The Participated Engineering companies staff's evaluation for importance of different skills

| Rank | Skill                        | Average Importance |
|------|------------------------------|--------------------|
| 1.   | General Communication Skills | 3.00               |



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|     |   |      |
|-----|---|------|
| 2.  | Function cooperatively on multi-disciplinary teams            | 3.00 |
| 3.  | Commitment to professional conduct and ethical responsibility | 3.00 |
| 4.  | English Language skills                                       | 3.00 |
| 5.  | Technical Writing   | 2.91 |
| 6.  | Dialogue, interaction and Conversation Skills                 | 2.91 |
| 7.  | Self-Development skills                                       | 2.91 |
| 8.  | Time and Responsibilities management                          | 2.91 |
| 9.  | Planning and Management of events                             | 2.91 |
| 10. | Skills in Job planning  | 2.91 |
| 11. | Basic fundamentals in Quality Assurance systems               | 2.91 |
| 12. | Social Communication Skills.                                  | 2.82 |
| 13. | Sales and Marketing skills                                    | 2.82 |
| 14. | Skills in Engineering software                                | 2.82 |
| 15. | Basic technical terminology and Concepts                      | 2.82 |
| 16. | Critical thinking in solving problems and new ideas           | 2.82 |
| 17. | Basic fundamentals in project management                      | 2.82 |
| 18. | Arabic Language skills  | 2.73 |
| 19. | e-Social Networks skills at work                              | 2.45 |
| 20. | Interviews through Digital Media                              | 2.36 |

2. The participants were required to rate their performance in twenty different skills. The scale was from (1=Very low to 5=Very High). In general all skills were rated between (2.91) to (4.27).The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

**Table 15: The Participated Engineering companies staff's evaluation for their performance of different skills**

| <b>Rank</b> | <b>Skill</b>  | <b>Average Performance</b> |
|-------------|---|----------------------------|
| 1.          | Arabic Language skills  | 4.27                       |
| 2.          | General Communication Skills                                  | 4.09                       |
| 3.          | Commitment to professional conduct and ethical responsibility | 4.09                       |
| 4.          | Basic technical terminology and Concepts                      | 4.09                       |
| 5.          | English Language skills                                       | 3.82                       |
| 6.          | Function cooperatively on multi-disciplinary teams            | 3.73                       |
| 7.          | Skills in Job planning  | 3.73                       |
| 8.          | Technical Writing   | 3.64                       |



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|     |   |      |
|-----|---|------|
| 9.  | Critical thinking in solving problems and new ideas | 3.64 |
| 10. | Social Communication Skills.                        | 3.55 |
| 11. | Dialogue, interaction and Conversation Skills       | 3.55 |
| 12. | Skills in Engineering software                      | 3.55 |
| 13. | Self-Development skills                             | 3.45 |
| 14. | Planning and Management of events                   | 3.45 |
| 15. | Basic fundamentals in Quality Assurance systems     | 3.45 |
| 16. | e-Social Networks skills at work                    | 3.36 |
| 17. | Sales and Marketing skills                          | 3.36 |
| 18. | Time and Responsibilities management                | 3.18 |
| 19. | Basic fundamentals in project management            | 3.18 |
| 20. | Interviews through Digital Media                    | 2.91 |

In the final question of the questionnaire, participants were required to put forth any suggestions, opinions and views that they would like us to take into consideration. Below follow some of their comments:

**Managers comments:**

- The fresh graduates lack the experience in many skills. I recommend to establish a training center inside the university, as it will promote the competencies for the students.

**Employees comments:**

- Most companies impose a not paid training period for the employees (almost 3 months); to avoid this obligatory period it will be helpful to train the student before graduation on many important skills that it is related to their major.



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2. Business/Finance Institutions Survey

Section I: Employee profile

The questionnaire was filled in by 14 participants.

1. In the first question, the participants were required to provide information about their position at the organization. The highest percentage of participants (35.7%) stated that they are Managers; while (28.6%) stated that they are Technicians, also (21.4%) are accountants and the rest of respondents (14.3%) are heads of section.

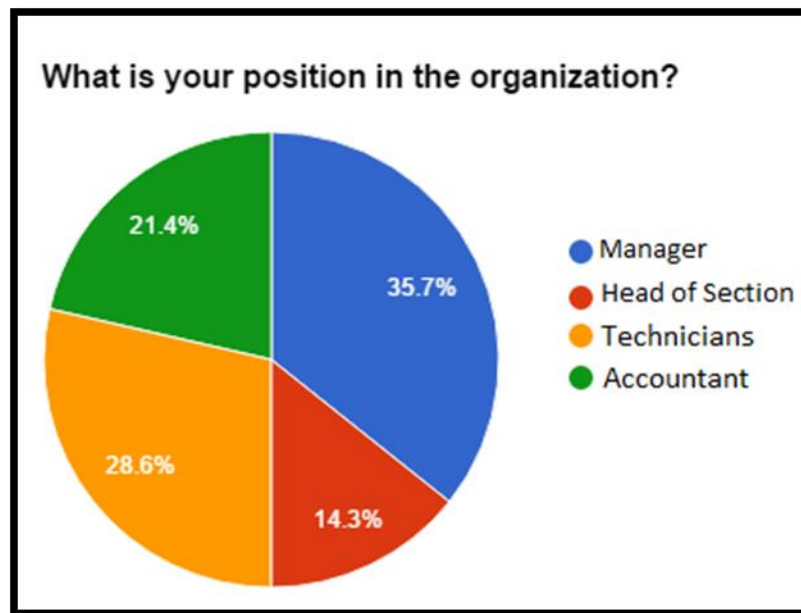


Figure 34: Position of the Business/Finance Institutions' participants

2. When asked to specify the academic degree in the second question, the majority of respondents (85.7%) stated that they hold a bachelor degree; (7.1%) said that they hold a PhD degree and the rest (7.1%) hold a A.S. degree.



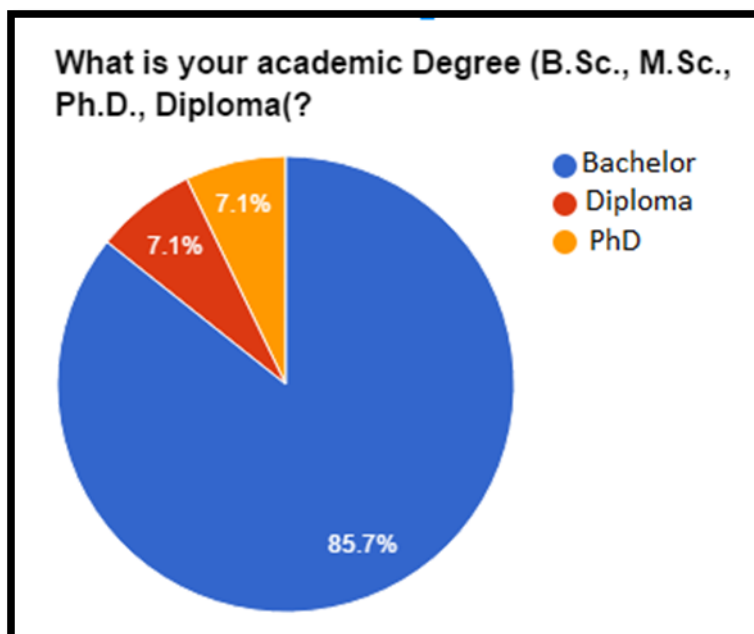


Figure 35: Academic degree of Business/Finance Institutions' participants

## Section II: Institution profile

3. In the third question; the respondents were required to specify the number of employees at their Institutions. The highest percentage of respondents (35.7%) answered (50-249), (28.6%) of respondents answered (10-49), (28.6%) answered (More than 250), and the rest (7.1) answered (1-9).

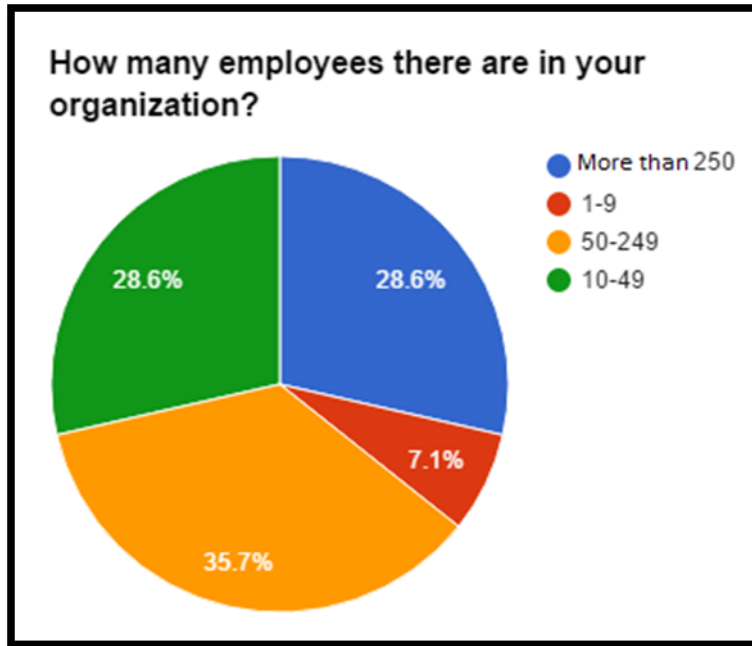


Figure 36: Number of employees in the participated Business/Finance Institutions

4. The next question required participants to mention the number of employees who have graduated from the Jordanian universities; the answer of this question depends on the number of employees at the institution; the highest percentage of respondents (35.7%) answered that more than 50 of the employees are graduated from Jordanian universities.

