



University of Tabuk
Faculty of Education and Arts
Department of Languages and
Translation



English Language Program

Guide to the Program Quality Assurance System

2023-2024

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Declaration:

We, the English Language Program at the University of Tabuk, hereby declare our commitment to upholding the highest standards and affirm our dedication to quality assurance. We strive to deliver an exceptional program that meets the needs and expectations of our stakeholders, while continuously improving and adapting to evolving demands. We will establish and maintain robust quality assurance processes to monitor and evaluate our program's effectiveness and efficiency. Regular reviews, assessments, and audits will be conducted to ensure that our program meets or exceeds the established standards.

Definitions in the Field of Quality

Quality: It is satisfying the requirements of the customer who invested in the product or service, and it is about being fit for the purpose for which the product or service was purchased.

Academic quality: Academic quality is a way of describing how well the learning opportunities available to students help them to achieve their awards. It is also about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them.

Academic standards: Academic standards are a way of describing the level of achievement that a student has to reach to gain an academic award (for example, a degree). It should be at a similar level across the Kingdom.

Quality assurance (QA): Quality assurance refers to a range of review procedures designed to safeguard academic standards and promote learning opportunities for students of acceptable quality.

Quality system: A quality system, also known as a Quality Assurance (QA) system or a Quality Management System (QMS), is a management system that helps to ensure the consistency of quality of the goods or services (education) that are supplied. Compliance with Quality System Standards is demonstrated by completion of a successful quality system audit conducted by a certified organization recognized by the Government.

Policies: A policy is a statement stated to guide decision-making based on the framework of the institution's objectives, goals, and management trends.

Procedures: A procedure is a “documented process”: a series of prescribed steps which are followed in a specific regular order to secure adherence to the guidelines set in the policy the procedure adheres to. It describes the process: “who” does “what” and “when” “under what criteria” in a specific sequence.

Activity/ Task: These are work instructions that describe how to accomplish the process. An activity is an action representing a step in the procedure. A task is a detailed description of an activity.

Forms: These are documentations used to create records, checklists, surveys, which constitute the basis of the process communications, audit materials, and process improvement initiatives.

Records: These are the critical output documents of any procedure.

Determinants: Determinants refer to the factors or influences that shape the development of some program components.

Instructor: Also known as teacher or educator, is an individual responsible for facilitating the learning process and guiding students in their educational journey.

Course coordinator: Also known as course manager, is an individual who oversees the planning, development, and overall management of a specific course or a group of related courses within an educational institution.

Abbreviations

To enhance readability and streamline the manual's content, we have included a list of commonly used abbreviations and their corresponding full forms in the following section.

UT: University of Tabuk.

FEA: Faculty of Education and Arts.

LTD: Languages and Translation Department

ELP: English Language Program

ETEC: Education and Training Evaluation Commission

NQF: National Qualification framework.

CES: Course evaluation survey

PES: Program evaluation survey

SES: Student experience survey

SSS-AC: Academic staff satisfaction survey

SSS-AD: Administrative staff satisfaction survey

EES: Employer Evaluation survey

SES: Self-evaluation scales.

SWOT: Strength weakness opportunities and threats analysis.

SSRP: Self-evaluation report for programs.

KPIs: Key performance indicators.

CR: Course report.

APR: Annual program report.

CLOs: Course learning outcomes.

PLOs: Program learning outcomes.

GAs: Graduates Attributes

Introduction

Purpose:

This comprehensive manual serves as a guide to ensure the highest standards of quality in our program's activities, procedures, responsibilities, and reporting. By adhering to the guidelines outlined in this manual, we aim to achieve excellence, efficiency, and continuous improvement in all aspects of our program. This manual provides a clear framework for maintaining consistency, accountability, and transparency throughout the program's lifecycle.

The manual encompasses a wide range of essential components related to quality assurance. It outlines the various activities carried out within the program, including planning, implementation, monitoring, and evaluation. Additionally, it provides detailed procedures and protocols to follow to ensure the smooth execution of these activities. Clear roles, responsibilities, and accountabilities are assigned to different stakeholders involved in the program, fostering a collaborative and results-oriented approach. Moreover, the manual establishes comprehensive reporting mechanisms to track progress, identify areas for improvement, and communicate program outcomes to relevant stakeholders.

Scope:

This manual applies to all personnel involved in the English Language Program, including program managers, staff members, and relevant stakeholders. It encompasses all stages of the program, from planning to evaluation and improvement.

Document Control:

This manual is version-controlled and maintained by the program administration office. Any revisions or updates to the manual will be documented, and the latest version will be made available to all relevant personnel.

ELP Quality System

The English Language Program implements a comprehensive and robust quality system to ensure excellence in every aspect of our program. Our quality system encompasses the development of clear Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and Graduate Attributes (GAs) that guide our curriculum design and delivery. We employ a variety of assessment methods to comprehensively evaluate student progress and provide timely feedback for improvement. Additionally, our quality system includes a rigorous program evaluation process that allows us to continuously assess the effectiveness of our program, make data-informed decisions, and implement enhancements to meet the evolving needs of our students and industry demands.

English Language Program: Background

The Department of Languages and Translation began as the Department of English Language in 1424 within the academic departments at the Teachers' College in Tabuk. In 1429, the college was restructured to become the Faculty of Education and Arts and the name of the English Department changed to its current name, Department of Languages and Translation. Since its inception till now, the department has been keen to provide a highly motivating teaching and learning environment in the field of English language, literature, and translation through the English Language Program, a “BA” program it distinctively offers. The ELP is presented in the University of Tabuk Main Campus, in addition to Duba Satellite Campus. Endeavoring to meet the best national and international standards in the field of English language, the ELP has been accredited by the Commission on English Language Program Accreditation (CEA) in August 2018. It further obtained national accreditation by the Education and Training Evaluation Commission in January 2022, and it is currently endeavoring to get full accreditation by the commission.

LTD Organizational Structure:

The Languages and Translation Department has a well-designed organizational structure that establishes mechanisms for academic governance and decision-making within the department. It clearly defines the roles and responsibilities of faculty members, administrators, and staff.

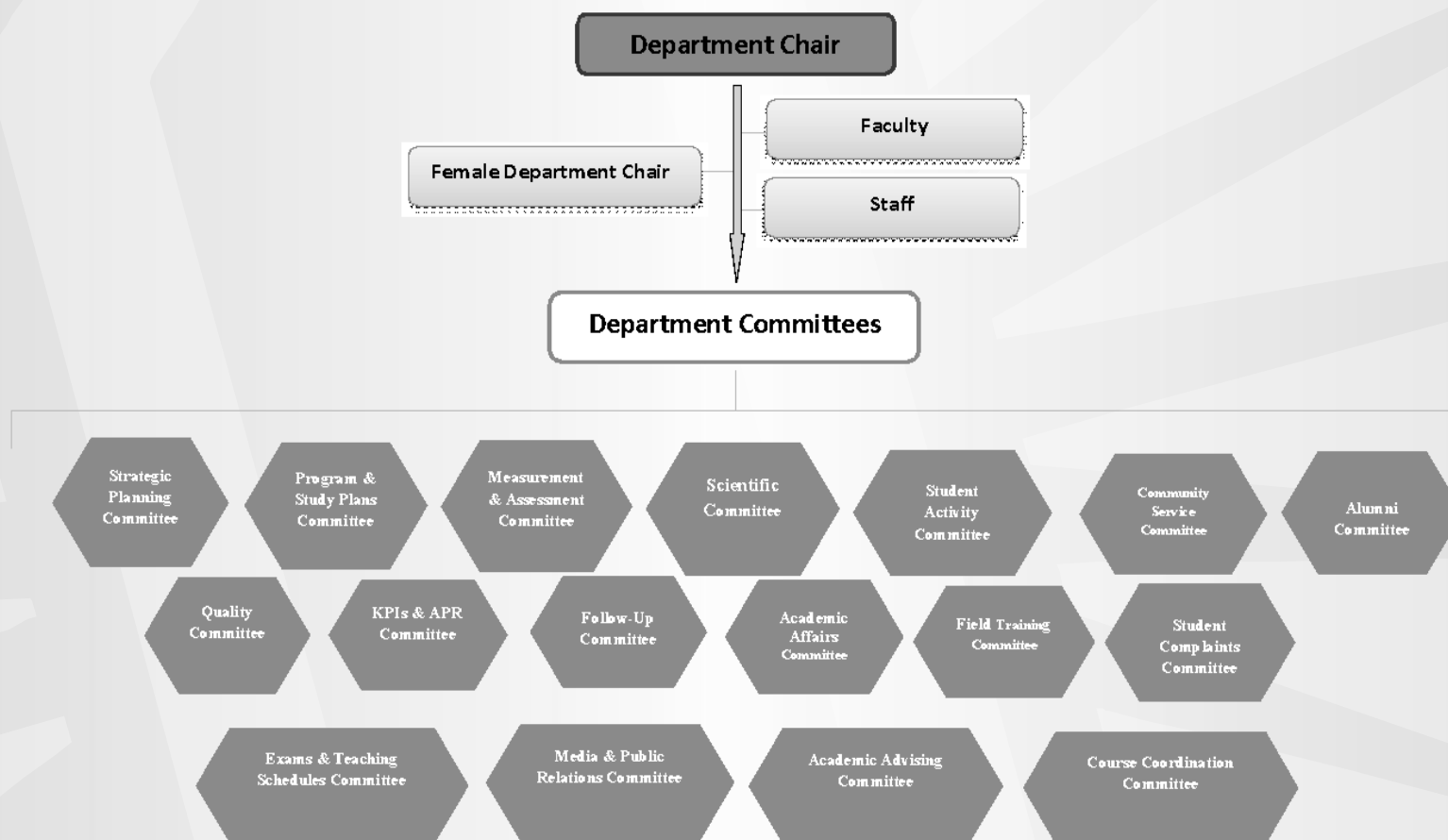


Figure 1: LTD Organizational Chart

Program Mission:

The primary focus of the English Language Program is defined by its statement of mission. The ELP mission addresses instruction, research and community service; also, it explains the program's character, individuality and its harmony with the mission and vision of the University of Tabuk. The mission of the English Language Program propagates a message that resonates with students, faculty members and all stakeholders, in such a way that reflects the ELP uniqueness and provides a constant reminder to all the stakeholders of why the program has been developed.

The ELP Mission is stated as follows:

To offer a distinguished educational environment that contributes to the preparation of cadres who are competent in the field of English language, literature, and translation, meeting labor market needs and enhancing research and community involvement.

Program Strategic Goals:

1. To provide a distinguished educational environment for English language, literature, and translation studies.
2. To prepare cadres competent in the English language to meet labor market demands.
3. To encourage research in the field of English language, literature, and translation.
4. To foster community engagement by leveraging English language skills for local needs and cultural enrichment.

Program Development and Quality Management Goals:

The ELP quality assurance management system has the following main goals:

1. Ensuring good practices for quality assurance processes.
2. Ensuring continuous improvement of the English Language Program.

3. Ensuring high quality outcomes.

Program Learning Outcomes

As specified in the program specification, the English Language Program Learning Outcomes are as follows:

Knowledge and understanding	
K1	Demonstrate in-depth knowledge of the interdisciplinary nature of the language systems within cultural and social contexts.
K2	Discuss specialized knowledge of theories, principles, and concepts of pedagogy, English linguistics, and translation.
K3	Identify the diverse genres, schools, techniques, and historical periods of the English language and literature.
Skills	
S1	Communicate complex ideas fluently and effectively in both verbal and written modes.
S2	Produce accurate translations between the source and target languages in varied contexts using different methods.
S3	Conduct inquiry, investigation, and research to solve language-related problems, utilizing appropriate methodologies and modern information technology.
S4	Analyze and evaluate texts critically, employing approaches, theories, and creative techniques in the fields of English language, literature, and translation
Values, Autonomy, and Responsibility	
V1	Demonstrate ethical standards in language-related fields, academic integrity, respect for cultural differences, and intellectual property.
V2	Manage tasks autonomously, promoting self-reflection and life-long learning.
V3	Collaborate responsibly in academic and professional settings, leading and participating in team projects.

Program Graduate Attributes

The new framework for building programs and study plans at the University of Tabuk depends on competency-based education for the outputs of various academic programs and specialized tracks, and emphasizes the needs and tendencies of the local, regional and global labor market. Therefore, a graduate of the English Language, BA Program at the University of Tabuk should possess the following basic skills:

1. Competent graduate equipped with knowledge, skills, and practical and research expertise in Literature/Linguistics /Translation.
2. Skilled graduate able to utilize technology ethically, safely, and effectively for research and life purposes.
3. Brilliant communicator who proficiently shares and conveys ideas and knowledge using various methods of communication while adhering to proper language and structure.
4. Responsible citizen who commits to ethical and professional standards, participating in local and national communities autonomously and collaboratively.
5. Professionally skilled graduate carrying out duties, and demonstrating team collaboration, adaptability, and time management to accomplish shared objectives within a professional community.

Program Learning Outcomes Assessment Plan

I. Introduction

Outcomes assessment is an integral part of an outcomes-based approach to teaching, learning, and assessment. Therefore, the Department of Languages and Translation at the University of Tabuk (UT) understands the importance of developing a comprehensive outcomes assessment strategy that guides its faculty members who are likely to be involved in reviewing the program learning outcomes assessment methods and criteria. The data gathered through such a strategy could help the department improve the curricula, teaching, learning, and thereby enhance the effectiveness of the program based on evidence from students' learning outcomes.

I. PLOs: Description of the Assessment Process

Step 1: Program Learning Outcomes: Plan

The first step consists of identifying the PLOs that are consistent with its mission and graduates attribute at the university. Also, they must be consistent with labor market needs and the requirement of national qualification frameworks (level 6), which provides three learning areas including knowledge, skills, and values.

Step 2: Learning Outcomes Assessment: DO

This step specifies the measurement tools used to indicate the successful realization of each learning outcome. Appropriate methods are needed to ensure that the data collected are credible, trustworthy, and useful for identifying the strengths and areas of the program that need improvement. This can be achieved by including direct and indirect measures. Direct measures are based on direct assessments of students' work and performance in capstone courses (i.e., from the results of summative and formative assessments, oral presentations, and research projects, if applicable). Indirect measures involve stakeholders' perceptions of how students have attained the learning outcomes. Indirect measures are relatively subjective. However, this effect of subjectivity can be reduced to some extent by including various indirect measures (e.g., alumni surveys, student surveys, external reviews—peer reviews of the academic program and students' performance).

Step 3: Learning Outcomes Assessment: CHECK

The program applies direct and indirect methods as a tool to ensure that students achieve learning outcomes. These methods depend on:

1. Student performance on courses (CLOs assessments).
2. PLOs Survey.

Step 4: Learning Outcomes Assessment: Act (Improvement and development Processes)

The final step of the program learning outcomes measurement plan is to provide appropriate improvement and development plans for the program after the process. The program benefits from the measurement process by making appropriate decisions, if necessary, as:

- Reviewing teaching strategies and their compatibility with learning outcomes
- Reviewing the assessment methods for the courses and their compatibility with the learning outcomes
- Reviewing the prerequisite of some courses
- Reviewing the methods and tools for measuring the program's learning outcomes by adopting other evaluation tools for the outcomes
- Review the program plan (this review takes place after the end of the program cycle).

II. Assessment of Graduate Attributes

The first step toward enabling the Department of Languages and Translation to assess the graduate attributes (GAs) was to align the program learning outcomes with the National Qualifications Framework (NQF) and the Program GAs.

Process of GAs Assessment:

GAs are assessed using both direct and indirect methods. The direct method includes students' performance in four capstone courses used for GAs as well as program learning outcomes assessment. The indirect method includes the results of the employers' survey, as well as the perspectives of the graduates on teaching and learning experience.

Step 5 – Interpretation, Use, and Reporting of Assessment Results

The final step is “closing the loop”—interpreting the meaning of the assessment results, taking whatever improvement actions are indicated, and creating an implementation plan. Until this step was performed, the assessment effort remained incomplete. The five-step assessment approach ensures that this loop is closed and documented.

Extra-Curricular Activities

As the program specification demonstrates, the program employs extra-curricular activities to ensure development of the PLOs outside the classroom physical and virtual boundaries and to help develop well-rounded students equipped with leadership and teamwork skills and engaged with community issues. Such activities include student clubs, peer-to-peer tutoring, and community outreach. Extra-Curricular Activities are used by the program to ensure PLOs achievement.

The Department of Language and Translation's students assess extra-curricular activities via evaluation surveys which, as explained above in Step 3 (Learning Outcomes Assessment Methods), are employed as an indirect method the ELP relies on to measure the program learning outcomes.

III. Periodic Review of the PLOs and the Assessment Plan

The Program Learning Outcomes are periodically revised, every four years. The program committees responsible for conducting the revision are: The Quality and Academic Accreditation Committee, the Assessment and Evaluation Committee, and the Programs and Study Plans Committee.