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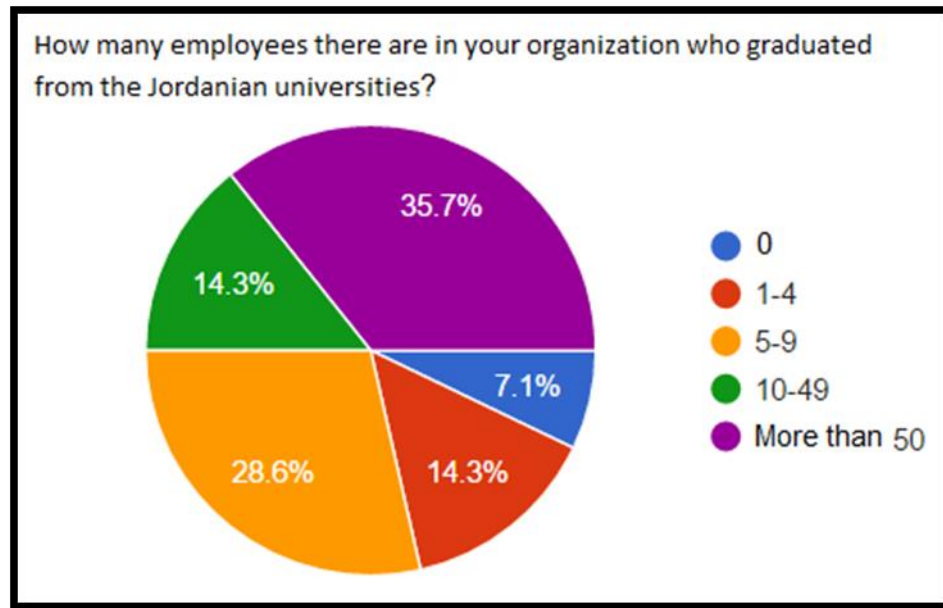


Figure 37: Number of employees who graduated from Jordanian universities in the participated Engineering companies

- The following question required participants to specify the industrial sector of their institutes. The highest percentage was for the Banks and Financial Institutes (71.4%); and the rest (28.6%) of answers were for Tourism.

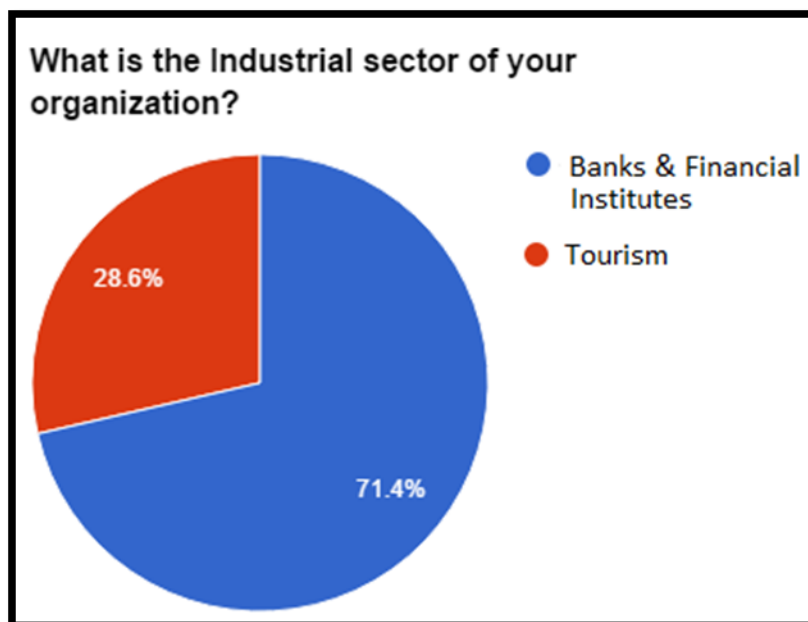


Figure 38: The industrial Sector of the participated Business/Finance Institutions

6. The sixth question is asking about the availability of a specialized unit for training in the respondents Institutes. The vast majority of respondents (64.3%) answered No.



Figure 39: The availability of a specialized unit for training in the participated Business/Finance Institutions

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7. The seventh question is asking about the estimated expenses for training in the respondents Institutes. The highest percentage of respondents (50%) answered (0-1000 JD).

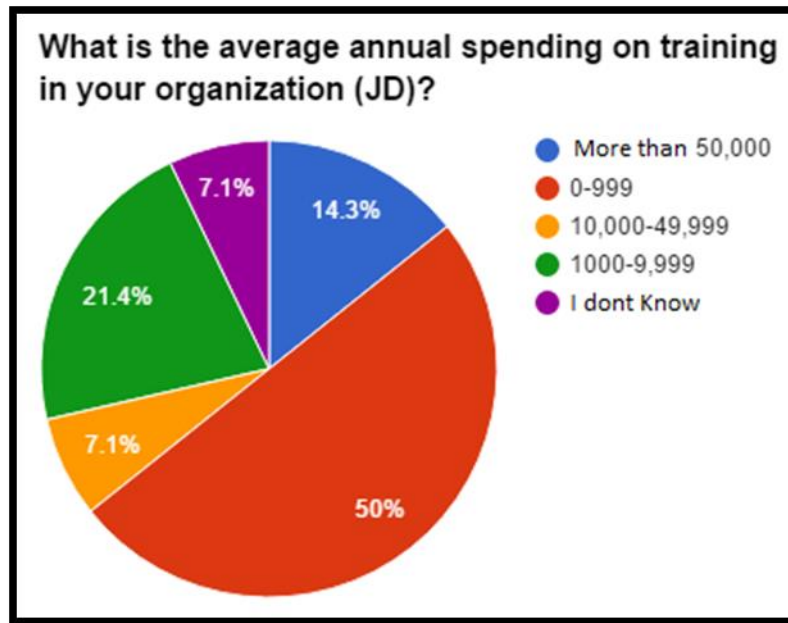


Figure 40: The Average annual spending on training for the participated Business/Finance Institutions



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**Section II: Evaluation of the importance and performance of different skills**

In this section the participants were required to rank each skill according to its importance and their performance in it.

1. The participants were required to rate the importance of twenty different skills. The scale was from 1 (not important) to 3 (very important). In general all skills were rated between (2.43=Important to 3= Very Important). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

**Table 16: The Participated Business/Finance Institutions' staff's evaluation for importance of different skills**

| <b>Rank</b> | <b>Skill</b>  | <b>Average Importance</b> |
|-------------|---|---------------------------|
| 1.          | Function cooperatively on multi-disciplinary teams            | 3.00                      |
| 2.          | Basic technical terminology and Concepts                      | 2.93                      |
| 3.          | Dialogue, interaction and Conversation Skills                 | 2.86                      |
| 4.          | Self-Development skills                                       | 2.86                      |
| 5.          | Commitment to professional conduct and ethical responsibility | 2.79                      |
| 6.          | Skills in Job planning  | 2.79                      |
| 7.          | Critical thinking in solving problems and new ideas           | 2.77                      |
| 8.          | General Communication Skills                                  | 2.71                      |
| 9.          | Time and Responsibilities management                          | 2.71                      |
| 10.         | Planning and Management of events                             | 2.71                      |
| 11.         | e-Social Networks skills at work                              | 2.64                      |
| 12.         | English Language skills                                       | 2.64                      |
| 13.         | Digital Knowledge Society                                     | 2.64                      |
| 14.         | Sales and Marketing skills                                    | 2.62                      |
| 15.         | Skills in computer software                                   | 2.57                      |
| 16.         | Technical Writing   | 2.54                      |
| 17.         | Basic fundamentals in project management                      | 2.50                      |
| 18.         | Interviews through Digital Media                              | 2.46                      |
| 19.         | Arabic Language skills  | 2.43                      |
| 20.         | Basic fundamentals in Quality Assurance systems               | 2.43                      |



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2. The participants were required to rate their performance in twenty different skills. The scale was from (1=Very low to 5=Very High). In general all skills were rated between (3.14) to (4.43). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

**Table 17: The Participated Business/Finance Institutions' staff's evaluation for their performance in different skills**

| <b>Rank</b> | <b>Skill</b>  | <b>Average Performance</b> |
|-------------|---|----------------------------|
| 1.          | Basic technical terminology and Concepts                      | 4.43                       |
| 2.          | Function cooperatively on multi-disciplinary teams            | 4.21                       |
| 3.          | Commitment to professional conduct and ethical responsibility | 4.21                       |
| 4.          | Arabic Language skills  | 4.14                       |
| 5.          | Skills in computer software                                   | 4.07                       |
| 6.          | e-Social Networks skills at work                              | 3.93                       |
| 7.          | General Communication Skills                                  | 3.86                       |
| 8.          | Dialogue, interaction and Conversation Skills                 | 3.79                       |
| 9.          | Digital Knowledge Society                                     | 3.79                       |
| 10.         | Critical thinking in solving problems and new ideas           | 3.64                       |
| 11.         | Skills in Job planning  | 3.57                       |
| 12.         | Time and Responsibilities management                          | 3.50                       |
| 13.         | Planning and Management of events                             | 3.50                       |
| 14.         | Technical Writing   | 3.43                       |
| 15.         | Self-Development skills                                       | 3.43                       |
| 16.         | Sales and Marketing skills                                    | 3.43                       |
| 17.         | Basic fundamentals in Quality Assurance systems               | 3.43                       |
| 18.         | Interviews through Digital Media                              | 3.29                       |
| 19.         | English Language skills                                       | 3.14                       |
| 20.         | Basic fundamentals in project management                      | 3.14                       |



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In the final question of the questionnaire, participants were required to put forth any suggestions, opinions and views that they would like us to take into consideration. Below follow some of their comments:

Managers comments:

- The fresh graduates lack the experience in many skills. I recommend to establish a training center inside the university, as it will promote the competencies for the jobs seekers.





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### 3. Medical/health care Institution Survey

#### Section I: Employee profile

The questionnaire was filled in by 15 participants.

1. In the first question, the participants were required to provide information about their position at the organization. The highest percentage of participants (46.7%) stated that they are Technicians; while (40%) stated that they are Managers, and the rest of respondents (13.3%) chose Other.

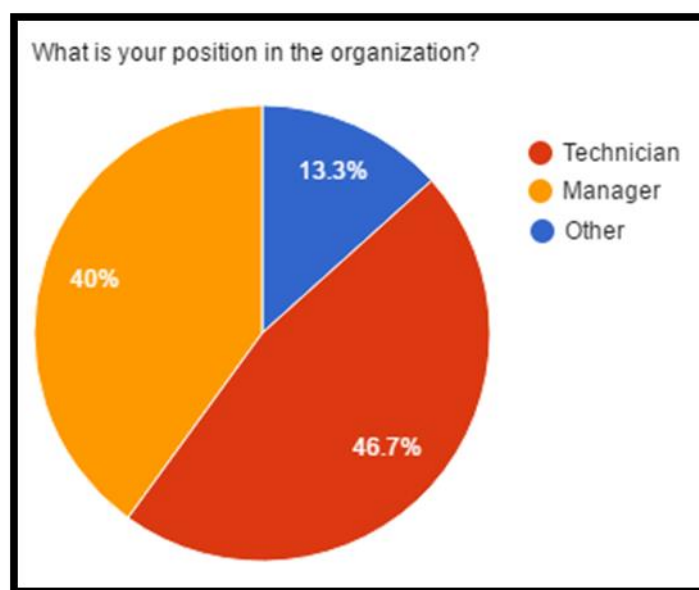


Figure 41: Position of the Medical/health care Institutions' participants

2. When asked to specify the academic degree in the second question, the majority of respondents (60%) stated that they hold a B.Sc. degree; (26.7%) said that they hold a M.Sc. degree and the rest (13.3%) hold an A.S. degree.

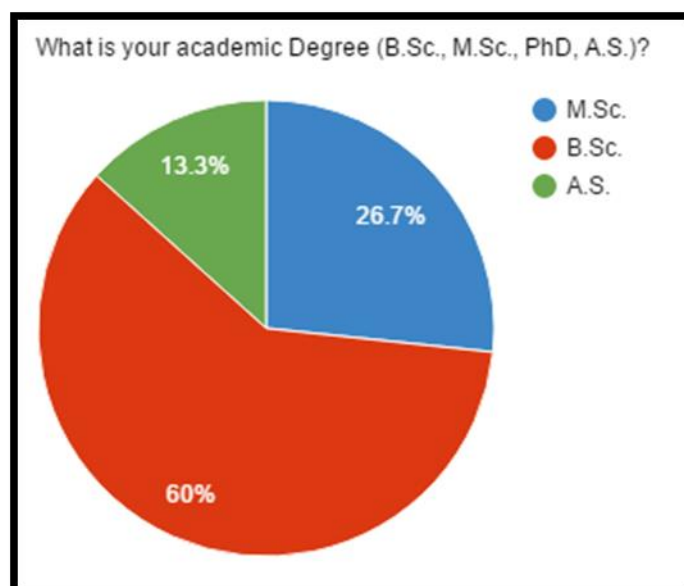


Figure 42: Academic degree of the Medical/health care Institutions' participants

## Section II: Institution profile

- In the third question; the respondents were required to specify the number of employees at their Institutions. The highest percentage (40%) of respondents answered (10-49), (26.7%) answered (1-9), and (33.3%) of respondents answered (More than 250).



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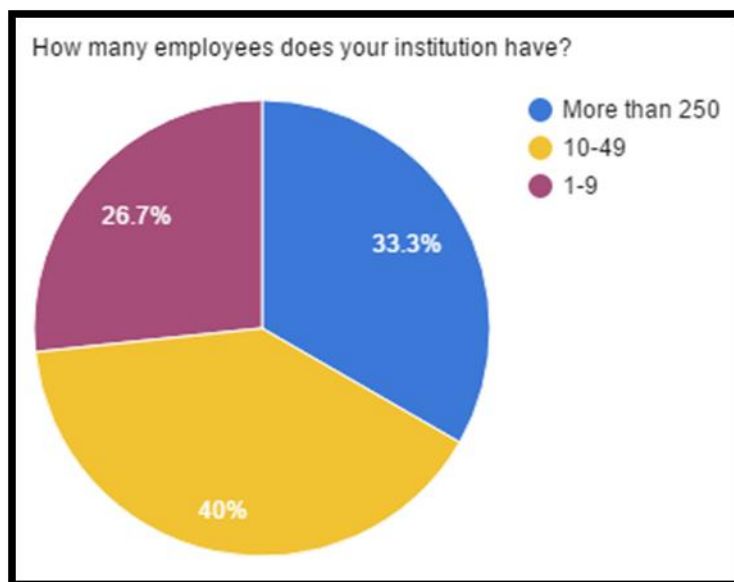


Figure 43: Number of employees in the participated Medical/health care Institutions

4. The next question required participants to mention the number of employees who have graduated from the Jordanian universities; the answer of this question depends on the number of employees at the institution; the answers are shown in the graph below.

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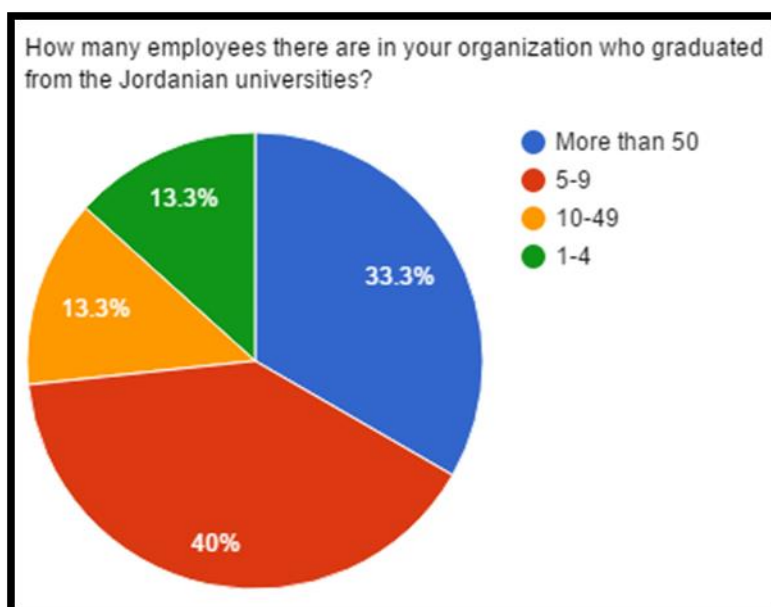


Figure 44: Number of employees who have graduated from Jordanian universities in the participated Medical/health care Institutions

5. The following question required participants to specify the industrial sector of their institutes. The highest percentage was for the Medical Supplies and Drugs (86.7%); and the rest (13.3%) of answers were for Chemical and Cosmetics Industries.

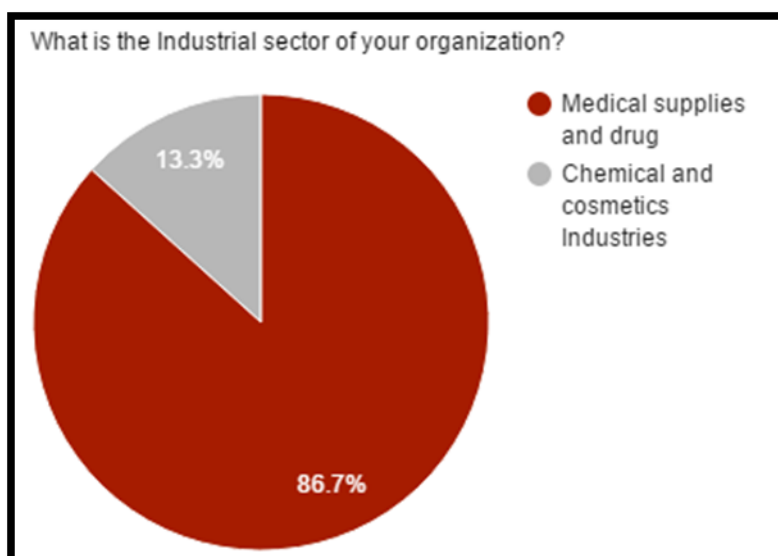


Figure 45: The industrial Sector of the participated Medical/health care Institutions

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6. The sixth question is asking about the availability of a specialized unit for training in the respondents Institutes. The vast majority of respondents (73.3%) answered Negatively.



Figure 46: The availability of a specialized unit for training in the participated Medical/health care Institutions

7. The seventh question is asking about the estimated expenses for training in the respondents Institutes. The highest percentage of respondents (46.7%) have no idea; while (40%) answered (0-999 JD) and just (13.3%) answered (1000-10,000).

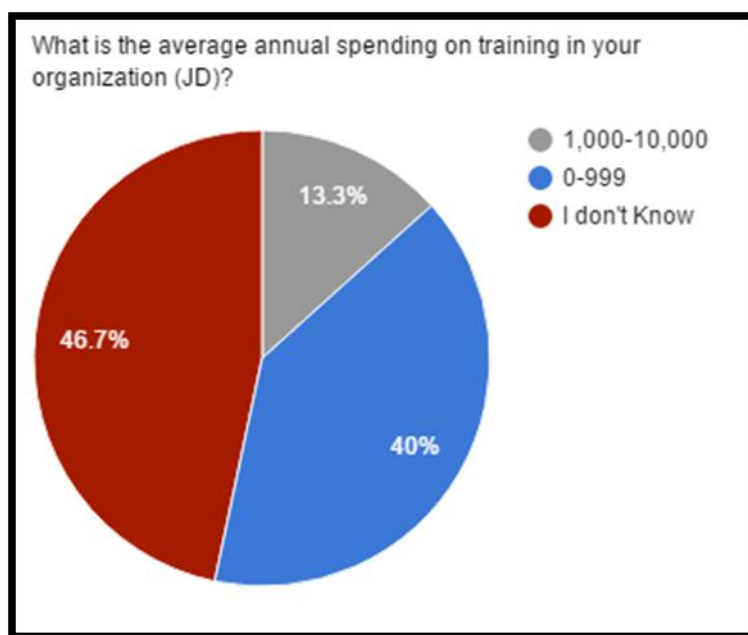


Figure 47: The Average annual spending on training for the participated Medical/health care Institutions

## Section II: Evaluation of the importance and performance of different skills

In this section the participants were required to rank each skill according to its importance and their performance in it.