In addition, the Department of Languages and Translation reviews its assessment plan to ensure that it is effective and accurately measures the program's learning outcomes.

The review process of the assessment plan explores the following questions:

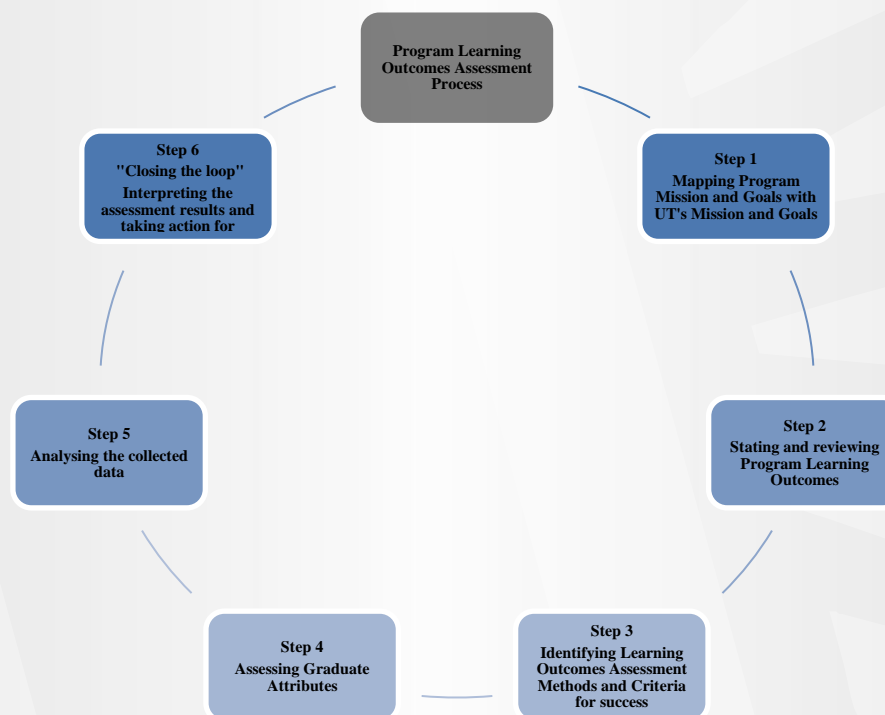
- What has worked and what has not worked?

- What has changed in the department?
- What do we take out and what new capstone courses do we put into the assessment plan?

The review process is conducted by the Department Assessment and Evaluation Committee, and then the results of the review are discussed in the Department Council before approving any amendments.

IV. Summary:

This document provides a step-by-step guideline for the program outcomes assessment plan. Below is a brief overview of the steps to be followed when assessing the learning outcomes and preparing the program learning outcomes assessment report.



Step-by-step guideline for the program outcomes assessment plan

ELP Course Coordination Plan

Introduction

The ELP is offered by the Languages and Translation Department in the University of Tabuk Main Campus, in addition to Duba Satellite Campus. Accordingly, a course coordination plan was necessitated to guarantee the implementation of unified standards and procedures in all the program two campuses, including the male and female sections.

Mechanism

To achieve such a goal, the Department of Languages and Translation created and approved a comprehensive course coordination plan that effectively facilitated the teaching and assessment processes of each course through establishing one faculty member as a coordinator of the course in both campuses. This coordinator heads a team of instructors who teach the same course on all campuses. The team meet twice or more each semester and agree upon the course syllabus, content, teaching strategies, assessment tools, and all other matters of the course. The course coordinator, with help of his/her team, prepares the combined course report. All documents related to the course can easily be found in the course content repository to which all course instructors are given access.

Assessment

As for assessments, the ELP prepared and conducted a comprehensive plan for unifying assessments in all both sites offering the program. The assessment plans are formulated by the course coordination teams at the beginning of each semester and are reviewed and ratified by the Programs and Study Plans Committee of, Integration Committee and the Department Council. ELP teaching staff in the two campuses and sections are directed to implement these assessment plans from the start of the semester. Within the same context, the general framework of the final exam of each course was unified to be the same in all sites in a way that guarantees the achievement of the course learning outcomes.

ELP Field Experience

According to the *ELP Field Experience Guide*, the field training in the program seeks to provide effective training in the English language to produce distinguished cadres that meet the needs of the labor market. The main reference for deriving field experience learning outcomes is the program mission and goals, the requirements of the NQF, the NCAAA and the labor market needs priorities. The field experience course in the program provides

students with the opportunity to gain field and practical experience in the fields of English language. It enables them to utilize and apply their knowledge and skills in the work environment. The mechanisms, procedures, and forms of the field training are fully identified in the *ELP Field Experience Guide* as well as in the field experience specification.

The National Academic Accreditation Framework

The NCAAA (National Commission for Academic Accreditation and Assessment) in Saudi Arabia is a governmental organization responsible for ensuring the quality of higher education institutions and programs within the country. It was established in 2004 as an independent agency under the supervision of the Ministry of Education. The NCAAA plays a crucial role in promoting and maintaining the quality of higher education in Saudi Arabia. Through its accreditation and quality assurance processes, it aims to improve educational standards. The NCAAA evaluates and assesses the quality and standards of education provided by universities, colleges, and academic programs across various disciplines.

The NCAAA (National Commission for Academic Accreditation and Assessment) in Saudi Arabia has developed a set of standards for higher education institutions and programs. These standards serve as benchmarks to ensure the quality and effectiveness of education provided by universities, colleges, and academic programs. The NCAAA standards for programs quality assurance categorize all activities that take place within these bachelor programs in the following general six areas:

1. Mission and Objectives:

The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.

2. Program management and quality assurance:

The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate a quality assurance system that achieves continuous development of the program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

3. Teaching and learning:

Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the National Qualifications Framework (NQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.

4. Students:

The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.

5. Teaching Staff:

The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.

6. Learning Resources, Facilities and Equipment:

Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.

Under each standard the NCAAA has specified a number of sub-standards also known by the good practices, that identifies the general set of good practices that must be followed by all higher education institutions in the KSA. The evaluation of the programs is based on how well the program is doing in carrying out these good practices. To help programs in assessing strengths, weaknesses, and areas for improvement as well as reflecting

on their own performance regarding the good practices, the NCAAA has designed a self-evaluation scales form.

ELP Review Cycles

Curriculum Level Review

The curriculum generally details the teaching, learning and examination materials for all the courses in the program. The curriculum of the English Language Program is planned and developed according to the University of Tabuk policies and procedures, program mission goals and outcomes, the needs of the students, the needs of the local community, and the academic and professional bodies requirements.

The English Language Program curriculum development process goes through the following four major phases:

Phase 1: Planning

During this curriculum development phase, the program and study plans committee has done research collected and analyzed data regarding:

1. Issues and trends of English language education at the local area and nationwide. Identifying key issues and trends allows the program and study plans committee to design an appropriate Curriculum that is responsive to the needs of the students, the local community and the professional bodies and assess.
2. Resources that can be provided to implement the curriculum.
3. Policies and guidelines from the Faculty, University and national education and accreditation bodies.

The data sources include exam papers, assignments, lecture notes, textbooks, surveys of students, faculty members, professional bodies and local community, surveys of students, faculty members, local community and local. The work done in this phase will inform the curriculum development.

Phase 2: Developing

During this curriculum development phase, the programs and study plans committee has reviewed decided on the following:

1. **Learning Outcomes:**

Identify what appropriate learning outcomes students must acquire by the end of the program.

2. Contents:

Refer to instructional materials and resources needed to facilitate an effective learning experience.

3. Learning experience:

Refers to all the activities devised for learners to reinforce learning.

4. Sequence of learning experience:

How the learning experiences should be organized to ensure effectiveness of instructions.

Courses made by the programs and study plans committee about curriculum goals and outcomes are motivated by the following factors.

1. The Subject matter.
2. The National Standard Policies on education.
3. The needs of the learners.
4. Local Community.

The outcomes of all these efforts are documented in the English Language Program and Course Specifications. The templates of these specifications are designed and provided by the NCAAA.

Phase 3: Implementation and Monitoring:

This stage starts after the final approval by the higher authority at the University of Tabuk. Monitoring the implementation of a curriculum is crucial to ensure that the intended goals and objectives are being achieved and that the curriculum is effectively meeting the needs of the students and stakeholders. By monitoring the implementation of a curriculum, the English Language Program can identify areas for improvement, and make necessary adjustments to ensure the curriculum's effectiveness and alignment with the desired learning outcomes.

As previously indicated in the ELP Course Coordination Plan, the English Language Program has a course coordinator for every course in the curriculum. The course coordinator oversees the planning, development, and overall management of a specific course, and serves as a central point of contact for faculty, students, and

administrators involved in the course and work to create an optimal learning environment that supports student success and achievement of program outcomes.

The primary role of the course coordinators is to ensure the smooth functioning and effective delivery of the courses they are responsible for. The responsibilities of course coordinators include:

1. Collaborating with faculty and subject matter experts to develop and update the course curriculum.
2. Coordinating the scheduling and sequencing of courses, determining the course offerings for each term or semester, and ensuring the availability of necessary resources, such as classrooms, equipment, and instructional materials.
3. Working with instructors to develop instructional materials, resources, and assessments that support the course objectives and enhance student learning experiences.
4. Supporting and coordinating the efforts of instructors teaching the course(s), providing guidance on instructional strategies, assessment methods, and classroom management. Facilitating communication and collaboration among instructors, ensuring consistency in course delivery.
5. Monitoring and evaluating the quality and effectiveness of the course(s) through various means, such as collecting and analyzing student feedback, conducting course evaluations, and assessing student performance and outcomes.
6. Prepare a comprehensive combined course report that addresses the key aspects of the course and communicates the progress, achievements, and challenges related to the course, as well as action plans for continual improvements to all stakeholders.

Phase 4: Evaluation and Reporting

The course coordinators report to the programs and study plans committee, as well as the Integration Committee and the Quality Committee. At the end of each term a departmental meeting is held to discuss issues related to the courses delivery, which includes, teaching strategies, student results, learning outcomes, action plans for improvement, as well as feedback from students and stakeholders. Figure 3 shows the time plan for preparing course reports, and approval of improvements plans, while Figures 4 shows the course report preparation cycle.



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عمادة التطوير والجودة



الجدول الزمني لإجراءات إعداد تقرير المقرر الدراسي



Figure 3: The course report preparation process



Figure 4: Course report cycle

Based on the findings presented in course reports and feedback from students and stakeholders, action plans are developed to make necessary adjustments to the curriculum implementation, which may include, modify teaching strategies, revise learning materials, or adapt assessment methods as needed. The approval and implementation of any modifications is conducted using the university templates, forms, policies, procedures as well as the authority matrix for approval of modifications as shown in Table 1.

Table 1: The approval levels of modifications that take place within the University of Tabuk.

Intended curriculum changes	Final Level of Approval
Program Level	
Changes including a program's mission, objectives, title, program length (total number of years/levels/ hours), program learning outcomes, program specification, study plan, and adding co-requisites or prerequisites	UT Standing Committee of Programs and Study Plans
Changes in ordering of PLOs, program KPIs, course code	UT Administration of Programs and Study Plans
Change in the facilities, operational plan, dropping program co-requisites or pre-requisites	Faculty Council
Course Level	
Changes in the title, credit hours, length of period for teaching, timing in the program plan, update of course specification affecting >25% of CLOs, language of teaching	UT Standing Committee of Programs and Study Plans
Course code	UT Administration of Programs and Study Plans
Changes in course policies and regulations	Faculty council
Course teaching strategies, <25% change in CLOs, textbooks, reference materials, updates in medical knowledge in related topics, distribution of topics/weeks, methods for assessment; measurement and evaluation grading systems.	Department Council

Program Level Review

The annual program review is one of the mechanisms adopted by the English Language Program to ensure that the program is on continual quality progress in order to meet the highest standards of academic excellence. The English Language Program goes through two review cycles, an annual review cycle and a four-year review cycle. Figure 5 shows the program assessment process cycle.



Figure 5: The program assessment process

The Annual Review Cycle:

Annual Program review starts by collecting data using the standard university templates and forms of course reports, students, graduates, faculty members and admin staff surveys as well as professional bodies surveys. Data analysis, action plans and performance indicators are documented in the annual program report. At the end of the academic year the Department Chair sends the program report to the faculty quality assurance unit which is responsible for ensuring that the report is well written and meets all quality standards recommended by the University of Tabuk and the NCAAA. The English Language Program is responsible of implementing

the proposed improvement plans for quality improvements. The whole review process is presented in figure 6. Tables 2 and 3 show the quality assurance activities and time frame at the program level.

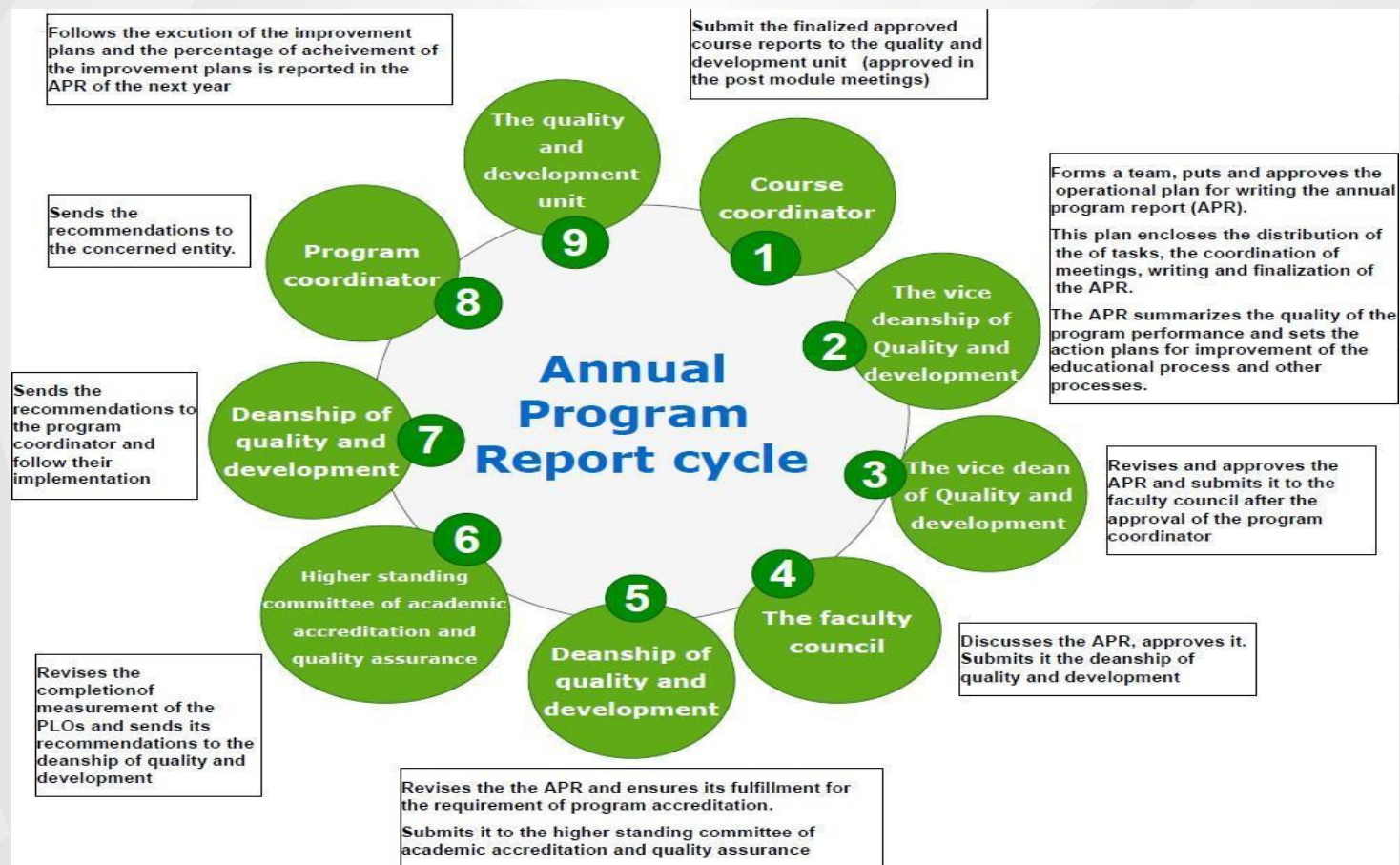


Figure 6: Annual Report Cycle.

Minor Program Modifications: Minor modifications are essential for continual improvement. Minor modifications include, name changes, Contact and address, exam procedures and timing. Minor modifications are managed by the Department Chair in conjunction with the programs and study plans committee. Once a minor modification has been approved, it will be publicized via the department website to all stakeholders.