1. The participants were required to rate the importance of twenty different skills. The scale was from 1 (not important) to 3 (very important). In general all skills were rated between (2.63=Important to 3= Very Important). The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

Table 18: The Participated Medical/health care Institutions' staff's evaluation for the importance of different skills

| Rank | Skill  | Average Importance |
|------|--|--------------------|
| 1.   | Basic technical terminology and Concepts           | 3.00               |
| 2.   | General Communication Skills                       | 3.00               |
| 3.   | Function cooperatively on multi-disciplinary teams | 3.00               |



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|     |   |      |
|-----|---|------|
| 4.  | Knowledge career ethics and parent rights                       | 3.00 |
| 5.  | Self-Development skills   | 3.00 |
| 6.  | Time and Responsibilities management                            | 3.00 |
| 7.  | Planning and Management of events                               | 3.00 |
| 8.  | English Language skills   | 3.00 |
| 9.  | Proficiency in practicing the infection protocols with patients | 3.00 |
| 10. | Social Communication Skills.                                    | 2.88 |
| 11. | Dialogue, interaction and Conversation Skills                   | 2.88 |
| 12. | Interviews through Digital Media                                | 2.88 |
| 13. | Ability to operate medical care instruments                     | 2.88 |
| 14. | Ability to exact medical knowledge of urgent cases              | 2.88 |
| 15. | Proficiency in dealing with stressed patients                   | 2.88 |
| 16. | e-Social Networks skills at work                                | 2.75 |
| 17. | Sales and Marketing skills                                      | 2.75 |
| 18. | Arabic Language skills  | 2.75 |
| 19. | Skills in Engineering software                                  | 2.75 |
| 20. | Ability to perform first aid with least available facilities    | 2.75 |
| 21. | Proficiency in adoption medical priority in critical cases      | 2.75 |
| 22. | Technical Writing   | 2.63 |
| 23. | Principles of hospital pharmacy / management skills             | 2.63 |

2. The participants were required to rate their performance in twenty different skills. The scale was from (1=Very low to 5=Very High). In general all skills were rated between (2.75) to (4.625).The following table ranks the skills according to their importance in a descending order by computing the average value of answers for each skill.

**Table 19: The Participated Medical/health care Institutions' staff's evaluation for their performance in different skills**

| <b>Rank</b> | <b>Skill</b>                                       | <b>Average Performance</b> |
|-------------|--|----------------------------|
| 1.          | Ability to exact medical knowledge of urgent cases | 4.625                      |
| 2.          | Knowledge career ethics and parent rights          | 4.5                        |
| 3.          | Basic technical terminology and Concepts           | 4.375                      |
| 4.          | Dialogue, interaction and Conversation Skills      | 4.25                       |
| 5.          | Skills in Engineering software                     | 4.25                       |
| 6.          | Ability to operate medical care instruments        | 4.25                       |
| 7.          | Social Communication Skills.                       | 4.125                      |



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|     |   |       |
|-----|---|-------|
| 8.  | Time and Responsibilities management                            | 4.125 |
| 9.  | Arabic Language skills  | 4.125 |
| 10. | General Communication Skills                                    | 4     |
| 11. | Function cooperatively on multi-disciplinary teams              | 4     |
| 12. | Sales and Marketing skills                                      | 4     |
| 13. | English Language skills   | 3.75  |
| 14. | Proficiency in adoption medical priority in critical cases      | 3.75  |
| 15. | Self-Development skills   | 3.625 |
| 16. | Interviews through Digital Media                                | 3.625 |
| 17. | Planning and Management of events                               | 3.625 |
| 18. | Proficiency in dealing with stressed patients                   | 3.625 |
| 19. | Technical Writing   | 3.5   |
| 20. | e-Social Networks skills at work                                | 3.5   |
| 21. | Principles of hospital pharmacy / management skills             | 3.25  |
| 22. | Proficiency in practicing the infection protocols with patients | 3.25  |
| 23. | Ability to perform first aid with least available facilities    | 2.75  |

In the final question of the questionnaire, participants were required to put forth any suggestions, opinions and views that they would like us to take into consideration. Below follow some of their comments:

- I recommend to be organize the training courses at weekends or summer holidays because otherwise many of us wouldn't be able to attend





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## Outline of Results

### Students Surveys' results outline

Table 20 summarize the student surveys' results

Table 20: The results' outline of Student Survey

| #                             | Specialty   | Percentage | Answer                   | Comments |
|-------------------------------|-------------|------------|--------------------------|----------|
| Section I: Students profile   |             |            |                          |          |
| Q1: students' university name |             |            |                          |          |
| 1.                            | Engineering | 100%       | The university of Jordan |          |
| 2.                            | Medical     | 90%        |                          |          |
| 3.                            | Business    | 96%        |                          |          |
| 4.                            | Education   | 84%        |                          |          |
| Q2: Academic degree           |             |            |                          |          |
| 1.                            | Engineering | 77.1%      | B.Sc.                    |          |
| 2.                            | Medical     | 95%        | B.Sc.                    |          |
| 3.                            | Business    | 68%        | M.Sc.                    |          |
| 4.                            | Education   | 68%        | B.Sc.                    |          |
| Q3: Major                     |             |            |                          |          |
| 1.                            | Engineering | 40%        | Mechanical Engineering   |          |



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|  |             |          |                                      |  |
|--|-------------|----------|--------------------------------------|--|
| <b>2.</b>  | Medical     | 30%      | Medicine                             |  |
| <b>3.</b>  | Business    | 20%      | Finance                              |  |
| <b>4.</b>  | Education   | 20% each | Sharia (Islamic Studies) and English |  |
| <b>Q4: Students' attendance of training courses at university during study period</b>      |             |          |                                      |  |
|  | Engineering | 68.6%    | No                                   |  |
|  | Medical     | 65%      | Yes                                  |  |
|  | Business    | 56%      | No                                   |  |
|  | Education   | 68%      | No                                   |  |
| <b>Q5: Students' attendance of training courses outside university during study period</b> |             |          |                                      |  |
|  | Engineering | 57.2%    | Yes                                  |  |
|  | Medical     | 65%      | Yes                                  |  |
|  | Business    | 60%      | No                                   |  |
|  | Education   | 72%      | Yes                                  |  |
| <b>Section II: Graduate Students only profile</b>  |             |          |                                      |  |
| <b>Q6: graduates' attendance of training courses before starting work</b>                  |             |          |                                      |  |
| <b>1.</b>  | Engineering | 79.2%    | No                                   |  |
| <b>2.</b>  | Medical     | 100%     | No                                   |  |
| <b>3.</b>  | Business    | 64.7%    | No                                   |  |
| <b>4.</b>  | Education   | 52.4%    | No                                   |  |



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**Q7: graduates' attendance of training courses after starting work**

|    |             |       |    |  |
|----|-------------|-------|----|--|
| 1. | Engineering | 91.4% | No |  |
| 2. | Medical     | 100%  | No |  |
| 3. | Business    | 60%   | No |  |
| 4. | Education   | 71.4% | No |  |

**Section III: Evaluation of the importance and performance of different skills**

**Q1: Importance Ranking of Skills**

|    | Specialty   | Range of result | Rank of skills according to Importance |
|----|-------------|-----------------|--|
| 1. | Engineering | 2.08 to 3       | See Table 3                            |
| 2. | Medical     | 2.05 to 3       | See Table 6                            |
| 3. | Business    | 2.33 to 3       | See Table 9                            |
| 4. | Education   | 2.36 to 3       | See Table 12                           |

**Q2: Performance Ranking for different skills**

|    | Specialty   | Range of result | Rank of skills according to performance |
|----|-------------|-----------------|---|
| 1. | Engineering | 2.69 to 4.69    | See Table 4                             |
| 2. | Medical     | 2.95 to 4.4     | See Table 7                             |
| 3. | Business    | 3.14 to 4.71    | See Table 10                            |
| 4. | Education   | 2.8 to 4.44     | See Table 13                            |



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## Institutional Surveys' result outline

Table 21 summarize the institutional surveys' results

Table 21: The results' outline of Institutional Survey

| #  | Specialty                        | Percentage | Answer           | Comments |
|--|----------------------------------|------------|------------------|----------|
| Section I: Employee profile                          |                                  |            |                  |          |
| Q1: Position of the participants in the organization |                                  |            |                  |          |
| 1.   | Engineering companies            | 63.6%      | Technicians      |          |
|  |                                  | 27.3%      | Managers         |          |
|  |                                  | 9.1%       | Other            |          |
| 2.   | Business/Finance Institutions    | 35.7%      | Managers         |          |
|  |                                  | 28.6%      | Technicians      |          |
|  |                                  | 21.4%      | Accountants      |          |
|  |                                  | 14.3%      | heads of section |          |
| 3.   | Medical/health care Institutions | 46.7%      | Technicians      |          |
|  |                                  | 40%        | Managers         |          |
|  |                                  | 13.3%      | Other            |          |
| Q2: Academic degree                                  |                                  |            |                  |          |
| 1.   | Engineering companies            | 85.7%      | B.Sc.            |          |
|  |                                  | 36.4%      | M.Sc.            |          |



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|           |                                     |       |       |  |
|-----------|-------------------------------------|-------|-------|--|
| <b>2.</b> | Business/Finance<br>Institutions    | 85.7% | B.Sc. |  |
|           |                                     | 7.1%  | PhD   |  |
|           |                                     | 7.1%  | A.S.  |  |
| <b>3.</b> | Medical/health<br>care Institutions | 60%   | B.Sc. |  |
|           |                                     | 26.7% | M.Sc. |  |
|           |                                     | 13.3% | A.S.  |  |

**Section II: Institute profile**

**Q3: Number of employees in the participated Institutions**

|           |                                     |       |               |  |
|-----------|-------------------------------------|-------|---------------|--|
| <b>1.</b> | Engineering<br>companies            | 54.5% | 10-49         |  |
|           |                                     | 27.3% | 50-249        |  |
|           |                                     | 18.2% | More than 250 |  |
| <b>2.</b> | Business/Finance<br>Institutions    | 35.7% | 50-249        |  |
|           |                                     | 28.6% | 10-49         |  |
|           |                                     | 28.6% | More than 250 |  |
|           |                                     | 7.1%  | 1-9           |  |
| <b>3.</b> | Medical/health<br>care Institutions | 40%   | 10-49         |  |
|           |                                     | 33.3% | More than 250 |  |
|           |                                     | 26.7% | 1-9           |  |

**Q4: Number of employees who graduated from Jordanian universities in the participated Institution**

|           |             |       |              |  |
|-----------|-------------|-------|--------------|--|
| <b>1.</b> | Engineering | 54.5% | More than 50 |  |
|-----------|-------------|-------|--------------|--|



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|           |                                     |       |              |  |
|-----------|-------------------------------------|-------|--------------|--|
|           | companies                           | 45.5% | 10-49        |  |
| <b>2.</b> | Business/Finance<br>Institutions    | 35.7% | More than 50 |  |
|           |                                     | 28.6% | 5-9          |  |
|           |                                     | 14.3% | 10-49        |  |
|           |                                     | 14.3% | 1-4          |  |
|           |                                     | 7.1%  | 0            |  |
| <b>3.</b> | Medical/health<br>care Institutions | 40%   | 5-9          |  |
|           |                                     | 33.3% | More than 50 |  |
|           |                                     | 13.3% | 10-49        |  |
|           |                                     | 13.3% | 1-4          |  |

**Q5: The industrial Sector of the participated Institutions**

|           |                                     |       |   |             |
|-----------|-------------------------------------|-------|---|-------------|
| <b>1.</b> | Engineering<br>companies            | 45.5% | Electrical and<br>engineering<br>Industries | See Fig. 31 |
| <b>2.</b> | Business/Finance<br>Institutions    | 71.4% | Banks and Financial<br>Institutes           | See Fig. 38 |
| <b>3.</b> | Medical/health<br>care Institutions | 86.7% | Medical Supplies<br>and Drugs               | See Fig. 45 |

**Q6: The availability of a specialized unit for training in the participated Institutes**

|           |                                  |       |    |  |
|-----------|----------------------------------|-------|----|--|
| <b>1.</b> | Engineering<br>companies         | 72.7% | No |  |
| <b>2.</b> | Business/Finance<br>Institutions | 65%   | No |  |



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|    |                                  |       |    |  |
|----|----------------------------------|-------|----|--|
| 3. | Medical/health care Institutions | 73.3% | No |  |
|----|----------------------------------|-------|----|--|

**Q7: The Average annual spending on training in the participated Institutes**

|    |                                  |       |                  |  |
|----|----------------------------------|-------|------------------|--|
| 1. | Engineering companies            | 63.6% | 0-999            |  |
|    |                                  | 27.3% | I don't Know     |  |
|    |                                  | 9.1%  | More than 50,000 |  |
| 2. | Business/Finance Institutions    | 50%   | 0-999            |  |
|    |                                  | 21.4% | 1000-9,999       |  |
|    |                                  | 14.3% | More than 50,000 |  |
|    |                                  | 7.1%  | 10,000-50,000    |  |
|    |                                  | 7.1%  | I don't Know     |  |
| 3. | Medical/health care Institutions | 46.7% | I don't Know     |  |
|    |                                  | 40%   | 0-999            |  |
|    |                                  | 13.3  | 1000-10000       |  |

**Section II: Evaluation of the importance and performance of different skills**

**Q1: Importance Ranking of Skills**

|    | Specialty                     | Range of result | Rank of skills according to Importance |
|----|-------------------------------|-----------------|--|
| 1. | Engineering companies         | 2.36 to 3       | See Table 14                           |
| 2. | Business/Finance Institutions | 2.43 to 3       | See Table 16                           |



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|   |                                     |                 |  |
|---|-------------------------------------|-----------------|--|
| 3.  | Medical/health<br>care Institutions | 2.63 to 3       | See Table 18                               |
| <b>Q2: Performance Ranking for different skills</b> |                                     |                 |  |
|   | Specialty                           | Range of result | Rank of skills according to<br>performance |
| 1.  | Engineering<br>companies            | 2.91 to 4.27    | See Table 15                               |
| 2.  | Business/Finance<br>Institutions    | 3.14 to 4.43    | See Table 17                               |
| 3.  | Medical/health<br>care Institutions | 2.75 to 4.63    | See Table 19                               |





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## Conclusion and Recommendations

VTC survey aims mainly to support and enhance the establishment of vocational training center that aims of enhancing the competencies of students, by Identifying the needed skills that are important for students and graduates to be trained on; also by identifying the training needs required by the labor market, by addressing the institutions and the relevant authorities to cooperate in the field survey performed by corresponding experts. Thus achieving access to valuable results.

In addition, it was necessary to identify and evaluate the status of training in universities and institution and the level of interest and awareness to take training courses.

For these aims a Needs Analysis questionnaire was designed and distributed to student and employees from different disciplines and institutions, respectively. The major aim of the questionnaire was to collect data on student and employees opinions, needs and preferences with regard to different skills .

### Conclusions and recommendations from the student Survey

The samples were a good representation of the students of the university of Jordan as the vast majority of respondents were from the university of Jordan.

Most of the respondents were undergraduates from different majors (Engineering, Business/Finance, Medical/health care, and Humanities/Education).

The respondents indicates that the role of the university in offering a training courses is very weak; as it clear from the result that most of the training courses that were joined were outside the university for all discipline except the Business which has approximately same percentages for attending training courses inside and outside the university.

The graduates respondents indicates also a very low interest in joining training courses after graduation and/or after joining their work; the reason behind this is mostly due to the high fees for these courses; as it was implied by the respondents.



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Also; the survey indicates that the Medical/Health care students have the highest percentage for joining training courses at the University of Jordan during their study period.

According to the analysis results for Section I and II in the student survey; generally the student doesn't get sufficient training during and after his study period; which means that the majority of the students are graduating without any improvement for skills that may help to raise the competencies. The particular findings highlight the necessity for specialized center for training on different skills for different disciplines, and that will be absolutely achieved by establishing the intended vocational training center.

According to the analysis results for section III; the respondents indicates that all listed skills are ranges between important to very important, which implies that training on these skills will be so beneficial for them.

In regard to the performance rating and ranking results; mostly it was indicated that the performance in the different skills is moderate and above (not excellent nor bad), but taking into account that the respondents are mostly undergraduate who lack practical experience, and their evaluation is missing accuracy; makes relying on their evaluation is somewhat misleading as their performance in many skills is low in reality. In our opinion taking specialized training courses will raise their awareness and competencies.

Furthermore; we recommend to prioritize the offered training programs for the different skills according to their ranking in regard to importance and performance; which means that the most important skills (as evaluated by respondents) and also the skills that were ranked in the lowest levels of performance (as evaluated by respondents) will take the priority.

The most important skills for the different disciplines; as were rated by the students; include Technical Writing; Commitment to professional conduct and ethical responsibility; Self-Development skills; English Language skills; Basic technical terminology and Concepts; Social Communication Skills; Ability to operate medical care instruments; Ability to exact medical knowledge of urgent cases; Proficiency in practicing the infection protocols with patients; Proficiency in adoption medical priority in critical cases; Commitment to professional conduct and ethical responsibility; Basic technical terminology and Concepts; Critical thinking in solving problems and new ideas; Skills in Job planning.

While the lowest rated skills in regard to performance (rated 3 and lower) include Sales and Marketing skills; Basic fundamentals in Quality Assurance systems; e-Learning Management



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System; Skills in Engineering/Medical software; Technical Writing; Ability to operate medical care instruments; Time and Responsibilities management; and Multimedia Production in Teaching.

The most important finding of the Needs Analysis questionnaire is that almost all respondents encouraged the idea of establishing a vocational training centers that offers certificate training programs for the students on related skills to their specialties.

### **Conclusions and recommendations from the Institutional Survey**

Overall, 40 participants from different institutions answered the Needs Analysis questionnaire. The Majority of respondents were Technicians except for the Business/Finance Survey. The vast Majority of respondents holds a bachelor degree. Most of the participated institutions were a small to medium sized institutions that have employees between 4 to 249. Most of the employees were graduates from the Jordanian Universities. Most of participated intuitions' Industrial sectors were Electrical and engineering Industries; Banks and Financial Institutes, and Medical Supplies and Drugs.

The vast majority of participated institutions (medium to small sized institutions) don't have a specialized unit for training and their spending on training is at low levels. While the large size institutions almost have training units.

The respondents rated all skills as important to very important. In regard to the performance rating and ranking results; mostly it was indicated that performance in the different skills is moderate to high. It is recommended to consider the employees evaluation of different skills according to importance and performance to prioritize different training programs.

The most important skills as rated by different institutions employees include General Communication Skills; Function cooperatively on multi-disciplinary teams; Commitment to professional conduct and ethical responsibility; English Language skills; Basic technical terminology and Concepts; Knowledge career ethics and parent rights; Self-Development skills; Time and Responsibilities management; Planning and Management of events; and Proficiency in practicing the infection protocols with patients.

While the lowest rated skills in regard to performance (rated 3 and lower) include Ability to perform first aid with least available facilities; and Interviews through Digital Media.



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The most important finding of the Needs Analysis questionnaire is that almost all managers noted a low level of performance in many skills for most of the fresh graduates. Which means that establishing the vocational center will be a good way to improve the graduates performance in many skills.



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## GJU Results

### Summary of Survey

| Workshops                                 | % Students that took | Type of Workshops |                 |
|---|----------------------|-------------------|-----------------|
|   |                      | Specialized       | Software Skills |
| Taken as a student at university          | 32%                  | 63%               | 37%             |
| Taken as a student outside the university | 42 %                 | 92%               | 8%              |
| Taken after graduation and before working | 13%                  | 75%               | 25%             |
| Taken after graduation and while working  | 32%                  | 100%              | 0%              |

### Performance in Various Skills

| Question No. | Skill   | Performance    | Students Results | Company Results |
|--------------|---|----------------|------------------|-----------------|
| 1            | General Communication Skills                                  | Good and Above | 63%              | 36%             |
| 2            | Technical Writing   | Good and Above | 55%              | 21%             |
| 3            | Function cooperatively on multi-disciplinary teams            | Good and Above | 76%              | 36%             |
| 4            | Dialogue, interaction and Conversation Skills                 | Good and Above | 75%              | 28%             |
| 5            | Commitment to professional conduct and ethical responsibility | Good and Above | 93%              | 57%             |
| 6            | e-Social Networks skills at work                              | Good and Above | 70%              | 28%             |
| 7            | Self-Development skills                                       | Good and Above | 73%              | 29%             |
| 8            | Interviews through Digital Media                              | Good and Above | 52%              | 7%              |
| 9            | Time and Responsibilities management                          | Good and Above | 61%              | 57%             |
| 10           | Sales and Marketing skills                                    | Good and Above | 33%              | 21%             |
| 11           | Planning and Management of events                             | Good and Above | 58%              | 43%             |
| 12           | English Language skills                                       | Good and Above | 78%              | 36%             |
| 13           | Arabic Language skills  | Good and Above | 71%              | 21%             |
| 14           | Skills in Engineering software                                | Good and Above | 70%              | 72%             |



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|    |   |                |     |     |
|----|---|----------------|-----|-----|
| 15 | Basic technical terminology and Concepts            | Good and Above | 78% | 58% |
| 16 | Critical thinking in solving problems and new ideas | Good and Above | 80% | 43% |
| 17 | Skills in Job planning                              | Good and Above | 65% | 21% |
| 18 | Basic fundamentals in project management            | Good and Above | 40% | 14% |
| 19 | Basic fundamentals in Quality Assurance systems     | Good and Above | 44% | 21% |
| 20 | Digital Knowledge Society                           | Good and Above | 46% | 14% |

### Discussion:

The survey is composed of 20 questions that evaluate the strengths and weaknesses of various skills that are required in the working field, and it was done by 60 students and 14 companies.