Major Program Modifications: Major changes include: significant changes to admission or program requirements, significant changes to courses and curriculum, changes to admission requirements, learning outcomes and/or delivery mode. Proposals for major program changes should clearly justify the rationale behind any proposed modification. All major modifications require a recommendation for approval by the University Curricula Committee. To ensure alignment with the university and the NQF policies, the program uses the templates, documents, instructions, and guidelines regarding programs modifications which are available on the University Curricula Committee website.

Program Closure: To make an informative decision about a program closure, data about assessing program demand, financial impacts, trends of student enrollment, and student outcomes should be collected and analyzed. Reasons for closing a program includes:

1. Low enrolment
2. Lack of faculty resources
3. Changing higher education landscape
4. Making room for new opportunities
5. Shifting students' interests
6. Changing external contexts

Proposals for program closure should be clearly articulate the reasons for closing the program using the memo template provided by the University Curricula Committee, also timeline plan for action must be in place to take care of all the expected consequences and guarantee a well synchronization with the university system. The Ministry of education is the final approval agency for any program closure. Table 4 present the program evaluation matrix and Table 5 shows the roles of faculty members, students in planning, quality assurance and decision making.

Table 2: The quality assurance procedures at the course and program levels.

Activity	End of term	Annually	Responsibility
Course evaluation survey	✓		Course coordinators
Post-Term meeting	✓		Course coordinators
Course report (CR)	✓		Course coordinators
Course file submission	✓		Course coordinators
Students experience survey		✓	Quality Committee
Program evaluation survey		✓	Quality Committee
Faculty members satisfaction survey		✓	Quality Committee
Employers evaluation survey		✓	Department Chair and QC
Academic advising survey		✓	Academic advising Committee
Operational plan report		✓	Strategic Plan Committee and QC
Program KPI report		✓	Measurement and Evaluation Committee
Annual program report (APR)		✓	Quality Committee and APR Committee
Annual program report revision		✓	Deanship of Quality
Approval of the APR and CR		✓	FEA council
Action plan preparation & distribution		✓	Quality Committee

Action plan execution & assessment		✓	Quality Committee
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Table 3: Timeframe of program evolution.

Activity	Monthly	Beginning of the term	End of the term	Annually	Every 4 years
Committees and units meetings	✓				
Departmental council meeting	✓				
Faculty council meeting	✓				
Pre-Term coordinators meeting		✓			
Course file		✓	✓		
Course evaluation survey			✓		
Course report		✓	✓		
Post-Term coordinators meeting			✓		
Facilities and resources assessment				✓	
Faculty training programs				✓	
Surveys				✓	
Program KPI report				✓	
Operational plan report				✓	

Stakeholders surveys report				✓	
PLOs assessment report				✓	
Annual program report				✓	
CR and APR revision by internal reviewers				✓	
Improvement plans distribution Action plan execution Action plan report				✓	
Advisory committee meetings				✓	
Independent program review (SSRP)					✓
Review of program and course specifications, learning outcomes and study plan				✓ (Internal review for minor change)	✓ (External review for major changes)
Review of mission, graduates attributes and operational plan					✓
SWOT analysis report					✓
Self-evaluation scales report				✓	✓
Self-study report (SSRP)					✓

Table 4: Program evaluation matrix.

Activity	Responsibility	Annually	Responsibility
Effectiveness of teaching and assessment methods	Department Chair, faculty, students, alumni, employers	Exam results, CR and CES Post-term meeting Department Chair -students meeting Interviewers Peer review	End of each term
		PLOs assessment APR Department Chair -students meeting PES AES SSS-AC EES Meeting and interviews	Annually
		SES	Mid of the program
Learning outcomes	Department Chair faculty, students, alumni, employers	CR CES Post-term meeting course coordinators-students meeting	End of each term
		APR PES AES EES SSS-AC	Annually
		SES	Mid of the program
Effectiveness of leadership	Department Chair Faculty members, Admin staff	Staff performance evaluation forms. Department Chair Faculty members, evaluation surveys. SSS-AC SSS-AD	Annually

Overall quality of the program	Students, graduates, Faculty members, HOD, Admin staff, Employers, Advisory committee, independent reviewers	CRAPR Operational plan report KPIs report PLOs report Stakeholders' surveys report Focused group Discussion Advisory committee meetings	Annually
Partnerships	Department Chair Faculty members, Students, Advisory committee	CR APR Operational plan Stakeholders surveys Advisory committee meetings	Annually

Table 5: Role of faculty members, students in planning, quality assurance and decision making.

Activity	Teaching staff	Employee	Responsibility
Planning	<p>Involved in formulation of program mission, Goals, graduate attributes, preparing program specification, preparation of course specifications.</p> <p>Head and members in the department council, units and committees.</p> <p>Participate in measuring CLOs and PLOs.</p>	<p>Members in the advisory committee.</p> <p>Participate in SWOT analysis (Strategic and operational planning)</p> <p>Provide feedback and proposals for improvements.</p>	<p>Members in the following units and committees:</p> <p>Program advisory committee.</p> <p>Students advisory committee.</p> <p>Academic advisory unit.</p> <p>Programs and study plan committee.</p> <p>Community service committee.</p> <p>Student Activity Committee</p>

Quality assurance	<p>Feedback through, meetings, academic staff satisfaction survey.</p> <p>Members in the accreditation committees.</p> <p>Members in Q& D vice deanship unit.</p>	<p>Admin staff and technicians satisfaction survey.</p> <p>Members in the accreditation committees.</p>	<p>Participate in the evaluation of the quality of courses and the program.</p> <p>Participate in developing the improvement plans through various surveys (CES, PES, AES)</p> <p>Academic advising survey.</p> <p>Program Mission and goals survey.</p> <p>Preparation of the SES</p>
Decision making	<p>Department Chair, Department council members, Committees, course coordinators,</p> <p>Participate in developing the improvement plans (CR,APR, operational plan, KPIs report)</p> <p>Participate in reviewing and improving the study plan.</p>	<p>Members in the program committees.</p> <p>Participate in the SWOT analysis.</p> <p>Provide proposals for improvements.</p>	<p>Participate in decision making through:</p> <p>Students advisory committee.</p> <p>Student clubs.</p> <p>Developing the annual community services and student activities plans.</p> <p>Make suggestion regarding priorities of improvements.</p>

Every four years the English Language Program conducts a comprehensive program review and deliberation, which might lead to major or minor program modifications.

Four-Year Periodic Evaluation of the of the Program Quality

The ELP follows a set of procedures to manage its quality assurance according to a specific schedule. It starts from planning to implementation and passing through performance measurement and evaluation of the achieved results that lead to review and improvement to start a new cycle.

The program follows a set of practical steps to conduct the annual cycle to ensure its quality according to a specific time frame and specific procedures. It proceeds from developing plans that enable the achievement of its mission and goals, passing through the implementation processes in accordance with the roles, responsibilities, tasks and powers, and finally evaluating the performance through the use of the various data received from the various activities, which lead to the review and development of annual improvement plans in order to achieve the mission and objectives of the program.

The program conducts a comprehensive periodic evaluation every 4 years after completion of the program cycle and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation. It is a systematic evaluation for all aspects of the ELP.

The program also performs quality control audit every 2 years (mid of the program) based on results of stakeholders' surveys, operational plan reports, APR, advisory committee recommendations and in accordance with updates in the National Qualifications Framework, the requirements of the NCAAA, with abidance by the matrix of authority approved by UT. In parallel with the updating of the university strategic plan every 5 years, the program revises its mission and goals to ensure consistency with the faculty and university mission and goals and updates its operational plan.

In order to maintain the quality of the ELP for long term, a self- assessment is carried out to the program every four years to ensure that it remains in accordance with the re/accreditation requirements of the organization.

The self-evaluation process involves a retraction from the continuous process and a revision of all areas of the program based on present developments during a specific period, and on the potential changes that have occurred in the field of English language, literature, and translation in which the students are being prepared to work.

Academic Accreditation Committees

In light of institutional guidelines by the University Deanship for Quality and Academic Accreditation, the ELP identifies four committees for academic accreditation. (Figure 7) and (Table 6) demonstrate these committees.

Higher Committee for Academic Accreditation

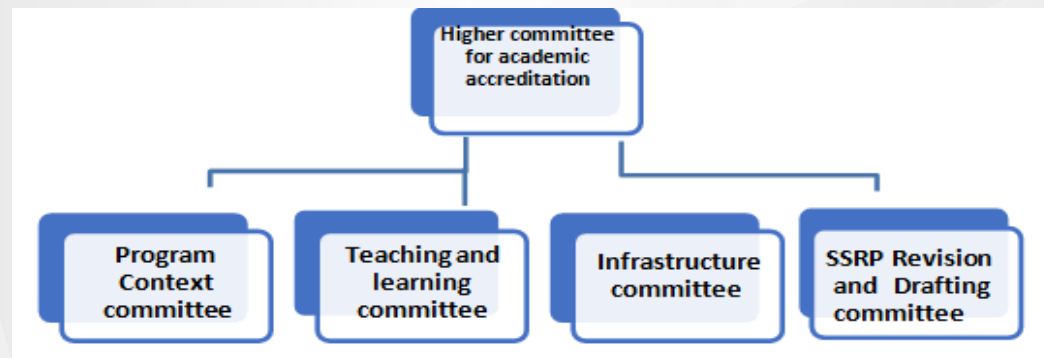


Figure 7: Academic accreditation committees

The four committees are responsible for evaluating the accreditation of best practices and quality assurance in the six program accreditation standards developed by the National Center for Academic Accreditation and Evaluation to prepare the SSRP.

Table 6: Academic accreditation committees.

	NCAAA Standard	Responsible Committee
Standard 1	Management of Program Quality Assurance	The Program Context Committee
Standard 2	Teaching and Learning	Programs and Study Plans Committee
Standard 3	Students	Academic Supervision Committee
Standard 4	Teaching Staff	
Standard 5	Learning Resources	Learning resources and facilities Committee
Standard 6	Scientific research and projects	Scientific research Committee
All standards	All standards	SSRP Revision and Drafting Committee

Tasks of academic accreditation committees

A- The Program Context Committee

1. Ensuring that the mission and goals of the program are consistent with the mission and goals of the faculty and university.
2. Reviewing the awareness of the beneficiaries with the program's mission and goals and the mechanisms, regulations and administrative flowchart structures within the program.
3. Monitoring the progress towards achieving program goals.
4. Reviewing the different quality processes in the program.
5. Measurement of KPIs related to the standards and formulation of the improvement plan, and follow up the implementation of the improvement plan.
6. Preparation of the necessary evidences and documents to prove the good practice.
7. Preparing the self-evaluation report for standard 1 &2.
8. Participating in preparing the program self-study report.

B- Teaching and Learning Committee

1. Preparation of the necessary evidence and documents to prove the good practice as stipulated.
2. Measurement of KPIs relate and formulation of the improvement plan and follow up the implementation of the improvement plan.
3. Following up the teaching and assessment processes, students' achievement and graduate employability.
4. Following up on the preparation, submission, and revision of the Academic Advising Committee Report
5. Following up on the implementation of new faculty members preparation program.
6. Following up on the preparation of the faculty member training plan and training report.
7. Following up on the preparation and approval of the annual scientific research plan and submission of the annual report in coordination with the Scientific Research Committee.
8. Checking the update of teaching staff database and follow-up on the updating of the teaching staff CVs.
9. Following up on the preparation and approval of the annual community services plan and the submission of the annual report in coordination with community services committee.
10. Measurement of KPIs related to the standard and formulation of the improvement plan, and follow-up on the implementation of the improvement plan.
11. Preparation of the necessary evidences and documents to prove the good practice as .
12. Preparing the self-evaluation report.
13. Participating in preparing the program self-study report.

C- Infrastructure Committee

1. Following up on provision of the appropriate learning resources according to the national/international standards and submitting reports to faculty administration.
2. Following up on provision of appropriate facilities and equipment resources according to the national/international standards and submit reports to faculty administration.
3. Following up on compliance with safety and security precautions in the faculty facilities.
4. Measurement of KPIs related to the standard and formulation of the improvement plan, and follow up the implementation of the improvement plan.

5. Preparation of the necessary evidence and documents to prove the good practice as stipulated in the standard guide.
6. Preparing the self-evaluation report.
7. Participating in preparing the program self-study report.

D- SSRP Revision and Drafting Committee:

1. Collection of all six standards and their evidence from the other committees.
2. Revision of SSRP and successive iteration of all standards.
3. Drafting and finalizing the SSRP.

Key Performance Indicators and Benchmarking

Program Key Performance Indicators

Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to continuous development processes and decision-making support.

The National Center for Academic Accreditation and Evaluation has identified 17 key performance indicators at the program level. All of which are in line with the evolving program accreditation standards. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program.

It is expected that the academic program measures the key performance indicators with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

- Actual performance
- Targeted performance level

- Internal reference (Internal benchmark)
- External reference (External benchmark)
- New target performance level

A report describing and analyzing the results of each indicator (including: performance changes and comparisons according to sites and gender) is expected with a precise and objective identification of strengths and aspects that need improvement.

All KPIs data analysis is performed using an automated Excel sheet developed by the English Language Program. The outcome of all KPIs values is presented as a percentage to calculate the final performance of the English Language Program indicators for the academic year of interest. Rates of growth (increment) or decline (decrement) are calculated in the comparative and trending analysis of the current performance with the internal and external benchmarking. Figure 8 shows the KPIs assessment cycle.

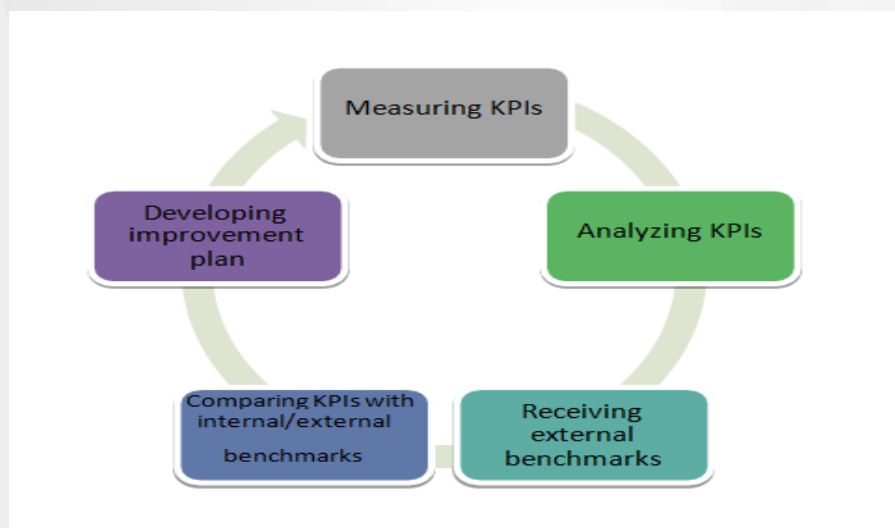


Figure 7: KPIs annual assessment cycle

Program Key Performance Indicators

Standard	Code	Key Performance Indicators	Description
-2 - Teaching and Learning	KPI-P-01	Students' Evaluation of Quality of learning experience in the Program	Average of the overall rating of final year students of the quality of learning experience in the program, satisfaction with the various services offered by the program (restaurants, transport, sports facilities, academic, vocational, psychological guidance...), student satisfaction with the adequacy and diversity of learning sources (references, periodicals, information databases... etc.) on a five-point scale in an annual survey.
	KPI-P-02	Students' evaluation of the quality of the courses	Average of students' overall rating for the quality of courses on a five-point scale in an annual survey.
	KPI-P-03	Completion rate	The proportion of undergraduate students who completed the program in minimum time in each cohort.
	KPI-P-04	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.
	KPI-P-05	Students' performance in the professional and/or national examinations	Percentage of students or graduates who were successful in the professional and/or national examinations, or their score average and median (if any)

	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program who within a year of graduation were: a. employed within 12 months, b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year.
	KPI-P-07	Employers' evaluation of the program graduates proficiency	Average of the overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.
-4 - Teaching Staff	KPI-P-8	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program
	KPI-P-9	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research paper during the year to total faculty members in the program.
	KPI-P-10	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year).
	KPI-P-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).

The ELP adopted the above most updated 11 KPIs identified by the National Center for Academic Accreditation and Evaluation.

Benchmarking

Benchmarking is "the process of identifying the highest standards of excellence for products, services, or processes, and then making the improvements necessary to reach those standards commonly called best practices" (Bhutta and Huq 254). In this sense, we can say that benchmarking for an academic program is a systematic and ongoing process. To assess the performance of a program is to compare it to another program to identify the causes of the gap, to work on it and to achieve better performance.

Benchmarking the English Language Program offers numerous benefits and holds great importance in ensuring its continuous improvement and quality enhancement. Firstly, benchmarking allows for a systematic comparison of the program's performance, practices, and outcomes against established standards, best practices, or similar programs in other institutions. This process provides valuable insights into areas of strength and areas that require improvement, paving the way for informed decision-making and targeted interventions.

Benchmarking also fosters collaboration and knowledge sharing among institutions. Through benchmarking initiatives, English Language Programs can engage in meaningful dialogue, exchange ideas, and learn from one another's successes and challenges. This collaborative approach encourages the sharing of best practices, resources, and expertise, ultimately benefiting both faculty and students.

Another significant benefit of benchmarking is its role in enhancing program outcomes and student learning experiences. By identifying areas where the English Language Program may be falling short, benchmarking enables targeted interventions to improve teaching methodologies, assessment practices, and student support systems. It facilitates evidence-based decision-making, leading to program enhancements that directly impact student success, retention rates, and overall satisfaction.

Furthermore, benchmarking the English Language Program contributes to institutional accountability and quality assurance. It provides a clear framework for setting performance targets, monitoring progress, and demonstrating the program's effectiveness to internal and external stakeholders. This transparency and accountability foster confidence in the program and assure students, faculty, parents, and employers that the English Language program meets and exceeds industry and academic standards.

Internal and External Reference Comparison

○ **Internal Reference Comparison**

In this, the program compares itself with another similar program within the same institution in light of certain standards. The required information is collected with multiple measuring tools, this type of easier reference comparisons.

○ **Self-comparison:**

It is to compare the same program with its performance in previous years, and this quality of comparisons is useful to know the performance status of the program.

○ **External Reference Comparison:**

The program compares its performance with another program in another institution in the light of certain standards, and the required information is collected with multiple measuring instruments.

Steps to Apply the Benchmark:

- Determine the reason for which the program would like to have a benchmarking exercise
- Identify areas that they would like to compare
- Identify the leading programs and similar aspects
- Study the good practices of the leading programs
- Visit the best performing programs to look closely at these practices
- Implementation of good practices and development of an operational plan
- Evaluate results and develop improvement plans
- Repeated implementation of previous steps to achieve continuous development and improvement

Criteria for Selecting a Partner for Comparison:

- Similarity in program nature
- Similarity in mission and goals
- Ability to provide data

The ELP follows the [UT Procedural Guide for Benchmarking](#) to conduct its internal and external comparisons.

Stakeholder Surveys

The relationship between stakeholders' satisfaction and program sustainable growth and success is investigated focusing on the importance of a firm relationship with critical stakeholders that may lead to better performance, as program while integrating business and societal considerations create value for their stakeholders. However, it is of most importance that top management actively leads this approach and that the governance bodies of the organizations support and check that this really happens. There are different types of surveys for all program stakeholders.

Main Principles

There are a number of general principles that should be followed if student surveys are to be as useful as possible.

1. It must be made clear to students that all survey responses are anonymous.
2. Surveys should include common questions to enable them to be used for comparisons within departments and between courses.
3. Some open-ended questions should be included to permit respondents to comment on additional matters of concern.
4. In addition to a number of individual items relating to matters considered important, surveys can include one or two summary items that can be used as general quality indicators.
5. To be used for benchmarking quality between programs the surveys should be distributed in similar ways and at similar times and comparisons made between comparable institutions.
6. Questions should be consistent over time (normally at least three years) so that valid trend data can be obtained.
7. The validity of responses depends on having a reasonable response rate. Normally at least 50% is essential. To encourage participation:
 - a. Surveys should not be overused.
 - b. Use should be made of the responses, and summary reports and indications of action taken in response made available.
 - c. The surveys should not be too long (a maximum of 20 to 25 items plus a small number of open-ended items is usual).

Recommended Surveys

Students and staff are the principal customers of the education system and surveys of their opinions are one of the most important sources of evidence about quality in higher education. Other stakeholders should be considered, they can provide very good insights about the outcomes of the program. They can provide very useful suggestions for improvement that should be considered in the quality cycle for improvement as applied to individual courses, programs, and institutional planning.

Type of surveys

1. Course Evaluation Survey (CES):

A course evaluation survey is distributed at the end of each course. It is recommended that this survey be distributed in each course once each year. The survey does not directly assess the quality of teaching by individual instructors. However, the evaluation of the course is seen as a reasonable measure of the quality of teaching in a way that minimizes personal issues that could inhibit responses from students. The survey asks questions about a number of aspects of each course. The final question is intended to provide a summary question that might be used as a general quality indicator.

2. Student Experience Survey (SES)

- a. This is intended as a general survey that is distributed to all students mid-way through their program (in between level 5 and level 6) of the ELP.
- b. The survey deals with the student's life at the institution including both major elements of the program in which they are enrolled and a number of general items relating to services and facilities. As for the other surveys the final question is a summary item that might be used as a general quality indicator.

3. Program Evaluation Survey (PES):

- a. This survey is conducted annually. It is intended for use at the time students have finished their program and are about to graduate. In the ELP, it is distributed shortly before final 4th year classes are finished so their opinion of the total program at that stage can be assessed.
- b. The questions include a number of items about the program itself together with some items similar to those in the SES that deal with their life as a student at the institution. As for the

other surveys the final question is a summary item that might be used as a general quality indicator.

4. Alumni Evaluation Survey (AES)

- a. A survey of alumni is conducted annually. The target alumni are those graduates from for the last year earlier and 3 years earlier.
- b. This instrument captures quantitative rankings about their experience in the program and PLOs, their enrolment in post-graduate program, and employability.

5. Staff Satisfaction Surveys (SSS)

These are 2 surveys; **Academic Staff Satisfaction Survey (SSS-AC)** and **Administrative Staff Satisfaction survey (SSS-AD)**

- a. These 2 surveys are conducted on annual basis aiming to assess the staff satisfaction about the faculty, program and services offered to them.
- b. Encouraging work performance is a strategic and key task, reflected in employees' motivation and creating conditions to express their creativity, as well as an adequate way of evaluating and rewarding work results.
- c. In the context of improving efficiency, an important precondition is continuous measuring employee satisfaction.
- d. The results of these surveys are directed primarily at designing processes and activities, as well as defining short-term and long-term measures to improve satisfaction and motivation.

6. Employers Evaluation Survey (EES)

This survey is conducted on annual basis aiming to assess the level of satisfaction among employers about the outcomes of the program and also used to assess the PLOs.

7. Program Leaders and Academic Staff Evaluation Surveys

These are 4 surveys conducted on annual basis aiming to assess the level of satisfaction among staff members about the performance of the program leaders and academic staff for feedback and continuous improvement.

- a. Dean Evaluation Survey
- b. Vice-Dean Evaluation Survey
- c. Head of Department Evaluation Survey

- d. Academic Staff Evaluation Survey by Head of the Department
- e. Academic Advising Satisfaction Survey

The primary goal of Academic Advising is to assist the students in identifying and achieving their educational, personal, and career goals. It will help them develop as a self-directed learner, explore resources, and assist in getting the most during their stay at University of Tabuk. Academic Advising is a continuous and consistent process. The success of this program is based on a good working relationship between the Advisor (Faculty) and Advisee (Student). This requires frequent, accumulated personal contact between advisor and advisee. Both the advisor and the student share the responsibility of actively participating in the process of academic advisement.

Response Scale

It is recommended that each item in the surveys be responded on a five-point scale. The recommended scale is:

1. Strongly agree (5)
2. Agree (4)
3. Neutral (or undecided) (3)
4. Disagree (2)
5. Strongly disagree (1)

ELP Quality Procedures

ELP Quality Procedures

Developing a component within a program requires a systematic approach to ensure its effectiveness and alignment with program goals. Here is the general framework followed by the English Language Program to develop its core components.

Mission and Goals Development

The mission and goals of the English Language Program were developed to motivate the efforts of students, faculty members and all stakeholders and provide them with a clear direction to the future state of the program.

The mission statements and goals clearly provide a view of why the English Language Program exists, where it wants to be, and they create a target for the operational planning of the program. In developing its mission and goals the English Language Program followed a systematic procedure that ensures the consideration of key factors and stakeholders' inputs. The English Language Program mission and goals are widely circulated among internal and external stakeholders to provide them with a clear direction to the future state of the program. The mission and goals are periodically reviewed allowing them to evolve in response to changing needs and advancements in the field of English language, literature, and translation. These are the details of the development procedure:

Determinants The factors shaping the articulation of the program mission and goals.	Organizational Vision and Mandate: <ul style="list-style-type: none">● Align the program mission and goals with the overall vision, mission, and values of the organization or institution.● Consider the strategic priorities, objectives, and core principles of the organization.● Ensure that the program mission and goals contribute to the organization's broader goals and strategic plans. Compliance with the Accreditation Standards: <ul style="list-style-type: none">● Compliance with the requirements and standards set by the NQF ensures program quality, standards, and recognition. Needs Assessment and Analysis: <ul style="list-style-type: none">● Identify and analyze the specific needs, problems, or challenges that the program
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seeks to address.

Target Population:

- Define the target population or beneficiaries of the program.
- Consider their characteristics, demographics, socio-economic status, and specific needs or concerns.
- Tailor the program mission and goals to effectively address the identified needs of the target population.

Stakeholder Input and Engagement:

- Engage relevant stakeholders throughout the program planning process.
- Seek input, feedback, and perspectives from stakeholders, including program staff, beneficiaries, community members, partners, and experts.

External Factors and Context:

- Assess the external factors and contextual influences that may impact the program.
- Consider political, economic, social, technological, and environmental factors that shape the program's operating environment.
- Adapt the program mission and goals to respond to the opportunities and challenges presented by the external context.

Resources:

- Consider the availability and allocation of resources to support the program's implementation.
- Assess the financial, human, material, and technical resources required to achieve the program goals.
- Align the program mission and goals with the resource capacity.

Legal and Ethical Considerations:

- Comply with applicable laws, regulations, ethical and Islamic standards in shaping the program mission and goals.

Research and Evidence:

- Review existing research, studies, and evidence related to the program's focus area.
- Incorporate relevant findings and lessons learned from research and evidence into the program mission and goals.

	<p>Collaboration and Partnerships:</p> <ul style="list-style-type: none"> ● Identify potential partners and collaborators who can contribute to the program's mission and goals. ● Consider partnerships with community organizations, government agencies, non-profit organizations, academic institutions, and private sector entities. <p>Evaluation and Learning:</p> <ul style="list-style-type: none"> ● Plan for ongoing monitoring, evaluation, and learning throughout the program's lifecycle. ● Incorporate evaluation findings, lessons learned, and feedback from stakeholders to refine and adjust the program mission and goals. ● Continuously assess the program's effectiveness, impact, and relevance to ensure continuous improvement.
<p>Specifications:</p> <p>Guidelines for developing clear and well-articulated mission and goals statements.</p>	<p>Clarity and Conciseness:</p> <ul style="list-style-type: none"> ● Ensure that the mission and goals are clearly articulated in a concise and easily understandable manner. ● Use simple and straightforward language to avoid ambiguity or confusion. <p>Specificity and Measurability:</p> <ul style="list-style-type: none"> ● Make the mission and goals specific and measurable to provide clear direction and enable effective tracking of progress. ● Clearly define the expected outcomes, targets, or metrics associated with each goal. <p>Alignment with Organizational Values and Vision:</p> <ul style="list-style-type: none"> ● Ensure that the program mission and goals align with the overall values, vision, and strategic direction of the UT. <p>Relevance and Significance:</p> <ul style="list-style-type: none"> ● Ensure that the mission and goals are relevant to the program's purpose, target population, and the identified needs or problems. <p>Achievability and Realism:</p> <ul style="list-style-type: none"> ● Set mission and goals that are achievable within the program's scope, available resources, and timeframe.

	<p>Time-bound:</p> <ul style="list-style-type: none"> • Define a specific timeframe or deadline for achieving the goals to provide a sense of urgency and focus. • Break down long-term goals into shorter-term objectives or milestones to track progress effectively. <p>Stakeholder Involvement:</p> <ul style="list-style-type: none"> • Involve relevant stakeholders, such as program staff, beneficiaries, partners, and funders, in the process of articulating the mission and goals. • Seek input and feedback from stakeholders to ensure that their perspectives and needs are considered. <p>Inspiring and Motivating:</p> <ul style="list-style-type: none"> • Craft a mission statement and goals that inspire and motivate program stakeholders by conveying a sense of purpose, impact, and value. • Use language that evokes enthusiasm, commitment, and a shared sense of responsibility. <p>Flexibility and Adaptability:</p> <ul style="list-style-type: none"> • Allow for flexibility and adaptability in the mission and goals to accommodate changes in the program's context, emerging opportunities, or evolving needs. • Ensure that the goals can be revised or adjusted if required, while maintaining alignment with the program's overall purpose.
Responsibilities	Department Chair, Quality Committee, Programs and Study Plans Committee
Development & Approval	<p>Department Chair</p> <p>Faculty members.</p> <p>ELP Advisory Committee.</p> <p>Stakeholders (Students, Alumni, Employers, Faculty members, administrative staff)</p>
Procedure	<ol style="list-style-type: none"> 1. Conducting Market Analysis: The Quality Committee analyzes the market relevant to the program, identify trends, emerging needs, and potential opportunities. 2. Conducting Stakeholder Analysis: The program conducts a series of three workshops with stake holders (Students, Alumni, Employers, Faculty members, administrative staff) to understand their needs, expectations, and aspirations related to the program, and to gather their inputs and insights.

	<ol style="list-style-type: none"> 3. Drafting Mission Statement and Goals: Based on the information gathered and analysis conducted, the Quality Committee and the Programs and Study Plans Committee draft a preliminary mission statement and program goals. The Quality Committee ensures alignment with the institution's mission and strategic priorities. 4. Seeking Feedback and Refinement: The Quality Committee shares the draft mission statement and goals with stakeholders, seeking their feedback, suggestions, and revisions. A feedback report is prepared. 5. Review and Finalizing: The Quality Committee reviews the feedback report and revises the mission statement and program goals accordingly. It prepares a report presenting the finalized program's mission and goals, and the procedure followed in developing it. The report is submitted to the Department Chair. 6. Departmental Approval: The Department Chair presents the finalized mission statement and goals to the departmental council for approval. Suggestions for further refinement of the mission statement and goals are carried by the Quality Committee.
Notes	<ol style="list-style-type: none"> 1. The Quality Committee is responsible of assuring the consistency between the Program mission and goals. 2. The Quality Committee is also responsible of assuring consistency between the Program mission and goals and the FEA and UT missions and goals.
Reports	<ol style="list-style-type: none"> 1. Stakeholders Surveys 2. Advisory Committee Meeting Minutes 3. Related Committee Meeting Minutes (Quality Committee Meeting Minutes and Programs and study Plans Meeting Minute) 4. Market Analysis report. 5. Measurement and Evaluation Committee feedback report. 6. Department council approval. 7. College council approval 8. Approvals from higher authorities.
Appendices	<ol style="list-style-type: none"> 1. UT strategic plan. 2. FEA strategic plan. 3. UT Matrix of Authority of study plans and academic programs.

Operational Plan Development

The English Language Program Operational Plan defines the targets that need to be achieved so that the program can execute its mission and goals. The plan uses performance indicators to gauge the success of the ELP in achieving its goals.