For the students results it was found that more than 60% of the students' performance in 13 of the 20 skills ranged in the good and excellent category. As such for these skills no extra training is needed.

It was also found that more than 50% of the students have average and poor performance in four different skills that require extra training and workshops in the following skills:

- Basic Fundamentals in Project Management (Q.18)
- Basic Fundamentals in Quality Assurance Systems (Q.19)
- Digital Knowledge Society (Q.20)
- Sales and Marketing Skills (Q.10)

For the remaining three skills it was found that 50-60% of the students have good and excellent performance. Meaning that around 50% of the students have average and poor performance which would require extra training and workshops in these skills:

- Planning and Management of Events (Q.11)
- Interviews through Digital Media (Q.8)
- Technical Writing (Q.2)

For the business results it was found that more than 60% of the survey takers performance was in the excellent and good category for only one skill which does not require any extra training or workshops which is:



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- Skills in Engineering Software (Q.14)

It was found that more than 60% of the survey takers performance was in the average and poor category for the remaining 19 skills. As such extra training and workshops are needed for all these skills.

### Importance of Various Skills

| Question No. | Skill   | Importance                      | Percentage |
|--------------|---|---------------------------------|------------|
| 1            | General Communication Skills                                  | Very Important                  | 72%        |
| 2            | Technical Writing   | Very Important                  | 64%        |
| 3            | Function cooperatively on multi-disciplinary teams            | Very Important                  | 76%        |
| 4            | Dialogue, interaction and Conversation Skills                 | Very Important                  | 82%        |
| 5            | Commitment to professional conduct and ethical responsibility | Very Important                  | 88%        |
| 6            | e-Social Networks skills at work                              | Very Important<br>Not Important | 51%<br>7%  |
| 7            | Self-Development skills                                       | Very Important                  | 61%        |
| 8            | Interviews through Digital Media                              | Important<br>Not Important      | 54%<br>11% |
| 9            | Time and Responsibilities management                          | Very Important                  | 83%        |
| 10           | Sales and Marketing skills                                    | Important<br>Not Important      | 45%<br>15% |
| 11           | Planning and Management of events                             | Very Important<br>Not Important | 55%<br>6%  |
| 12           | English Language skills                                       | Very Important                  | 76%        |
| 13           | Arabic Language skills  | Very Important<br>Not important | 59%<br>10% |
| 14           | Skills in Engineering software                                | Very Important                  | 69%        |
| 15           | Basic technical terminology and Concepts                      | Very Important                  | 74%        |
| 16           | Critical thinking in solving problems and new ideas           | Very Important                  | 78%        |
| 17           | Skills in Job planning  | Very Important                  | 68%        |
| 18           | Basic fundamentals in project management                      | Very Important<br>Not important | 55%<br>10% |
| 19           | Basic fundamentals in Quality Assurance systems               | Very Important<br>Not important | 51%<br>8%  |



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|    |                           |                |     |
|----|---------------------------|----------------|-----|
| 20 | Digital Knowledge Society | Very Important | 47% |
|    |                           | Not important  | 8%  |





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Almotahida  
Education Group

## Study report

# Vocational training center for undergraduate university student and teacher in Jordan

June 2016



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This study focus on identifying the training needs for graduated Jordanian universities and the market needs.

For this purpose a questioner was build and distributed on 64 of the target group in different levels and different qualifications and different sectors and the below tables clarify that, for the reliability of the questioner

Using SPSS 17 programme and get the reliability and constructs validity ,Cranach's alpha (is used as a (lower bound) estimate of the reliability of a psychometric test) conducted equal to 0.914 .this indicated that the questioner have highly validity and reliability .

Table (A) positions of the targeted group

| Number | Position   | Frequencies | Percent |
|--------|--|-------------|---------|
| 1.     | <b>General Manager/ officer</b>                      | 26          | 40.6    |
| 2.     | <b>Technical ( Engineer , lap technical , ...ets</b> | 3           | 4.7     |
| 3.     | <b>Accountant</b>                                    | 0           | 0       |
| 4.     | <b>Teacher</b>                                       | 17          | 26.6    |
| 5.     | <b>Head of department</b>                            | 1           | 1.6     |
| 6.     | <b>Others</b>  | 17          | 26.6    |

Table (B) qualification of the targeted group

| Number | Qualification  | Frequencies | Percent |
|--------|----------------|-------------|---------|
| 1.     | <b>Diploma</b> | 3           | 4.7     |
| 2.     | <b>B.A</b>     | 22          | 34.4    |
| 3.     | <b>Master</b>  | 14          | 21.9    |



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|    |               |    |      |
|----|---------------|----|------|
| 4. | <b>PHD</b>    | 22 | 34.4 |
| 5. | <b>Others</b> | 3  | 4.7  |

Table (C) Number of the employee graduated from a Jordanians universities ( been supervised) of the targeted group

| Number | Qualification       | Frequencies | Percent |
|--------|---------------------|-------------|---------|
| 1.     | <b>1-9</b>          | 6           | 9.4     |
| 2.     | <b>10-49</b>        | 38          | 59.4    |
| 3.     | <b>50-249</b>       | 9           | 14.1    |
| 4.     | <b>250 and more</b> | 11          | 17.2    |

Table (D) Number of the employee graduated from Jordanian universities that the targeted group supervised

| Number | Qualification      | Frequencies | Percent |
|--------|--------------------|-------------|---------|
| 1.     | <b>Non</b>         | 1           | 1.6     |
| 2.     | <b>1-4</b>         | 1           | 1.6     |
| 3.     | <b>5-9</b>         | 9           | 14.1    |
| 4.     | <b>10-49</b>       | 33          | 51.6    |
| 5.     | <b>50 and more</b> | 20          | 31.3    |

Table (E) the sectors where targeted group work in

| Number | qualification                          | Frequencies | Percent |
|--------|--|-------------|---------|
| 1.     | <b>Education</b>                       | 59          | 92.2    |
| 2.     | <b>Higher Education</b>                | 4           | 6.3     |
| 3.     | <b>Banking and financial institute</b> | 0           | 0       |



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|    |                |   |     |
|----|----------------|---|-----|
| 4. | <b>Tourism</b> | 0 | 0   |
| 5. | <b>Others</b>  | 1 | 1.6 |

Table (F) the number of the institute have training center

| Number | If you have a training center | Frequencies | Percent |
|--------|-------------------------------|-------------|---------|
| 1.     | <b>Yes</b>                    | 26          | 40.6    |
| 2.     | <b>No</b>                     | 38          | 59.4    |

Table (G) the amount money they spend in training in their organization

| Number | Amount JD      | Frequencies | Percent |
|--------|----------------|-------------|---------|
| 1.     | 0-999          | 4           | 6.3     |
| 2.     | 1000-9999      | 6           | 9.4     |
| 3.     | 10000-49999    | 6           | 9.4     |
| 4.     | 50000 and more | 1           | 1.6     |
| 5.     | They don't now | 47          | 73.4    |



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| Number | Abilities, Attributes, and Skills                             | Importance                      |            |                          |            |                                  |            |  |
|--------|---|---------------------------------|------------|--------------------------|------------|----------------------------------|------------|--|
|        |   | Not<br>important<br>Frequencies | Percentage | important<br>Frequencies | Percentage | Very<br>important<br>Frequencies | Percentage | Percentages<br>important +<br>v. important |
| 1.     | General Communication Skills                                  | 1                               | 1.6        | 12                       | 18.8       | 51                               | 79.7       | 98.5                                       |
| 2.     | Technical Writing   | 6                               | 9.4        | 27                       | 42.2       | 31                               | 48.4       | 90.6                                       |
| 3.     | Creative Capabilities and multiple Intelligence Sensing       | 0                               | 0          | 19                       | 29.7       | 45                               | 70.3       | 100  |
| 4.     | Dialogue, interaction and Conversation Skills                 | 1                               | 1.6        | 14                       | 21.9       | 49                               | 76.6       | 98.5                                       |
| 5.     | Commitment to professional conduct and ethical responsibility | 1                               | 1.6        | 3                        | 4.7        | 60                               | 93.8       | 98.5                                       |
| 6.     | e-Social Networks skills at work                              | 2                               | 3.1        | 15                       | 23.4       | 47                               | 73.4       | 96.8                                       |
| 7.     | Self-Development skills                                       | 5                               | 7.8        | 12                       | 18.8       | 47                               | 73.4       | 92.2                                       |
| 8.     | Interviews through Digital Media                              | 10                              | 15.6       | 26                       | 40.6       | 28                               | 43.8       | 84.4                                       |
| 9.     | Time and Responsibilities management                          | 2                               | 3.1        | 19                       | 29.7       | 43                               | 67.2       | 96.9                                       |
| 10.    | Planning and Management of events                             | 1                               | 1.6        | 19                       | 29.7       | 44                               | 68.8       | 98.5                                       |
| 11.    | English Language skills                                       | 2                               | 3.1        | 34                       | 53.1       | 28                               | 43.8       | 96.9                                       |
| 12.    | Arabic Language skills  | 0                               | 0          | 15                       | 23.4       | 49                               | 76.6       | 100  |
| 13.    | Skills in using computers and software                        | 1                               | 1.6        | 27                       | 42.2       | 36                               | 56.3       | 98.5                                       |
| 14.    | Modern Strategies in Teaching                                 | 0                               | 0          | 23                       | 35.9       | 41                               | 64.1       | 100  |
| 15.    | Multimedia Production in                                      | 4                               | 6.3        | 19                       | 29.7       | 41                               | 64.1       | 93.8                                       |



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|     | Teaching  |   |      |    |      |    |      |      |
|-----|---|---|------|----|------|----|------|------|
| 16. | Identify Indicators for Quality Assurance in Planning Process | 1 | 1.6  | 32 | 50.0 | 31 | 48.4 | 98.4 |
| 17. | Modern Evaluation Strategies and Related Tools                | 0 | 0    | 33 | 51.6 | 31 | 48.4 | 100  |
| 18. | e- exams Management and Applications                          | 4 | 6.3  | 29 | 45.3 | 31 | 48.4 | 93.7 |
| 19. | e-Learning Management System                                  | 7 | 10.9 | 38 | 59.4 | 19 | 29.7 | 89.1 |
| 20. | Digital Knowledge Society                                     | 2 | 3.1  | 34 | 53.1 | 28 | 43.8 | 96.9 |
| 21. | Identifying talented Children                                 | 1 | 1.6  | 25 | 39.1 | 38 | 59.4 | 98.5 |
| 22. | Identifying special needs and learning Disability             | 3 | 4.7  | 20 | 31.3 | 41 | 64.1 | 95.4 |

Table ( 1 ) the important of the abilities, attributes and skills

Table ( 2 ) the high and very high frequencies and percentages of performance in the market (abilities, attributes and skills )

| Number | Abilities, Attributes, and Skills                       | Performance      |            |                   |            |   |
|--------|---|------------------|------------|-------------------|------------|---|
|        |   | Frequencies High | Percentage | Percent Very high | Percentage | The sum of percentages (High and Very High) |
| 1.     | General Communication Skills                            | 8                | 12.5       | 13                | 20.3       | 32.8  |
| 2.     | Technical Writing                                       | 11               | 17.2       | 5                 | 7.8        | 25  |
| 3.     | Creative Capabilities and multiple Intelligence Sensing | 3                | 4.7        | 13                | 20.3       | 25  |
| 4.     | Dialogue, interaction and Conversation Skills           | 14               | 21.9       | 12                | 18.8       | 40.7  |
| 5.     | Commitment to professional conduct and ethical          | 10               | 15.6       | 21                | 32.8       | 48.4  |



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| Number | Abilities, Attributes, and Skills                             | Performance         |            |                      |            |  |
|--------|---|---------------------|------------|----------------------|------------|--|
|        |   | Frequencies<br>High | Percentage | Percent<br>Very high | Percentage | The sum of<br>percentages<br>(High and Very<br>High) |
|        | responsibility  |                     |            |                      |            |  |
| 6.     | e-Social Networks skills at work                              | 9                   | 14.1       | 20                   | 31.3       | 45.4   |
| 7.     | Self-Development skills                                       | 9                   | 14.1       | 12                   | 18.8       | 32.9   |
| 8.     | Interviews through Digital Media                              | 7                   | 10.9       | 15                   | 23.4       | 34.3   |
| 9.     | Time and Responsibilities management                          | 8                   | 12.5       | 12                   | 18.8       | 31.3   |
| 10.    | Planning and Management of events                             | 4                   | 6.3        | 11                   | 17.2       | 23.5   |
| 11.    | English Language skills                                       | 18                  | 28.1       | 1                    | 1.6        | 29.7   |
| 12.    | Arabic Language skills  | 7                   | 10.9       | 17                   | 26.6       | 37.5   |
| 13.    | Skills in using computers and software                        | 12                  | 18.8       | 11                   | 17.2       | 36   |
| 14.    | Modern Strategies in Teaching                                 | 15                  | 23.4       | 10                   | 15.6       | 39   |
| 15.    | Multimedia Production in Teaching                             | 16                  | 25         | 13                   | 20.3       | 45.3   |
| 16.    | Identify Indicators for Quality Assurance in Planning Process | 4                   | 6.3        | 11                   | 17.2       | 23.5   |
| 17.    | Modern Evaluation Strategies and Related Tools                | 19                  | 29.7       | 5                    | 7.8        | 37.5   |
| 18.    | e- exams Management and Applications                          | 12                  | 18.8       | 5                    | 7.8        | 26.6   |
| 19.    | e-Learning Management System                                  | 14                  | 21.9       | 5                    | 7.8        | 29.7   |



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| Number | Abilities, Attributes, and Skills                 | Performance         |            |                      |            |  |
|--------|---|---------------------|------------|----------------------|------------|--|
|        |   | Frequencies<br>High | Percentage | Percent<br>Very high | Percentage | The sum of percentages<br>(High and Very High) |
| 20.    | Digital Knowledge Society                         | 11                  | 17.2       | 8                    | 12.5       | 29.7   |
| 21.    | Identifying talented Children                     | 10                  | 15.6       | 14                   | 21.9       | 37.5   |
| 22.    | Identifying special needs and learning Disability | 9                   | 14.1       | 13                   | 20.3       | 34.4   |

Table (3 ) the very low , low and medium frequencies and percentages of performance in the market (abilities, attributes and skills )

| Number | Abilities, Attributes, and Skills                             | Performance             |            |                    |            |                   |            |  |
|--------|---|-------------------------|------------|--------------------|------------|-------------------|------------|--|
|        |   | Frequencies<br>Very low | Percentage | Frequencies<br>low | Percentage | Percent<br>Medium | Percentage | Percentages<br>the sum of<br>Very low<br>and low and<br>medium |
| 1.     | General Communication Skills                                  | 3                       | 47         | 12                 | 18.8       | 28                | 43.8       | 67.3   |
| 2.     | Technical Writing   | 15                      | 23.4       | 13                 | 20.3       | 20                | 31.3       | 75   |
| 3.     | Creative Capabilities and multiple Intelligence Sensing       | 13                      | 20.3       | 13                 | 20.3       | 22                | 34.4       | 75   |
| 4.     | Dialogue, interaction and Conversation Skills                 | 4                       | 6.3        | 14                 | 21.9       | 20                | 31.3       | 59.5   |
| 5.     | Commitment to professional conduct and ethical responsibility | 5                       | 7.8        | 18                 | 28.1       | 10                | 15.6       | 51.5   |
| 6.     | e-Social Networks skills at work                              | 6                       | 9.4        | 21                 | 32.8       | 8                 | 12.5       | 54.7   |





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| Number | Abilities, Attributes, and Skills                             | Performance             |            |                    |            |                   |            |  |
|--------|---|-------------------------|------------|--------------------|------------|-------------------|------------|--|
|        |   | Frequencies<br>Very low | Percentage | Frequencies<br>low | Percentage | Percent<br>Medium | Percentage | Percentages<br>the sum of<br>Very low<br>and low and<br>medium |
| 7.     | Self-Development skills                                       | 9                       | 14.1       | 13                 | 20.3       | 21                | 32.8       | 67.2   |
| 8.     | Interviews through Digital Media                              | 11                      | 17.2       | 17                 | 26.6       | 14                | 21.9       | 65.7   |
| 9.     | Time and Responsibilities management                          | 6                       | 9.4        | 24                 | 37.5       | 14                | 21.9       | 68.8   |
| 10.    | Planning and Management of events                             | 2                       | 3.1        | 29                 | 45.3       | 18                | 28.1       | 76.5   |
| 11.    | English Language skills                                       | 13                      | 20.3       | 21                 | 32.8       | 11                | 17.2       | 70.3   |
| 12.    | Arabic Language skills  | 3                       | 4.7        | 20                 | 31.3       | 17                | 26.6       | 62.6   |
| 13.    | Skills in using computers and software                        | 3                       | 4.7        | 14                 | 21.9       | 24                | 37.5       | 64.1   |
| 14.    | Modern Strategies in Teaching                                 | 5                       | 7.8        | 21                 | 32.8       | 13                | 20.3       | 60.9   |
| 15.    | Multimedia Production in Teaching                             | 15                      | 23.4       | 14                 | 21.9       | 6                 | 9.4        | 54.7   |
| 16.    | Identify Indicators for Quality Assurance in Planning Process | 13                      | 20.3       | 21                 | 32.8       | 15                | 23.4       | 76.5   |
| 17.    | Modern Evaluation Strategies and Related Tools                | 9                       | 14.1       | 12                 | 18.8       | 19                | 29.7       | 62.6   |
| 18.    | e- exams Management and Applications                          | 12                      | 18.8       | 17                 | 26.6       | 18                | 28.1       | 73.5   |
| 19.    | e-Learning Management System                                  | 16                      | 25         | 11                 | 17.2       | 18                | 28.1       | 70.3   |
| 20.    | Digital Knowledge Society                                     | 17                      | 26.6       | 16                 | 25         | 12                | 18.8       | 70.4   |
| 21.    | Identifying talented Children                                 | 13                      | 20.3       | 17                 | 26.6       | 10                | 15.6       | 62.5   |
| 22.    | Identifying special needs and                                 | 11                      | 17.2       | 18                 | 28.1       | 13                | 20.3       | 65.6   |



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| Number | Abilities, Attributes, and Skills | Performance             |            |                    |            |                   |            |
|--------|-----------------------------------|-------------------------|------------|--------------------|------------|-------------------|------------|
|        |                                   | Frequencies<br>Very low | Percentage | Frequencies<br>low | Percentage | Medium<br>Percent | Percentage |
|        | learning Disability               |                         |            |                    |            |                   |            |

## Discussions

Tables A,B,C,D,E shows good samples with different positions ,qualification and number of employee(graduated from Jordanian universities ) that makes availed conclusions and can generalized on education and higher education sectors .

Tables F and G shows a high percentage (60%) which do not have a training center while low percentage (40%) of the organization have a training center and a lot of the sample ( 73.4) do not know how much their company spend on training which mean a little interest of training in their field .

Table (1) shows (the high and very high importance) of the abilities , attributes and skills related to their employees all of these the abilities , attributes and skills are agreed as important and highly important 100% to 84%) .That indicates all these abilities , attributes and skills should be trained to graduated students to be skillful and meet the need of the market .

Table (2) shows the performances of the graduated student from Jordanian universities who meet the expectation ( high and very high ) and the percentages (48.4 to 23.5) is less than the market need which means there is a lack of the competence and skillful employees needed in the market .

Table ( 3) supports the conclusion we have addressed in the previous paragraph and gives us the priority in order and it should be very soon to improving the quality of the



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graduated student to meet the need of the market and providing it with a skillful employees .

That means a highly needed to establishing a training center to train the graduated and in serves employees to build their capacities on the skills below, and we will rank them according to their low performances .