Determinants The factors shaping the development of the program operational plan.	<p>Program Goals and Objectives:</p> <ul style="list-style-type: none">● Clearly defined goals: Establish clear and specific program goals that articulate the desired outcomes and impact.● Measurable objectives: Develop measurable objectives that outline the specific targets to be achieved within the program's timeframe. <p>Stakeholder Engagement and Collaboration:</p> <ul style="list-style-type: none">● Stakeholder identification: Identify and engage relevant stakeholders, including program staff, partners, beneficiaries, and funders.● Collaboration and input: Foster collaboration among stakeholders to ensure diverse perspectives and expertise are considered in the development of the operational plan.● Stakeholder roles and responsibilities: Define the roles and responsibilities of each stakeholder in implementing and supporting the program. <p>Resource Assessment and Allocation:</p> <ul style="list-style-type: none">● Resource identification: Identify the necessary resources, including funding, personnel, facilities, equipment, and technology, required to implement the program.● Resource availability: Assess the availability and accessibility of resources, considering potential limitations or constraints.● Resource allocation: Allocate resources effectively, considering the priorities, needs, and feasibility of different program components and activities. <p>Program Activities and Timelines:</p> <ul style="list-style-type: none">● Activity planning: Determine the specific activities and tasks required to achieve the program goals and objectives.● Activity sequencing: Establish a logical sequence and order of activities,
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	<p>ensuring dependencies and prerequisites are considered.</p> <ul style="list-style-type: none"> ● Timeline development: Develop a realistic timeline that outlines the start and end dates, milestones, and key deliverables for each activity. <p>Monitoring and Evaluation Framework:</p> <ul style="list-style-type: none"> ● Performance indicators: Define relevant and measurable indicators to track progress, monitor program implementation, and assess outcomes. ● Data collection and analysis: Determine the methods, tools, and frequency of data collection to monitor program activities and evaluate their effectiveness. ● Evaluation criteria: Establish evaluation criteria and standards to assess the success and impact of the program. <p>Risk Assessment and Mitigation:</p> <ul style="list-style-type: none"> ● Risk identification: Identify potential risks and challenges that may affect the program's implementation and outcomes. ● Risk analysis: Assess the likelihood and potential impact of each identified risk, prioritizing them based on their significance. ● Risk mitigation strategies: Develop strategies and contingency plans to mitigate identified risks and minimize their impact on program delivery. <p>Communication and Reporting:</p> <ul style="list-style-type: none"> ● Communication plan: Develop a communication plan that outlines how information will be shared among stakeholders, both internally and externally. ● Reporting mechanisms: Establish reporting formats and channels to provide regular updates on program progress, achievements, challenges, and lessons learned. ● Stakeholder engagement in communication: Engage stakeholders in the communication and reporting process, ensuring transparency and accountability. <p>Continuous Improvement and Adaptation:</p> <p>Learning and feedback loops: Incorporate mechanisms for capturing feedback, lessons learned, and insights from program implementation to inform on-going improvements.</p> <p>Flexibility and adaptability: Build flexibility into the operational plan to</p>
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	<p>accommodate changing circumstances, emerging needs, and evolving program priorities.</p> <p>Iterative planning: Continuously review and update the operational plan based on feedback, evaluation results, and the dynamic nature of the program.</p>
<p>Specifications</p> <p>These specifications help ensure that the operational plan is comprehensive, actionable, and aligned with the program's goals and objectives.</p>	<ol style="list-style-type: none"> 1. Program Analysis and Planning: <ul style="list-style-type: none"> ● Conduct a needs assessment: Identify the target population and assess their needs and requirements that the program aims to address. ● Review existing data and research: Gather and analyse relevant data, research, and best practices related to the program's focus area. ● Define program goals and objectives: Clearly articulate the desired outcomes and impact the program aims to achieve. ● Conduct a SWOT analysis: Assess the program's strengths, weaknesses, opportunities, and threats to inform the planning process. ● Establish program priorities: Determine the key areas of focus and the order of importance for program activities. 2. Stakeholder Engagement and Collaboration. 3. Resource Assessment and Allocation. 4. Activity Planning and Sequencing. 5. Performance Monitoring and Evaluation: 6. Risk Assessment and Mitigation. 7. Communication and Reporting. 8. Continuous Improvement and Adaptation.
Responsibilities	Department Chair, Strategic Planning Committee
Development & Approval	<p>Department Chair,</p> <p>College Vice Dean for Higher Studies and Development</p> <p>UT strategic planning unit.</p> <p>All related committees and units.</p>
Procedure	<ol style="list-style-type: none"> 1. Program Assessment and Analysis: The Strategic Planning Committee

	<p>conducts a comprehensive assessment and analysis of the program, including:</p> <ul style="list-style-type: none"> • Program mission and goals. • College strategic plan. • Priorities of improvements mentioned in the achievement report of the previous year. • Priorities of improvements mentioned in the following reports: <ul style="list-style-type: none"> • APR. • KPIs report. • SES report. • SSRP • Stakeholders' surveys report. • PLOs and graduate attributes achievement report. <ol style="list-style-type: none"> 2. The Strategic Planning Committee links gathered priorities of improvements with the program goals, to ensure alignment with the faculty and university strategic plans. 3. The gathered priorities of improvements are assigned by the Strategic Planning Committee to the relevant committees and units in the program, and a timeframe for implementation is set. 4. Each Committee holds a meeting to discuss the assigned priorities for improvements, and assigns responsibilities, and communicates tasks to members. It also creates a timeline that outlines the sequence of activities, milestones, and deadlines for implementing the operational plan, identifies KPIs and target benchmarks for monitoring progress, and demonstrates the needed support and resources. 5. The Strategic Planning Committee gathers all the detailed action plans from all the committees and combines them together to form in a comprehensive English Language Program operational plan. The Strategic Planning Committee submits the operational plan to the Department Chair. 6. To ensure that the operational plan is comprehensive, actionable, and
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	<p>aligned with the program's objectives, the program presents the operational plan to the advisory committee seeking their input and feedback. The Strategic Planning Committee studies and carries out all the suggestions for refinement and modification of the plan.</p> <ol style="list-style-type: none"> 7. The Department Chair presents the operational plan to the departmental council for approval. 8. Then, the operational plan is presented to the faculty council for approval. 9. The Department Chair submits his approval of the initiation of execution of the operational plan to all the program committees. 10. The Strategic Planning Committee regularly monitors the progress of the operational plan against the established timelines and KPIs. The committee also assesses whether the planned actions are being executed as intended. A quarterly report of the progress of each committee is submitted to the Department Chair. 11. The Department Chair submits the reports of achievements to the College Vice- Dean of Higher Studies and Development who in turn submits these reports to the UT Strategic Planning Unit.
Reports	<p>Action plans of committees and units. Operational plan. Reports on the progress of executing the action plans. Meeting Minutes of the Strategic Planning Committee, Advisory Committee, Departmental council, Faculty council, related committees and units.</p>
Appendices	<ol style="list-style-type: none"> 1. UT strategic plan. 2. FEA strategic plan. 3. Tasks and duties of councils, committees and units.

Measuring Program Goals

Measuring program goals allows for the evaluation of program effectiveness and provides valuable feedback for continuous improvement. Data and evidence gathered during the measurement process are crucial to support decision making, where data-driven decision making ensures that the program improvements are based on objective information rather than assumptions. Also, measuring program goals helps identify areas where students may need additional support or where curriculum adjustments may be necessary.

The English Language Program regularly monitors and evaluates progress towards the goals. uses KPIs to assess whether the desired outcomes are being achieved, and finally takes the necessary actions to enhance the performance based on the assessment results and benchmarks.

Determinants Factors shaping the influence of program goals measurement	<p>1. Goal Clarity and Specificity:</p> <ul style="list-style-type: none">● Clearly defined metrics: Establish clear and specific metrics or indicators that align with each program goal, allowing for objective measurement.● Operational definitions: Provide operational definitions for each metric, ensuring consistent interpretation and application during the measurement process.● Timeframe: Determine the appropriate timeframe for measuring goal attainment, considering short-term and long-term targets. <p>Compliance with the Accreditation Standards:</p> <ul style="list-style-type: none">● National standards: Compliance with the NQF standards often involves the use specific indicators, assessment methods, and reporting frameworks, to ensure a high-quality measurement process and outcomes. <p>2. Data Collection Methods and Tools:</p> <ul style="list-style-type: none">● Quantitative measures: Identify quantitative data collection methods, such as surveys, assessments, or institutional records, to capture numerical data related to the program goals.● Qualitative measures: Incorporate qualitative data collection methods, such as interviews, focus groups, or reflective essays, to gather in-depth insights
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	<p>and perspectives on goal attainment.</p> <ul style="list-style-type: none"> • Valid and reliable tools: Select valid and reliable measurement tools or instruments that align with the specific metrics and goals being assessed. <p>3. Data Analysis and Interpretation:</p> <ul style="list-style-type: none"> • Data processing: Develop a systematic process for collecting, organizing, and analysing the data collected for each program goal. • Data interpretation: Apply appropriate statistical or qualitative analysis techniques to interpret the collected data and derive meaningful insights regarding goal attainment. • Benchmarking: Compare program data against relevant benchmarks or established standards to provide context for interpreting the results. <p>4. Stakeholder Engagement:</p> <ul style="list-style-type: none"> • Stakeholder involvement: Engage relevant stakeholders, such as students, faculty, alumni, employers, or accrediting bodies, in the measurement process to gather diverse perspectives and ensure the validity and relevance of the data. • Communication and feedback: Establish mechanisms for communicating measurement results to stakeholders and seeking their feedback and input on the findings. • Collaborative data analysis: Foster collaboration among stakeholders in analysing and interpreting the measurement data, facilitating a shared understanding of program goals and their measurement. <p>5. Continuous Improvement and Action Planning:</p> <ul style="list-style-type: none"> • Assessment of progress: Regularly assess and track progress towards program goals to identify areas of success and areas for improvement. • Actionable insights: Use the measurement results to generate actionable insights and recommendations for program improvement or refinement. • Action planning: Develop action plans based on the measurement findings, outlining specific steps to be taken to address identified gaps or enhance performance in relation to the program goals. <p>6. Ethical Considerations:</p> <ul style="list-style-type: none"> • Data privacy and confidentiality: Adhere to ethical standards and regulations regarding data privacy and confidentiality, ensuring that data
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	<p>collected for measurement purposes is handled securely and responsibly.</p> <ul style="list-style-type: none"> ● Informed consent: Obtain informed consent from participants involved in data collection, ensuring their understanding of the purpose, procedures, and potential uses of the data. ● Transparent reporting: Maintain transparency in reporting measurement results, providing clear explanations of the methods, findings, and limitations of the measurement process.
<p>Quantitative Metrics</p> <p>Quantitative metrics provide objective data that can be measured numerically.</p>	<p>Completion rate: The proportion of undergraduate students who completed the program in minimum time in each cohort.</p> <p>First-year students retention rate: Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.</p> <p>Graduates' employability and enrolment in postgraduate programs: Percentage of graduates from the program who within a year of graduation were:</p> <ul style="list-style-type: none"> ● Employed within 12 months, ● Enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year. <p>Ratio of students to teaching staff: Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program</p> <p>Percentage of publications of faculty members: Percentage of full-time faculty members who published at least one research paper during the year to total faculty members in the program.</p> <p>Rate of published research per faculty member: The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year).</p> <p>Citations rate in refereed journals per faculty member: The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).</p>

<p>Qualitative assessment</p> <p>Qualitative assessments provide subjective insights and feedback from various stakeholders.</p>	<p>Students' Evaluation of Quality of learning experience in the Program: Average of the overall rating of final year students of the quality of learning experience in the program, satisfaction with the various services offered by the program (restaurants, transport, sports facilities, academic, vocational, psychological guidance...), student satisfaction with the adequacy and diversity of learning sources (references, periodicals, information databases... etc.) on a five-point scale in an annual survey.</p> <p>Students' evaluation of the quality of the courses: Average of students' overall rating for the quality of courses on a five-point scale in an annual survey.</p> <p>Employers' evaluation of the program graduates' proficiency: Average of the overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.</p>
<p>Responsibilities</p>	<p>Department Chair, Quality Committee, Strategic Planning Committee, Measurement and Evaluation Committee</p>
<p>Development & Approval</p>	<p>Department Chair UT strategic planning unit. College Vice-Dean for Higher Studies and Development Faculty council. Advisory committee. Administrative staff Students, Alumni and Employers. All related committees and units.</p>
<p>Procedure</p>	<ol style="list-style-type: none"> 1. The ELP Strategic Planning Committee sets a timeline for measuring the program goals and align the measurement timeline with the FEA and UT operational plans. The operational plan KPIs are indicated in the plan. The plan for measuring the program goals is then submitted to College Vice-Dean for Higher Studies and Development, through the Department Chair 2. The College Vice-Dean for Higher Studies and Development approves the plan for measuring program goals. 3. The Strategic Planning Committee performs the measurement of the program goals according to the approved plan and writes an annual report on the achievement of

	<p>improvement plan.</p> <ol style="list-style-type: none"> 4. The report is presented by the Department Chair to the advisory committee for discussion. 5. The report is presented by the Department Chair at the departmental council for discussion. 6. The report is then submitted to the College Vice-Dean for Higher Studies and Development, through the Department Chair 7. The College Vice-Dean for Higher Studies and Development approves the report on measuring program goals. 8. The College Vice-Dean for Higher Studies and Development submits the report to the Dean of faculty. 9. The dean presents the report at the faculty council for discussion and approval. 10. The approved report and improvement plans are submitted to the Department Chair, who in turns forwards them to the relevant committees and units. 11. Implementation of the improvement plans by the committees and units. 12. Follow up on progress in improvements in the next year.
Note	The previous year actual values are taken as an internal benchmark.
Reports	<p>APR.</p> <p>Report on measurement of program goals and improvement plans.</p> <p>Meeting minutes of the Strategic planning Committee, Advisory committee, Departmental council, Faculty council, Other related committees and units.</p>
Appendices	<ol style="list-style-type: none"> 1. UT strategic plan. 2. FEA strategic plan. 3. ELP Operational Plan. 4. UT Benchmarking Procedural Guide.

Program Study Plan

The English Language Program has a new detailed study plan showing the courses, their classification, their sequence, the number of accredited hours, their pre/corequisites, the classification of courses; required, elective and university/ college/department requirement. The study plan ensures the balance between the general and specialty requirements, and between theoretical and skill aspects; and it takes into account the sequencing and integration of the courses. The program study plan considers the adequate requirements in accordance with international practices and similar programs.

Determinants These factors are essential to develop study plans that align with academic requirements, meet labor market requirements, cater to student needs, and provide a comprehensive and relevant educational experience.	<ol style="list-style-type: none">1. Academic Requirements:<ul style="list-style-type: none">● Accreditation and regulatory standards: Ensuring compliance with accreditation requirements and national or regional regulations.● Curriculum guidelines: Adhering to established guidelines or frameworks set by educational authorities or professional bodies.● Credit hours and course sequencing: Determining the total credit hours required for the program and structuring the sequence of courses.2. Program Goals and Objectives:<ul style="list-style-type: none">● Defining the overarching goals and objectives of the program.● Aligning the study plan with the program's mission and intended learning outcomes.● Balancing the breadth and depth of knowledge in the chosen field of study.3. Industry or Professional Standards:<ul style="list-style-type: none">● Considering the expectations and requirements of relevant professions.● Incorporating competencies and skills necessary for successful employment in the field.● Staying updated with emerging trends and academic advancements in the field of English language, literature, and translation.4. Prerequisites and Core Courses:<ul style="list-style-type: none">● Identifying prerequisite courses or knowledge required for advanced
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	<p>courses.</p> <ul style="list-style-type: none"> • Designating core courses that provide foundational knowledge and skills within the discipline. • Ensuring a logical sequencing of courses to build upon previously acquired knowledge. <p>5. Electives and Specializations:</p> <ul style="list-style-type: none"> • Offering a range of elective courses that allow students to customize their study plan. • Providing specialized concentrations within the program to cater to specific interests or career paths. • Balancing breadth and depth by offering a variety of elective options. <p>6. Faculty Expertise and Resources:</p> <ul style="list-style-type: none"> • Leveraging the expertise and research interests of faculty members to design and offer relevant courses. • Considering the availability of faculty resources and ensuring adequate coverage of essential subject areas. • Facilitating faculty development and keeping them updated with advancements in the field. <p>7. Student Needs and Feedback:</p> <ul style="list-style-type: none"> • Considering the interests and aspirations of prospective students. • Gathering feedback from current students regarding their preferences and areas of interest. • Incorporating mechanisms for student input and ongoing evaluation of the study plan. <p>8. Institutional Resources and Constraints:</p> <ul style="list-style-type: none"> • Considering the availability of facilities, equipment, and infrastructure necessary for delivering the program. • Addressing any resource constraints, such as faculty availability, budget limitations, or scheduling challenges. • Balancing the program requirements with the overall institutional capacity. <p>9. External Stakeholder Input:</p> <ul style="list-style-type: none"> • Incorporating feedback and input from external stakeholders, such as
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	<p>industry professionals, alumni, or advisory boards.</p> <ul style="list-style-type: none"> • Engaging employers or professional associations to identify skill gaps and ensure program relevance. • Building partnerships and collaborations to provide opportunities for internships, practicums, or industry projects. <p>10. Ongoing Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> • Implementing mechanisms for regular evaluation and assessment of the study plan's effectiveness. • Analysing student performance data and feedback to identify areas for improvement. • Staying abreast of changes in the field and updating the study plan accordingly.
Responsibilities	<p>Department Chair Programs and study plans committee Quality committee</p>
Development and Approval team	<ul style="list-style-type: none"> • Program coordinator. • Programs and study plans committee • Advisory committee • Academic staff members
Inputs	<ul style="list-style-type: none"> • Program mission and goals. • Program and course learning outcomes. • Benchmark program. • The national framework for studying qualification.
Procedure	<ol style="list-style-type: none"> 1. The Programs and study plans committee reviews the program as well as UT mission, goals and graduate attributes, the NQF requirement for the relevant level and the UT criteria for study plan development. 2. The Programs and study plans committee identifies the following: <ul style="list-style-type: none"> ○ The program's target audience, such as students' backgrounds, prior knowledge, and intended career paths. ○ The key stakeholders who should be involved in the PLOs development process.