The first priority is the five abilities , attributes and skills ( Planning and Management of events, Identify Indicators for Quality Assurance in Planning Process, Technical Writing, Creative Capabilities and multiple Intelligence Sensing e- exams Management and Applications)

The second priority is the six abilities, attributes and skills (e-Learning Management System, Digital Knowledge Society, English Language skills, Time and Responsibilities management, General Communication Skills, Self-Development skills)

The third priority is the seven abilities , attributes and skills (Identifying special needs and learning Disability, Interviews through Digital Media, Skills in using computers and software , Identifying talented Children, Arabic Language skills , Modern Strategies in Teaching , Modern Evaluation Strategies and Related Tools ).

The Final priority is four abilities, attributes and skills (Dialogue, interaction and Conversation Skills, e-Social Networks skills at work, Multimedia Production in Teaching, Commitment to professional conduct and ethical responsibility

#### Recommendations

Build an institute for training the graduated students and teacher to empower them to lead the community and to build the future of our student by meeting the different needs of them to fulfill their needs .



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## Al-Balqa' Applied University

This report is about the training needs for students of **Al-Balqa' Applied University** based on the questionnaires that were filled by both graduate students and employers. Data were analyzed using the SPSS. The significance is determined based on the average of both graduate students mean and employers mean.

### For the general trainings:

**Table 1** showed the degrees of the **general** training courses importance based on the opinion of the graduate students and employers

| No. | Training course   | Student mean | Employer mean | Average mean | Significance |
|-----|---|--------------|---------------|--------------|--------------|
| 1   | Social Communication Skills                                   | 2.71         | 2.68          | 2.695        | *            |
| 2   | General Communication Skills                                  | 2.42         | 2.71          | 2.565        |              |
| 3   | Technical Writing   | 2.03         | 2.53          | 2.28         |              |
| 4   | Function cooperatively on multi-disciplinary teams            | 2.83         | 2.82          | 2.725        | *            |
| 5   | Dialogue, interaction and Conversation Skills                 | 2.63         | 2.74          | 2.685        | *            |
| 6   | Commitment to professional conduct and ethical responsibility | 2.68         | 2.88          | 2.78         | *            |
| 7   | e-Social Networks skills at work                              | 2.41         | 2.33          | 2.37         |              |
| 8   | Self-Development skills                                       | 2.61         | 2.59          | 2.6          |              |
| 9   | Interviews through Digital Media                              | 2.08         | 2.06          | 2.07         |              |
| 10  | Time and Responsibilities management                          | 2.54         | 2.74          | 2.64         | *            |



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|    |                                   |      |      |       |  |
|----|-----------------------------------|------|------|-------|--|
| 11 | Planning and Management of events | 2.34 | 2.38 | 2.36  |  |
| 12 | English Language skills           | 2.29 | 2.68 | 2.485 |  |
| 13 | Arabic Language skills            | 2.34 | 2.62 | 2.48  |  |
| N  |                                   | 59   | 34   |       |  |

\*Means is close to 3 is very important

**For the Engineering training:**

**Table 2** showed the degrees of the training courses importance based on the opinion of the graduate students and employers for the **engineering and industrial sectors**

| No. | Training course                                     | Student mean | Employer mean | Average mean | Significance |
|-----|---|--------------|---------------|--------------|--------------|
| 14  | Skills in Engineering software                      | 2.8          | 2.8           | 2.8          | *            |
| 15  | Basic technical terminology and Concepts            | 2.67         | 2.7           | 2.68         | *            |
| 16  | Critical thinking in solving problems and new ideas | 2.4          | 2.4           | 2.4          |              |
| 17  | Skills in Job planning                              | 2.8          | 2.8           | 2.8          | *            |
| 18  | Basic fundamentals in project management            | 2.87         | 2.5           | 2.68         | *            |
| 19  | Basic fundamentals in Quality Assurance systems     | 2.13         | 2.4           | 2.27         |              |
| N   |   | 15           | 10            |              |              |

\*Means is close to 3 is very important

**For the Education training:**

**Table 3** showed the degrees of the training courses importance based on the opinion of the graduate students and employers for the **educational sector**



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| <b>No.</b> | <b>Training course</b>  | <b>Student mean</b> | <b>Employer mean</b> | <b>Average mean</b> | <b>Significance</b> |
|------------|---|---------------------|----------------------|---------------------|---------------------|
| 14         | Skills in using computers and software                        | 2.48                | 2.8                  | 2.64                | *                   |
| 15         | Modern Strategies in Teaching                                 | 2.44                | 2.67                 | 2.555               | *                   |
| 16         | Multimedia Production in Teaching                             | 2.12                | 2.6                  | 2.36                |                     |
| 17         | Identify Indicators for Quality Assurance in Planning Process | 2.12                | 2.67                 | 2.395               |                     |
| 18         | Modern Evaluation Strategies and Related Tools                | 2.36                | 2.6                  | 2.48                |                     |
| 19         | e- exams Management and Applications                          | 2.44                | 2.47                 | 2.455               |                     |
| 20         | e-Learning Management System                                  | 2.28                | 2.6                  | 2.44                |                     |
| 21         | Digital Knowledge Society                                     | 2.08                | 2.4                  | 2.24                |                     |
| 22         | Identifying talented Children                                 | 2.48                | 2.67                 | 2.575               | *                   |
| N          |   | 25                  | 15                   |                     |                     |

\*Means is close to 3 is very important

**For the Medical training:**

**Table 4** showed the degrees of the training courses importance based on the opinion of the graduate students and employers for the **medical sector**

| <b>No.</b> | <b>Training course</b>                      | <b>Student mean</b> | <b>Employer mean</b> | <b>Average mean</b> | <b>Significance</b> |
|------------|---|---------------------|----------------------|---------------------|---------------------|
| 14         | Skills in Medical software                  | 2.5                 | 2.73                 | 2.62                | *                   |
| 15         | Ability to operate medical care instruments | 2.6                 | 2.53                 | 2.57                |                     |



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|    |   |     |      |      |   |
|----|---|-----|------|------|---|
| 16 | Ability to exact medical knowledge of urgent cases              | 2.6 | 2.8  | 2.7  | * |
| 17 | Ability to perform first aid with least available facilities    | 2.5 | 2.29 | 2.39 |   |
| 18 | Proficiency in dealing with stressed patients                   | 2.5 | 2.53 | 2.52 |   |
| 19 | Principles of hospital/pharmacy management skills               | 2.5 | 2.2  | 2.35 |   |
| 20 | Proficiency in practicing the infection protocols with patients | 2.2 | 2.53 | 2.37 |   |
| 21 | Proficiency in adoption medical priority in critical cases      | 2.9 | 2.73 | 2.82 | * |
| 22 | Basic technical terminology and Concepts                        | 2.6 | 2.4  | 2.5  |   |
| N  |   | 10  | 15   |      |   |

\*Means is close to 3 is very important

**For the Business training:**

**Table 5** showed the degrees of the training courses importance based on the opinion of the graduate students and employers for the **administrative and business sector**

| No. | Training course                                     | Student mean | Employer mean | Average mean | Significance |
|-----|---|--------------|---------------|--------------|--------------|
| 14  | Skills in Business software                         | 2.39         | 2.8           | 2.6          | *            |
| 15  | Basic technical terminology and Concepts            | 2.46         | 2.6           | 2.53         |              |
| 16  | Critical thinking in solving problems and new ideas | 2.45         | 2.6           | 2.52         |              |
| 17  | Skills in Job planning                              | 2.35         | 2.8           | 2.58         | *            |
| 18  | Basic fundamentals in project management            | 2.04         | 2.7           | 2.37         |              |



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|    |   |      |     |      |   |
|----|---|------|-----|------|---|
| 19 | Basic fundamentals in Quality Assurance systems | 2.08 | 2.1 | 2.09 |   |
| 20 | HR systems                                      | 2.19 | 2.7 | 2.45 |   |
| 21 | Customer management and customer service        | 2.42 | 2.9 | 2.66 | * |
| 22 | Budgeting and Bookkeeping                       | 2.12 | 2.6 | 2.36 |   |
| 23 | Bank credit management                          | 2.23 | 2.4 | 2.32 |   |
| 24 | Personal selling skills                         | 2.54 | 2.3 | 2.42 |   |
| 25 | Final Accounts preparation                      | 2.13 | 2.6 | 2.37 |   |
| N  |   | 25   | 10  |      |   |

\*Means is close to 3 is very important

### **Summary:**

The training needed by Al-Balqa' Applied University for the different faculties graduates are as follows:

#### **1. General training needed is:**

- Social Communication Skills
- Function cooperatively on multi-disciplinary teams
- Dialogue, interaction and Conversation Skills
- Commitment to professional conduct and ethical responsibility
- Time and Responsibilities management

#### **2. Engineering training needed is:**

- Skills in engineering software
- Basic technical terminology and Concepts
- Skills in Job planning
- Basic fundamentals in project management

#### **3. Education training needed is:**

- Skills in using computers and software
- Modern Strategies in Teaching
- Identifying talented Children

#### **4. Medical training needed is:**





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- Skills in Medical software
- Ability to exact medical knowledge of urgent cases
- Proficiency in adoption medical priority in critical cases

**5. Business and administrative training needed is:**

- Skills in Business software
- Skills in Job planning
- Customer management and customer service



## ANNEX III: VTC Surveys needed from each partner

| Partner | Engineering Companies | Engineering Students/ Graduates | Medical/health care Institutions | Medical/health care students | Humanities /Education institutions | Humanities /Education students | Business/ Finance Institutions | Business/ Finance students |
|---------|-----------------------|---------------------------------|----------------------------------|------------------------------|------------------------------------|--------------------------------|--------------------------------|----------------------------|
| JUST    | 35                    | 45                              | 45                               | 30                           |                                    | 25                             | 10                             |                            |
| JU      | 10                    | 15                              | 15                               | 20                           |                                    | 25                             | 10                             | 25                         |
| MU      | 10                    | 15                              | 15                               | 20                           | 10                                 | 25                             | 10                             | 25                         |
| GJU     | 10                    | 15                              | 15                               | 20                           |                                    | 15                             | 10                             | 25                         |
| BAU     | 10                    | 15                              | 15                               | 10                           | 15                                 | 25                             | 10                             | 25                         |
| AABU    | 10                    | 15                              | 10                               |                              | 10                                 | 25                             | 20                             | 25                         |
| AEG     | 15                    |                                 | 15                               |                              | 65                                 |                                | 20                             |                            |