3. Needs Assessment and Goal Setting:

The Programs and study plans committee conducts a thorough needs assessment in order to:

- Identify the purpose of the study plan and the target audience.
- Conduct a needs assessment by analysing factors such as program requirements, labour market requirements, student interests, and feedback.
- Set clear goals and objectives for the study plan, aligning them with the program's mission and intended learning outcomes.

4. Curriculum Design and Course Selection:

In designing the curriculum and identifying courses the Programs and study plans committee performs the following:

1. Review and analysis of the program's curriculum guidelines, accreditation requirements, and regulatory standards.
2. Determining the core courses, prerequisites, and elective options based on the program's objectives and the needs of the students.
3. Considering the logical sequencing of courses, ensuring a progressive development of knowledge and skills.
4. Exploring opportunities for specialization or concentration areas within the study plan.

Based on the conducted review and needs assessment, the programs and study plans committee articulate the first draft of the Study plan.

5. Stakeholder Engagement:

The measurement and evaluation committee shares the draft study plan with stakeholders, seeking their feedback, suggestions, and revisions. A feedback report is prepared by the measurement and evaluation committee and submitted to the Quality Committee.

6. Review and Approval Process:

1. The Programs and study plans committee revises the feedback report and revises the study plan accordingly. The programs and study plans committee prepares a

	<p>report presenting the finalized program study plan and the procedure followed in developing it. The report is submitted to the Department Chair.</p> <ol style="list-style-type: none"> 2. The Department Chair presents the draft study plan to the advisory committee for discussion. 3. Suggestions made by the Advisory committee for further refinement of the study plan are studied and carried out by the Quality committee. 4. The Department Chair presents the study plan to the department council for approval. 5. The Department Chair submits the study plan to the faculty council for approval. 6. Suggestions made by the department and faculty councils for further refinement of the study plan are studied and carried out by the Programs and study plans committee. 7. The Dean of FEA submits the study plan to the university vice presidency for academic affairs at the university for view and final approval. 8. The vice presidency for academic affairs at the university submits the study plan to external reviewers 9. The Programs and study plans committee revises and refines the study plan based on the external reviewers' suggestions. 10. The final draft of the study plan is submitted to the vice presidency for academic affairs for final approval. 11. The approved study plan is publicized to all stakeholders, and included in the program specification as well as the departmental handbooks and website.
Reports	<ul style="list-style-type: none"> ● Program study plan. ● Team's meeting minutes. ● Department council meeting minutes. ● Faculty council meeting minutes.
Appendices	<ul style="list-style-type: none"> ● National qualification framework. ● University program and plans guide. ● The UT Matrix of authority for study plans development.

Graduate Attributes

Graduate attribute statements typically describe the specific skills, knowledge, and qualities that students are expected to possess upon completion of their studies. The English Language Program graduate attributes are approved, publicly disclosed, and the program has a mechanism in place to gather feedback from stakeholders. Their perspectives can provide valuable insights into the effectiveness of the program and the attributes it fosters.

Determinants: These are the factors that shape the development of the desired graduate attributes.	<ol style="list-style-type: none">1. Program and Institutional Mission and Goals:<ul style="list-style-type: none">● Mission: Aligning the graduate attributes with the broader mission and vision of the program or institution.● Program goals: Reflecting the specific goals and objectives set by the program to develop well-rounded graduates with the desired attributes.2. Stakeholder Expectations and Input:<ul style="list-style-type: none">● Employer expectations: Considering the needs and expectations of employers and industry stakeholders to ensure that the graduate attributes align with the demands of the job market.● Alumni feedback: Gathering feedback from program graduates to understand the strengths and areas for improvement in the development of graduate attributes.● Professional organizations: Aligning the graduate attributes with the expectations and requirements set by relevant professional bodies.3. Educational Standards and Guidelines:<ul style="list-style-type: none">● National standards: Adhering to educational standards or guidelines established by NQF.● Professional standards: Aligning the graduate attributes with professional standards or competency frameworks relevant to the field of study or profession.4. Societal Perspectives:<ul style="list-style-type: none">● Social responsibility: Including attributes that foster ethical behavior, social awareness, and a commitment to making a positive impact on society.5. Discipline-specific Factors:
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	<ul style="list-style-type: none"> ● Field-specific knowledge and skills: Identifying the specific attributes that are essential within the discipline or field of study. ● Critical thinking and problem-solving: Including attributes that promote analytical thinking, problem-solving abilities, and the ability to apply knowledge in practical situations. ● Research and innovation: Incorporating attributes that encourage research skills, creativity, and the ability to contribute to new knowledge or innovation in the field. <p>6. Personal and Professional Development:</p> <ul style="list-style-type: none"> ● Lifelong learning: Including attributes that promote a commitment to continuous learning, adaptability, and the ability to acquire new knowledge and skills throughout one's career. ● Communication and collaboration: Incorporating attributes that foster effective communication, teamwork, and the ability to work collaboratively with others. ● Leadership and management: Including attributes that develop leadership skills, strategic thinking, and the ability to manage projects or teams. <p>7. Assessment and Evaluation:</p> <ul style="list-style-type: none"> ● Assessment methods: Considering the appropriate assessment methods and strategies to measure the development of graduate attributes effectively. ● Alignment with assessment criteria: Ensuring that the graduate attributes align with the assessment criteria and rubrics used to evaluate student performance. ● Feedback and improvement: Incorporating opportunities for feedback and continuous improvement of the graduate attributes based on assessment results and stakeholder feedback.
<p>Specifications</p> <p>Guidelines for articulating graduate attributes</p>	<p>1. Clarity and Specificity:</p> <ul style="list-style-type: none"> ● Clear language: Use clear and concise language to articulate graduate attributes, avoiding ambiguity. ● Specificity: Clearly define each attribute and provide a clear

that are clear and effective.	<p>description of what it entails, including the knowledge, skills, or qualities that encompass the attribute.</p> <ul style="list-style-type: none"> ● Action-oriented: Use action verbs to describe observable behaviors or actions that demonstrate the attribute. <p>2. Comprehensive Coverage:</p> <ul style="list-style-type: none"> ● Holistic approach: Ensure that the graduate attributes cover a broad range of areas, including academic knowledge, technical skills, personal qualities, and professional competencies. ● Core attributes: Identify the essential attributes that all graduates should possess, regardless of their specialization or field of study. ● Disciplinary-specific attributes: Include attributes that are specific to the discipline or field of study, reflecting the unique requirements and expectations of that area. <p>3. Measurability and Assessment:</p> <ul style="list-style-type: none"> ● Measurable outcomes: Ensure that the attributes are observable, measurable, and assessable, allowing for the evaluation of student attainment. ● Assessment methods: Consider appropriate assessment methods and strategies that align with each attribute, providing opportunities for students to demonstrate their development.
Responsibilities	<p>Department Chair, Programs and study plans committee. The Quality Committee</p>
Development & Approval	<p>Department Chair Programs and study plans committee. Faculty members. Program council. Faculty council Advisory committee. Stakeholders. College Vice Deanship for Higher Studies and Development Measurement and Evaluation Committee</p>
Inputs	<p>Program mission, goals and PLOs. UT graduate attributes.</p>

	National qualification framework requirements.
Procedure	<ol style="list-style-type: none"> 1. The Quality Committee revises the following: <ul style="list-style-type: none"> • The program mission, goals and PLOs • The UT graduate attributes. • The previous ELP graduate attributes. • The NQF requirements for the relevant level. • Benchmarking of national and international programs. • The new development in the field of English language, literature, and translation. 2. Based on the data collected in the previous step, the Quality Committee formulates the English Language Program first draft of graduate attributes. 3. The Measurement and evaluation committee share the drafted graduate attributes with stakeholders, seeking their feedback, suggestions, and revisions. A feedback report is prepared by the committee and submitted to the Quality Committee. 4. The Quality Committee examines the feedback report and revises the graduate attributes accordingly. The Quality Committee writes a report presenting the finalized program's graduate attributes, and the procedure followed in developing them. The report is submitted to the Department Chair. 5. The Department Chair presents the drafted graduate attributed to the advisory committee for discussion. 6. Suggestions made by the Advisory committee for further refinement of the graduate attributes are studied and carried out by the Quality Committee. 7. The Department Chair presents the graduate attributed to the department council for approval.

	<p>8. The Department Chair submits the graduate attributed to the faculty council for approval.</p> <p>9. Suggestions made by the department and faculty councils for further refinement of the graduate attributes are studied and carried out by the Quality Committee.</p> <p>10. The approved graduate attributes are then be publicized to all stakeholders, and included in the departmental handbooks and website.</p>
Reports	<p>ELP approved graduate attributes.</p> <p>Feedback reports from stakeholders.</p> <p>Meeting minutes and reports of the Quality Committee.</p> <p>Meeting minutes of the advisory committee, Departmental council, Faculty council and measurement and evaluation committee)</p>
Appendices	<p>1. The NQF requirements.</p> <p>2. The UT guide for programs and study plans.</p> <p>3. The UT authority matrix for programs and study plans approval.</p>

Program Learning Outcomes

Program learning outcomes statements are broad statements that describe the knowledge, skills, and abilities that students are expected to acquire upon completion of a program of study. These statements provide an overview of the overarching goals and outcomes of the program.

<p>Determinants</p> <p>The factors that influence the development and formulation of the Program learning outcomes.</p>	<p>1. Program Mission and Goals:</p> <ul style="list-style-type: none"> ● Mission statement: Aligning the program learning outcomes with the overall mission and purpose of the program. ● Program goals: Reflecting the specific goals and objectives set by the program, which may include knowledge acquisition, skill development, or professional competencies. <p>2. Professional Standards and Accreditation:</p> <ul style="list-style-type: none"> ● Accreditation requirements: Ensuring that the program learning outcomes meet the standards and requirements set by accrediting bodies or regulatory agencies.
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	<ul style="list-style-type: none"> ● Professional standards: Aligning the learning outcomes with the standards and competencies established by relevant professional organizations or industry stakeholders. <p>3. Stakeholder Input and Expectations:</p> <ul style="list-style-type: none"> ● Employer expectations: Considering the needs and expectations of employers and stakeholders to ensure that the program learning outcomes align with the demands of the job market. ● Alumni feedback: Gathering feedback from program graduates to understand the strengths and areas for improvement in the program's learning outcomes. ● Student input: Incorporating student perspectives and input to address their needs, interests, and career aspirations. <p>4. Discipline-specific Factors:</p> <ul style="list-style-type: none"> ● Body of knowledge: Reflecting the essential knowledge base and core concepts of the discipline or field of study. ● Skills and competencies: Identifying the specific skills and competencies that students should develop throughout the program, such as critical thinking, problem-solving abilities, or research skills. ● Ethical considerations: Incorporating ethical principles and considerations relevant to the discipline or field. <p>5. Educational Trends and Best Practices:</p> <ul style="list-style-type: none"> ● Educational research and evidence: Considering current research and evidence-based practices in teaching and learning to shape the program learning outcomes. ● Pedagogical approaches: Incorporating effective pedagogical approaches and instructional strategies that align with the program's goals and learning outcomes. <p>6. Program Context and Resources:</p> <ul style="list-style-type: none"> ● Program structure and sequencing: Ensuring that the learning outcomes are sequenced and structured in a logical progression throughout the program, building upon foundational knowledge and skills. ● Faculty expertise: Considering the expertise and qualifications of faculty members to ensure that the learning outcomes are achievable and
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	<p>aligned with their areas of expertise.</p> <ul style="list-style-type: none"> • Available resources: Taking into account the resources, facilities, and technologies available to support the achievement of the program learning outcomes. <p>7. Continuous Improvement and Evaluation:</p> <ul style="list-style-type: none"> • Assessment and evaluation considerations: Establishing an ongoing assessment and evaluation process to monitor and measure student achievement of the learning outcomes. • Feedback and program review: Incorporating feedback from faculty, students, and external stakeholders to continuously review and improve the program learning outcomes. • Alignment with program assessment: Ensuring that the learning outcomes align with the assessment methods, criteria, and rubrics used to evaluate student performance.
<p>Specifications:</p> <p>Guidelines for crafting clear, concise, and measurable Program learning outcomes.</p>	<p>1. Clarity and Specificity:</p> <ul style="list-style-type: none"> • Clear language: Use clear and concise language to articulate program learning outcomes, avoiding ambiguous or vague terms. • Specificity: Ensure that each learning outcome is specific and measurable, describing the intended knowledge, skills, or competencies that students should acquire by the end of the program. • Action verbs: Use action verbs to describe observable and measurable behaviours or actions that students should be able to demonstrate. <p>2. Cognitive Levels:</p> <ul style="list-style-type: none"> • Cognitive levels: Consider the cognitive levels set by the NQF, to ensure a balanced and progressive set of learning outcomes that encompass a range of cognitive skills. • Higher-order thinking: Include learning outcomes that require higher-order thinking skills, such as critical thinking, analysis, synthesis, and evaluation. <p>3. Measurability:</p> <ul style="list-style-type: none"> • Measurable outcomes: Ensure that the learning outcomes are observable and measurable, allowing for assessment and evaluation of student achievement.

Responsibilities	Department Chair, Programs and study plans committee. Quality Committee
Development & Approval	Department Chair, Programs and study plans committee. Advisory committee. Measurement and evaluation committee.
Inputs	ELP Mission, goals and graduate attributes. UT graduate attributes. National qualification framework requirements.
Procedure	<ol style="list-style-type: none"> 1. The Programs and study plans committee revises the program as well as UT mission, goals, graduate attributes, the NQF requirements for the relevant level, and the curriculum framework. 2. The Programs and study plans committee identifies the following: <ul style="list-style-type: none"> • The program's target audience, such as students' backgrounds, prior knowledge, and intended career paths. • The key stakeholders who should be involved in the PLOs development process. 3. The Programs and study plans committee conducts a thorough needs assessment to identify the knowledge, skills, and competencies required for success in the program's field or discipline, and review industry trends, professional standards, labour market demands and peer programs. 4. Based on the conducted review and needs assessment, the Programs and study plans committee articulates the first draft of the PLOs that are aligned with the learning activities, teaching strategies, and assessment methods. 5. The Programs and study plans committee prepares a report showing the alignment of the English Language Program PLOs with the national qualification framework.

	<p>6. The Measurement and evaluation committee shares the drafted PLOs with stakeholders, seeking their feedback, suggestions, and revisions. A feedback report is prepared by the committee and submitted to the Quality Committee.</p> <p>7. The Programs and study plans committee and the quality Committee revise the feedback report and revise the PLOs accordingly. The Programs and study plans committee prepares a report presenting the finalized program PLOs, and the procedure followed in developing them. The report is submitted to the Department Chair.</p> <p>8. The Department Chair presents the PLOs draft to the advisory committee for discussion.</p> <p>9. Suggestions made by the Advisory committee for further refinement of the PLOs are studied and carried out by the programs and study plans committee.</p> <p>10. The Department Chair presents the PLOs to the department council for approval.</p> <p>11. The Department Chair submits the PLOs to the faculty council for approval.</p> <p>12. Suggestions made by the department and faculty councils for further refinement of the PLOs are studied and carried out by the Programs and study plans committee.</p> <p>The approved PLOs are then be publicized to all stakeholders, and included in the program specification as well as the departmental handbooks and website.</p>
Reports	<p>ELP approved PLOs.</p> <p>Meeting minutes and reports of the Programs and study plans committee.</p> <p>Feedback reports from stakeholders.</p> <p>Meeting minutes of the advisory committee, Departmental council, Faculty council and measurement and evaluation committee.</p>

Appendices	1.The ELP mission, goals and study plan. 2. The NQF requirements. 3. The UT authority matrix for programs and study plans approval.
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Course Learning Outcomes

Course learning outcome statements provide a clear indication of the knowledge, skills, and abilities that students are expected to acquire or demonstrate by the end of the course. They serve as a guide for instructors and students, setting the expectations and providing a framework for learning and assessment.

Determinants: The factors that influence the development and formulation of the CLOs.	<ol style="list-style-type: none"> 1. Alignment with the PLOs and the course objectives: <ul style="list-style-type: none"> ● Accreditation requirements: Ensure that the CLOs are directedly connected and serve the PLOs. ● Mission and vision: Ensure that the CLOs directly contribute to the attainment of the overall course objectives. 2. Subject or Discipline-specific Factors: <ul style="list-style-type: none"> ● Body of knowledge: Reflecting the essential knowledge base and core concepts of the subject or discipline. ● Skills and competencies: Identifying the specific skills and competencies that students should develop in the course, such as analytical skills, problem-solving abilities, or practical application of knowledge. ● Ethical considerations: Incorporating ethical principles and considerations relevant to the subject or discipline. 3. Stakeholder Expectations and Input: <ul style="list-style-type: none"> ● Professional expectations: Considering the expectations and requirements of employers, professional organizations, or stakeholders to ensure that the learning outcomes align with the needs of the field. ● Alumni feedback: Gathering feedback from former students or alumni to understand how the course can better prepare students for their future careers or further education. ● Student input: Incorporating student perspectives and input to ensure that the learning outcomes address their needs, interests, and aspirations. 4. Educational Standards and Guidelines:
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	<ul style="list-style-type: none"> ● National or regional standards: Adhering to educational standards or guidelines established by government bodies or educational authorities. ● Professional standards: Aligning the learning outcomes with professional standards or competency frameworks relevant to the subject or discipline. ● Best practices: Considering established best practices and research-based evidence in teaching and learning when developing the learning outcomes. <p>5. Program or Course Context:</p> <ul style="list-style-type: none"> ● Prerequisite knowledge and skills: Considering the prior knowledge and skills that students are expected to have before enrolling in the course. ● Course progression: Aligning the learning outcomes with the overall progression and structure of the course, building on previous courses or preparing students for subsequent courses. ● Course modality: Considering the mode of delivery (e.g., face-to-face, online, hybrid) and any specific considerations related to the course format. <p>6. Assessment and Evaluation:</p> <ul style="list-style-type: none"> ● Assessment methods: Considering the appropriate assessment methods and strategies to measure student achievement of the learning outcomes effectively. ● Alignment with assessment criteria: Ensuring that the learning outcomes align with the assessment criteria and rubrics used to evaluate student performance. ● Feedback and improvement: Incorporating opportunities for feedback and continuous improvement of the learning outcomes based on assessment results and student feedback.
<p>Specifications:</p> <p>Guidelines for crafting clear, concise, and measurable CLOs.</p>	<p>1. Cognitive Levels:</p> <ul style="list-style-type: none"> ● Cognitive levels: Consider the cognitive levels set by the NQF to ensure a balanced and progressive set of learning outcomes that encompass a range of cognitive skills. ● Higher-order thinking: Include learning outcomes that require higher-

	<p>order thinking skills, such as critical thinking, analysis, synthesis, and evaluation.</p> <p>2. Clarity and Specificity:</p> <ul style="list-style-type: none"> • Clear language: Use clear and concise language to articulate course learning outcomes, avoiding ambiguous or vague terms. • Specificity: Ensure that each learning outcome is specific and measurable, describing the intended knowledge, skills, or competencies that students should acquire by the end of the course. • Action verbs: Use action verbs to describe observable and measurable behaviours or actions that students should be able to demonstrate. <p>3. Measurability and Assessment:</p> <ul style="list-style-type: none"> • Measurable outcomes: Ensure that the learning outcomes are observable and measurable, allowing for assessment and evaluation of student achievement. • Assessment methods: Consider the appropriate assessment methods and strategies that align with each learning outcome, providing opportunities for students to demonstrate their attainment of the outcomes.
Responsibilities	<p>Department Chair, Programs and study plans committee. Quality Committee Course coordinators.</p>
Development & Approval	<p>Department Chair, Programs and study plans committee. Advisory committee. Faculty members. Measurement and Evaluation Committee.</p>
Inputs	<ul style="list-style-type: none"> • ELP mission, goals, graduate attributes and PLOs. • ELP study plan. • National qualification framework requirements.
Procedure	<p>1. The Programs and study plans committee holds workshops to train faculty members in writing CLOs.</p>

	2. The Department Chair meets with course coordinators and assign roles and responsibilities.
	3. The course coordinators review the program mission, goals and graduate attributes, the NQF requirements for the relevant level, and the curriculum framework.
	4. Also, the course coordinators identify the following:
	5. The program's target audience, such as students' backgrounds, prior knowledge, and intended career paths.
	6. The key stakeholders who should be involved in the CLOs development process.
	7. The course coordinators conduct a thorough needs assessment to identify the knowledge, skills, and competencies required for success in the program's field or discipline, and review professional standards, labour market demands and peer programs.
	8. Based on the conducted review and needs assessment, the course coordinators articulate the first draft of the CLOs that are aligned with the learning activities, teaching strategies, and assessment methods, and submit them to the Programs and study plans committee.
	9. The Programs and study plans committee and the Quality Committee review the CLOs and communicate its suggestions to the course coordinators.
	10. Suggestions made by the Programs and Study Plans Committee and the Quality Committee for further refinement of the CLOs are studied and carried out by the course coordinators.
	11. The Measurement and Evaluation Committee shares the CLOs draft with stakeholders, seeking their feedback, suggestions, and revisions. A feedback report is prepared by the committee and submitted to the course coordinators.
	12. The course coordinators review the feedback report and revise the CLOs

	<p>accordingly. The revised CLOs are submitted to the Programs and study plans committee.</p> <p>13. The Programs and study plans committee prepares a report presenting the finalized program CLOs, and the procedure followed in developing them. The report is submitted to the Department Cahir.</p> <p>14. The Department Cahir presents the CLOs draft to the advisory committee for discussion.</p> <p>15. Suggestions made by the Advisory Committee for further refinement of the CLOs are studied and carried out by the course coordinators.</p> <p>16. The Department Cahir presents the CLOs to the department council for approval.</p> <p>17. The Department Cahir submits the CLOs to the faculty council for approval.</p> <p>18. Suggestions made by the department and faculty councils for further refinement of the CLOs are studied and carried out by the course coordinators, and approved by The Programs and Study Plans Committee and the Quality Committee.</p> <p>The approved CLOs are then publicized to all stakeholders, and included in the course specifications.</p>
Reports	<ul style="list-style-type: none"> • ELP approved CLOs. • Meeting minutes and reports of the Programs and study plans committee. • Feedback reports from stakeholders. • Meeting minutes of the advisory committee, Departmental council, Faculty council and measurement and evaluation committee.
Appendices	<ul style="list-style-type: none"> • The ELP mission, goals and study plan. • The NQF requirements. • The UT authority matrix for programs and study plans approval.

Students Assessments

Determinants: The factors that influence the quality and effectiveness of student assessments.	<ol style="list-style-type: none">1. Alignment with Learning Objectives and Standards:<ul style="list-style-type: none">● Curriculum alignment: Ensuring that assessments measure the intended learning outcomes outlined in the curriculum.● Standard alignment: Aligning assessments with external standards or benchmarks relevant to the subject or discipline.● Depth and breadth of coverage: Assessing a wide range of knowledge, skills, and competencies outlined in the curriculum.2. Validity and Reliability:<ul style="list-style-type: none">● Content validity: Ensuring that the assessment measures what it intends to measure.● Construct validity: Assessing the underlying construct or concept being evaluated.● Criterion-related validity: Establishing a relationship between the assessment and an external criterion.● Inter-rater reliability: Consistency of assessment results when scored by different evaluators.● Test-retest reliability: Consistency of assessment results when administered to the same students at different times.3. Clarity and Transparency:<ul style="list-style-type: none">● Clear assessment instructions: Providing explicit directions to students on how to complete the assessment.● Transparent assessment criteria: Clearly articulating the standards and expectations for student performance.● Rubrics and scoring guides: Providing detailed guidelines for evaluating and scoring student work.● Consistent grading practices: Ensuring consistent application of assessment criteria across different evaluators.4. Fairness and Equity:<ul style="list-style-type: none">● Bias reduction: Minimizing potential bias in assessment content, language, and administration.
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	<ul style="list-style-type: none"> ● Accommodations: Providing appropriate accommodations for students with disabilities or special needs. ● Cultural sensitivity: Ensuring assessments are sensitive to diverse cultural backgrounds and experiences. ● Accessibility: Ensuring that assessments are accessible to all students, including those with physical or sensory disabilities. <p>5. Authenticity and Relevance:</p> <ul style="list-style-type: none"> ● Authentic tasks: Designing assessments that reflect real-world applications and contexts. ● Relevance to student experiences: Ensuring assessments are meaningful and relatable to students' lives and interests. ● Transferability of skills: Assessing students' ability to apply their knowledge and skills in different contexts. <p>6. Ethical Considerations:</p> <ul style="list-style-type: none"> ● Privacy and confidentiality: Protecting students' personal information and ensuring the confidentiality of assessment results. ● Ethical administration: Conducting assessments in a fair and unbiased manner, adhering to ethical guidelines. <p>7. Feedback and Revision:</p> <ul style="list-style-type: none"> ● Timely feedback: Providing prompt feedback to students to support their learning and improvement. ● Constructive feedback: Offering specific, actionable, and supportive feedback that highlights strengths and areas for improvement. ● Opportunities for revision: Allowing students to review their work based on feedback and make necessary revisions. ● Self-assessment and reflection: Encouraging students to reflect on their performance and assess their own learning.
<p>Specifications:</p> <p>These guidelines provide a framework for creating comprehensive and</p>	<p>1. Assessment Task Description:</p> <ul style="list-style-type: none"> ● Clear instructions: Provide detailed and explicit instructions on what students are expected to do for the assessment task. ● Task format: Specify the format of the assessment task, such as essay, multiple-choice questions, project, presentation, or performance-based task.

<p>effective student assessments.</p>	<ul style="list-style-type: none"> ● Resource requirements: Identify any specific resources, materials, or references students may need to complete the task. ● Time constraints: Specify the time limit or deadline for completing the assessment task. <p>2. Assessment Criteria and Rubrics:</p> <ul style="list-style-type: none"> ● Criteria for evaluation: Clearly define the criteria for assessing student performance, such as content knowledge, critical thinking, creativity, or presentation skills. ● Rubrics: Provide a detailed rubric that breaks down the assessment criteria into specific levels or descriptors, indicating the expectations for each level of performance. <p>3. Scoring and Grading Guidelines:</p> <ul style="list-style-type: none"> ● Scoring system: Specify the scoring system or scale to be used for evaluating student responses (e.g., 0-100, letter grades, or performance levels). ● Grading standards: Define the standards for each grade or performance level, including the specific criteria or benchmarks for achieving each level. ● Consistency: Provide guidelines to ensure consistent scoring and grading across different evaluators or multiple sections of the same assessment. <p>4. Accommodations and Special Considerations:</p> <ul style="list-style-type: none"> ● Accommodations for diverse learners: Specify any accommodations or modifications that should be provided to students with disabilities or special needs to ensure a fair and equitable assessment. ● Language considerations: Clarify any language accommodations for students who are English language learners or have language proficiency challenges. ● Special circumstances: Outline any special circumstances or considerations that may affect the administration or scoring of the assessment (e.g., extended time, alternative format). <p>5. Ethical Considerations:</p> <ul style="list-style-type: none"> ● Academic integrity: Include guidelines regarding academic honesty, plagiarism, and proper citation practices in the assessment task.
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	<ul style="list-style-type: none"> ● Confidentiality: Ensure guidelines for maintaining the confidentiality of student assessments and results. ● Fairness: Address any potential biases or sources of unfairness in the assessment task or scoring process and provide guidelines to mitigate them.
Responsibilities	<p>Course coordinators.</p> <p>Exams and Teaching Schedules Committee.</p> <p>Measurement and evaluation committee.</p>
Procedure	<p>The Exams and Teaching Schedules Committee is responsible for:</p> <ul style="list-style-type: none"> ● Developing and reviewing exam policies, procedures, and guidelines to ensure fairness, security, and integrity. ● Establishing exam rules and regulations, such as guidelines on academic integrity, exam conduct, and use of resources. ● Communicating the exam policies and procedures to faculty, students. ● Collaborating with faculty and administrators to develop exam schedules and timelines. ● Ensuring that exam dates, times, and venues are communicated to students and faculty members. ● Coordinating with relevant departments or individuals to arrange necessary resources and facilities for the exams. ● Establishing procedures and guidelines for accommodating students with special needs or disabilities during exams. ● Establishing procedures and guidelines for accommodating students with special needs or disabilities during exams. ● Monitoring the exam venues to maintain a secure and controlled environment, minimizing the risk of cheating or misconduct. ● Addressing any issues or irregularities that may arise during the exam, such as student concerns or technical difficulties. <p>1. Before the exam, the Exams and Teaching Schedules Committee sends the exam blueprint to the course coordinators.</p>

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| | <ol style="list-style-type: none">2. Course coordinators hold a meeting with the course instructors to determine the format of the exam, duration, number of questions, weightage, and any specific rules or policies to be followed during the exam, and select appropriate exam questions that align with the exam blueprint, course content, and learning objectives as well as level of difficulty, cognitive skills to be assessed. The course coordinators submit the exam questions with the model answers to the Measurement and evaluation committee.3. The Measurement and evaluation committee holds meeting with course coordinators, and revises exams to ensure clarity, accuracy, and alignment with the course content and objectives, adherence to the policy of questions distribution over learning domains, and the adherence to the blueprint of the exam. Course coordinators share the Measurement and evaluation committee feedback with the course instructors.4. After the primary grader completes grading the exams, a sample of graded exams are cross-checked by the course coordinator or a faculty member who taught the same course before. The cross-checker verifies the accuracy and consistency of the primary grader's assessments. The primary grader and cross-checker engage in discussion and collaboration to address any discrepancies or disagreements. If necessary, they seek input from the course coordinator or subject matter experts. After discussion and consensus, the primary grader and cross-checker finalize the grades.5. The finalized student grades are entered in the e-register system. The Department Chair revises the entered data for approval.6. The final results are approved by the college vice dean and the grades are released to the students on their UT student's accounts.7. Students are allowed to submit a formal request for a grading revision to the head |
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	<p>of academic affairs committee. The head of academic affairs committee assigns a designated independent reviewer, to assess the complaint objectively. If necessary, the designated person consults with the original grader or instructor to discuss the grading decision.</p>
	<p>8. The student request and the reviewer report are communicated to the Department Chair. If the complaint is valid, the Department Chair contacts the primary grader to adjust the grade on the e-register accordingly. If the original grading decision was appropriate, a detailed explanation is provided to the student, addressing his concerns.</p>
	<p>9. After the exams, the Exams and Teaching Schedules Committee identifies areas for improvement in the exam design, content, or administration, and makes necessary adjustments for future exams or courses.</p>
	<p>10. Course coordinators and instructors are responsible of preparing course reports and are required to submit them together with samples of students work to the Measurement and evaluation committee.</p>
	<p>11. The CLOs are measured by the course coordinator using an excel sheet designed by the measurement and evaluation committee where each CLO is aligned with its relevant PLO and hence the aligned PLOs can be measured accordingly.</p>
	<p>12. The Quality Committee follows up the preparation of course reports and all related evidences of students work with instructors and course coordinators.</p>
	<p>13. Based on the course reports, the Quality Committee prepare a list of recommendations and action plans for further improvements.</p>
	<p>14. The final draft of course reports together with the list of recommendations and action plans for improvements are submitted to the Department Chair.</p>
	<p>15. The Department Chair presents the final draft of course reports, the recommendations and action plans to the departmental council for discussion and approval.</p>

	16. The Department Chair submits course reports to the college vice dean of higher studies and development, for further review and approval.
Reports	<p>Samples of student work.</p> <p>Course reports.</p> <p>Exams model answers.</p> <p>Exam Schedule.</p> <p>Student attendance of exam sheet.</p> <p>Course coordinators and instructors' meetings minutes.</p> <p>Quality committee meeting minutes and reports, Measurement and evaluation committee meeting minutes and reports.</p> <p>Sample of students complains (if any)</p> <p>Sample of cross-checkers reports.</p> <p>Department council meeting minutes related to course reports and action plans approvals.</p>

Program Learning Outcomes Assessment

<p>Determinants</p> <p>These factors enhance the measurement of program learning outcomes, leading to more accurate and meaningful assessment results.</p>	<ol style="list-style-type: none"> 1. Curriculum and Instruction: <ul style="list-style-type: none"> ● Curriculum design and learning objectives ● Alignment of learning outcomes with instructional materials ● Teaching methods and strategies used to promote learning 2. Assessment and Evaluation: <ul style="list-style-type: none"> ● Selection of appropriate assessment methods ● Development of clear rubrics and scoring criteria ● Use of valid and reliable assessment tools ● Consistency in assessment practices 3. Faculty and Staff: <ul style="list-style-type: none"> ● Faculty expertise and training in assessment practices ● Collaboration among faculty members for assessment alignment ● Support and resources provided for professional development 4. Learning Environment: <ul style="list-style-type: none"> ● Classroom dynamics and student engagement ● Availability of resources and support services
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	<ul style="list-style-type: none"> ● Inclusion of authentic and meaningful learning experiences <p>5. Student Factors:</p> <ul style="list-style-type: none"> ● Student motivation and engagement ● Prior knowledge and skills ● Individual learning styles and abilities <p>6. Institutional Support:</p> <ul style="list-style-type: none"> ● Institutional commitment to assessment practices ● Allocation of resources for assessment efforts ● Policies and guidelines supporting assessment activities ● Data collection and analysis systems <p>7. Data Collection and Analysis:</p> <ul style="list-style-type: none"> ● Efficient data collection processes ● Use of appropriate data management systems ● Sound data analysis techniques ● Regular feedback loops for improvement <p>8. Stakeholder Engagement:</p> <ul style="list-style-type: none"> ● Involvement of various stakeholders (e.g., faculty, students, employers, accrediting bodies) in the measurement process ● Incorporation of feedback from stakeholders in assessment practices <p>9. Continuous Improvement:</p> <ul style="list-style-type: none"> ● Culture of assessment and continuous improvement ● Use of assessment results for program enhancement ● Regular review and revision of learning outcomes and assessment method
Responsibilities	Course coordinators & instructors. Measurement and evaluation committee.
Procedure	<p>The Measurement and Evaluation Committee is responsible for the whole process of measuring and reporting on PLOs.</p> <p>The English Language Program uses both direct and indirect measurement methods to measure its program learning outcomes.</p> <p>Direct measures are based on direct assessments of students' work and performance in capstone courses (i.e., results of summative and formative assessments), in</p>

	<p>addition to students' average completion rates.</p> <p>Indirect measures involve stakeholders' perceptions of the extent to which students have attained the learning outcomes. Indirect measures are relatively subjective. However, this effect of subjectivity can be reduced to some extent by including various indirect measures (e.g., alumni surveys, student surveys, faculty members' surveys, self-evaluation scale, and/or external reviews—peer reviews of the academic program and students' performance).</p> <p>In the English Language Program, courses can be classified into three majors: Linguistics, Translation, and Literature. The CLOs of all program courses are directly measured through an excel sheet that is designed for this purpose.</p> <p>To assess the extent to which students have achieved the program's learning outcomes, we have selected five advanced courses from the final year (in addition to the Field Experience course) where students could reflect their cumulative knowledge.</p> <p>Conducting a thorough analysis of students' performance in six capstone courses and mapping these four courses' learning outcomes with program learning outcomes will give us a relatively better picture of whether the students have developed a good cumulative knowledge that will enable them to pursue their career paths.</p> <p>With respect to the procedure of analysis, the Department conducts a two-level analysis: the first level explores the percentage of students who achieved "good" results in the courses (i.e., they got 70% or more).</p> <p>Then, it provides a more detailed analysis in which students' performance in each of the capstone course learning outcomes is analyzed, and then it maps the investigated course learning outcomes with the relevant program learning outcomes.</p> <p>The PLO achievement is benchmarked internally with the previous year achievement, and the satisfactory performance and improvement level is compared to the stated target benchmark for the year before.</p>
Reports	<p>CLOs measurement excel sheet.</p> <p>PLOs annual report.</p> <p>Stakeholders' surveys and reports.</p>

Professional Development

The English Language Program in collaboration with the Deanship for Quality and Academic Accreditation provides the necessary training for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology.

The teaching staff and employees of the program have the appropriate orientation and technical training and support for the effective use of resources and learning aids.

Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.

The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.

Determinants: These factors are essential for improving faculty members' professional growth.	<ol style="list-style-type: none">Pedagogical Skills and Teaching Strategies:<ul style="list-style-type: none">● Mastery of effective teaching methods and instructional strategies.● Familiarity with diverse pedagogical approaches and learning theories.● Ability to engage students, promote active learning, and foster critical thinking.● Competence in creating and delivering engaging and well-structured lessons.Subject Matter Expertise:<ul style="list-style-type: none">● Depth of knowledge and expertise in their respective disciplines.● Awareness of current research and developments in their fields.● Ability to convey complex concepts and theories in a clear and understandable manner.● Proficiency in staying updated with advancements and emerging trends in their subject areas.Technology Integration:<ul style="list-style-type: none">● Proficiency in using educational technology tools and platforms.● Familiarity with digital resources and online learning environments.● Ability to integrate technology effectively into teaching and learning
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	<p>activities.</p> <ul style="list-style-type: none"> • Competence in leveraging technology for assessment, communication, and collaboration. <p>4. Assessment and Evaluation:</p> <ul style="list-style-type: none"> • Understanding of various assessment methods and strategies. • Knowledge of designing valid and reliable assessments. • Ability to analyse and interpret assessment data to inform instruction. • Competence in providing constructive feedback to students and using assessment for continuous improvement. <p>5. Inclusive Teaching and Diversity:</p> <ul style="list-style-type: none"> • Recognition of diversity and inclusivity in the classroom. • Knowledge of strategies to create an inclusive learning environment. • Ability to address the diverse needs of students, including those with disabilities or from different cultural backgrounds. • Competence in fostering a supportive and respectful classroom climate. <p>6. Professional Development and Scholarship:</p> <ul style="list-style-type: none"> • Commitment to ongoing professional development and growth. • Engagement in scholarly activities, such as research, publications, and conference presentations. • Aptitude for integrating research and evidence-based practices into teaching. • Proficiency in staying informed about the latest developments and best practices in higher education. <p>7. Communication and Interpersonal Skills:</p> <ul style="list-style-type: none"> • Effective communication skills, both verbal and written. • Ability to engage and connect with students, colleagues, and other stakeholders. • Competence in facilitating discussions, promoting active participation, and managing classroom dynamics. • Proficiency in providing feedback and constructive criticism to students. <p>8. Collaboration and Teamwork:</p> <ul style="list-style-type: none"> • Ability to collaborate effectively with colleagues and engage in team-based projects.
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	<ul style="list-style-type: none"> ● Aptitude for interdisciplinary collaboration and integration of multiple perspectives. ● Competence in working collaboratively with other faculty members and staff to enhance teaching and learning experiences. ● Proficiency in fostering a positive and supportive learning community. <p>9. Institutional Policies and Requirements:</p> <ul style="list-style-type: none"> ● Understanding of institutional policies, procedures, and guidelines related to teaching and professional development. ● Awareness of accreditation requirements and standards. ● Compliance with institutional expectations and standards for teaching quality. ● Proficiency in aligning teaching practices with institutional goals and objectives.
Responsibilities	<p>Program Management</p> <p>The Quality Committee</p> <p>Course coordinators & instructors.</p>
Procedure	<ol style="list-style-type: none"> 1. The Department Chair reviews all the training needs of the program committees' members according to the tasks assigned to them and contained in the improvement plans. 2. A survey is distributed to faculty member for needs assessment. 3. The department submits its training needs to the vice dean for higher studies and development who in turn submits them to deanship of quality and academic accreditation which is authorized to provide training programs to develop faculty members' skills. After the training programs are officially announced by the deanship of quality and academic accreditation, the program coordinator directs and urges all course instructors to attend when the training programs are open to all, specially members who need performance improvement. 4. If the places are specified, the program will nominate members according to their tasks or needs to improve performance.
Reports	<p>A letter to the deanship of quality and academic accreditation with various training needs of the faculty staff members.</p>

Course Report

The English Language Program ensures the quality of teaching through:

- Verifying the effectiveness of the teaching strategies used to achieve the CLOs and taking the necessary measures according to the established procedures.
- Identifying the administrative difficulties that the academic staff members faced during the course.
- Examining the results and estimates of students and studying the variation in the distribution of grades between the different divisions and the factors that affected them, and identifying priorities for improvement.
- Verifying the extent to which the quality loop is closed at the level of the course by following up on the percentage of completion of the proposed improvement plan for the previous year.
- Developing an improvement plan appropriate to the recommendations reached, by the end of preparing the course report.

The academic staff member should:

- Adhere to what is stated in the course specification.
- Follow the course improvement plan.
- Be committed to measuring the extent to which the CLOs are achieved, according to the blueprint and matrix prepared by the department.

Determinants	Ensuring Accuracy and Objectivity:
These factors ensure that course reports become valuable tools for evaluating, improving, and ensuring the	By considering these factors, the course report can be prepared in a way that is accurate, objective, and fair.
	Enhancing Quality Assurance:
	By evaluating various aspects such as course content, teaching methods, assessments, and student feedback, the report highlights areas of strength and identifies areas that need improvement. This feedback is crucial for course instructors

effectiveness of educational courses.	<p>and administrators to make informed decisions about instructional strategies, curriculum development, and resource allocation.</p> <p>Informing Curriculum Development: By providing feedback on the alignment of learning outcomes with instructional strategies, helping in the refinement and enhancement of the curriculum. This information is vital for ensuring that the course remains up to date, meets the needs of the learners, and aligns with academic requirements.</p> <p>Guiding Instructional Design: The course report informs instructional designers and educators about the effectiveness of their teaching approaches and helps in identifying areas where modifications or enhancements may be needed.</p> <p>Promoting Continuous Improvement: The identification of strengths and weaknesses enables instructors and administrators to implement targeted interventions, refine teaching practices, and allocate resources more effectively.</p> <p>Enhancing Student Engagement and Satisfaction: The course report sheds light on the areas where students may need additional support, clarity, or engagement. This information can be used to enhance student engagement, satisfaction, and overall learning outcomes achievement.</p> <p>Meeting Accreditation and Evaluation Requirements: The course report provides evidence of compliance with quality assurance measures, accreditation guidelines, and institutional policies. This is particularly important for educational institutions seeking accreditation or undergoing periodic evaluations.</p>
Responsibilities	<ul style="list-style-type: none"> • Department Chair • Quality Committee. • Course coordinators and instructors.
Development and Approval team	<ul style="list-style-type: none"> • Quality Committee • Course coordinators and instructors.
Inputs	<ul style="list-style-type: none"> • Course specification

	<ul style="list-style-type: none"> • course reports of the previous year • Students' list (e-register) • CLOs blueprint and measurement report. • Students' results. • Grade distribution. • Course coordination meeting minutes. • Peer-Peer review reports • Sample of teaching methods
Procedure	<ol style="list-style-type: none"> 1. Course reports are fully achieved and submitted by course coordinators and course instructors via an electronic platform established by the University of Tabuk called M'EYYAR PLUS. 2. Course instructors measure CLOs (using the provided excel sheet). 3. Course instructors complete all the NCAAA course report sections which include, analysis of grade distribution, report on the previous year, improvement plan. 4. The course coordinator holds a meeting with the course instructors' team to discuss student results and the extent to which the CLOs are achieved, the students' and staff feedback and the appropriate improvement plan for the proposed recommendations. 5. The course coordinator collects the course report for all the sections and prepares a single combined report. The combined reports are submitted to the Quality Committee. 6. The Quality Committee reviews the reports and communicates its insight and feedback to the course coordinators. 7. Based on the Quality Committee feedback, course coordinators carry out the proposed adjustments, and submit the finalized combined report to the Quality

	<p>Committee. The Quality Committee submits the combined reports to the Department Chair.</p> <p>8. The Quality Committee presents the combined reports to the departmental council for discussion and approval. The approved combined reports are submitted to the faculty council for discussion and approval.</p> <p>9. The faculty council discusses and approves the collective report in addition to the post course meeting minutes of the department.</p> <p>10. The combined courses reports are submitted to the Deanship for Quality and Academic Accreditation.</p>
Reports	<ul style="list-style-type: none"> • Program study plan. • Course coordination meeting minutes. • Quality Committee meeting minutes. • Department council meeting minutes. • Faculty council meeting minutes.

Program Specification

<p>Determinants</p> <p>These factors ensure a systematic and well-structured development process for the Program Specification.</p>	<p>1. Planning and Analysis:</p> <ul style="list-style-type: none"> • Identify the need for a new program or the revision of an existing program. • Conduct a thorough analysis of the target audience, industry demands, and stakeholder expectations. • Define the scope, goals, and objectives of the program specification development process. • Establish a project team or committee responsible for overseeing the development process. <p>2. Research and Benchmarking:</p> <ul style="list-style-type: none"> • Gather information on similar programs offered by other institutions or
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	<p>organizations.</p> <ul style="list-style-type: none"> • Conduct industry research to identify emerging trends, best practices, and skill requirements. • Review relevant accreditation standards, regulatory guidelines, and educational frameworks. <p>3. Stakeholder Engagement:</p> <ul style="list-style-type: none"> • Engage with key stakeholders, including faculty members, industry professionals, students, and employers. • Seek input and feedback on program goals, learning outcomes, curriculum design, and assessment methods. • Incorporate stakeholder perspectives to ensure relevance, alignment, and buy-in. <p>4. Program Design and Development:</p> <ul style="list-style-type: none"> • Define the program structure, including the components, courses, and credit distribution. • Develop a curriculum framework that outlines the sequencing and progression of courses. • Clearly articulate the program's learning outcomes and competencies. • Design course descriptions, including learning activities, instructional methods, and assessment strategies. <p>5. Iterative Review and Feedback:</p> <ul style="list-style-type: none"> • Share the draft program specification with the project team, stakeholders, and subject matter experts for review. • Gather feedback and suggestions for improvement. • Revise and refine the program specification based on the feedback received. • Conduct multiple iterations of review and revision to enhance the quality of the program specification. <p>6. Alignment and Compliance:</p> <ul style="list-style-type: none"> • Ensure the program specification aligns with the institutional mission, and strategic goals. • Verify compliance with NQF standards, and peer programs benchmarks. <p>7. Approval and Documentation:</p>
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	<ul style="list-style-type: none"> • Submit the finalized program specification for internal revision and approval processes. • Follow the institution's guidelines and procedures for program approval and documentation. • Prepare the necessary documentation, using the institution's provided forms. <p>8. Implementation and Communication:</p> <ul style="list-style-type: none"> • Communicate the approved program specification to relevant stakeholders, including faculty, staff, and students. • Provide training or orientation sessions to faculty members and staff involved in delivering the program. • Ensure that the program specification is effectively integrated into the institution's systems, processes, and communication channels. <p>9. Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> • Establish a plan for ongoing program evaluation and continuous improvement. • Monitor the program's effectiveness in achieving its goals and objectives. • Collect and analyze data on student performance, feedback, and program outcomes. • Use evaluation results to inform future revisions and enhancements to the program specification.
Responsibilities	<p>Department Chair</p> <p>Programs and study plans committee</p>
Inputs	<ul style="list-style-type: none"> • Mission and objectives of the program • The program study plan showing the courses, their classification, their sequence, credit hours, pre/corequisites, the classification (required, elective), (university, college, department) • Course specifications and a detailed plan for each course that includes the general description of the course, the language of instruction, objectives, teaching strategies, assessment methods and learning resources • Internal and external changes. • Reports of Stakeholders surveys, APRs, and course reports.

	<ul style="list-style-type: none"> ● Reference comparison. ● Matrix linking course learning outcomes with PLOs. ● Procedural guide for studying programs and plans.
Procedure	<ol style="list-style-type: none"> 1. The programs and study plans committee prepares the specific documents as inputs for this procedures. 2. The department Chair and the programs and study plans committee determine the members of the work team. 3. The assigned team completes the program specification form using the latest NCAAA form, with consideration of all procedure inputs. 4. The programs and study plans committee presents and discusses Program Specification in the department council. 5. The suggestions proposed by the council are adjusted by the assigned team. 6. The Department Chair presents the revised Program specification to Advisory committee. 7. The suggestions proposed by the Advisory committee are adjusted by the assigned team. 8. The program specification is submitted to and approved by the department and faculty councils, and submitted to the UT standing committee of programs and study plans, for final review and approval. 9. In case there are suggestions for further refinement the UT standing committee of programs and study plans, communicates modifications to the department chair, who in turn forwards the suggested modifications to the assigned team. 10. The assigned team makes the required adjustments and the Program specification is submitted to the faculty council for approval. The faculty

	<p>council re-submits the Program specification to the UT standing committee of programs and study plans for final approval and installing it in the admission and registration system.</p> <p>11. After the final approval by the UT standing committee of programs and study plans, the Program specification is widely publicized and shared with all relevant stake holders.</p>
Reports	<ul style="list-style-type: none"> • Approved program specification • Meeting minutes of programs and study plans committee • Meeting minutes of advisory committee • Meeting minutes of department council • Meeting minutes of faculty council
Appendices	<ul style="list-style-type: none"> • National qualification framework. • NCAAA Latest Form for program specification • University programs and plans procedural guide. • UT Authority Matrix of Study Plans and Academic Programs.

Monitoring the Quality of Teaching

As the university acquires an appropriate space on Google Drive for each faculty member, in addition to providing all information security conditions, the Department of Languages and Translation provides course coordinators with a link specified for his/her course file to upload all required evidence that ensures the quality of teaching and assessments.

The electronic storage is a quality work in the program since it is an easy and practical way to save and archive the quality work in the program on a regular basis. It facilitates access to all documents related to quality files by all members of the program. It also helps to monitor the extent of academic staff members' commitment to the quality requirements of the course, and:

- Ensure consistent results.
- Prevent errors and reduce costs.
- Ensure processes are identified and controlled.

The table below shows the plan followed by the English Language Program in preparing and documenting the course file.

Procedures:

1. All the requirements of the course file are uploaded by the coordinators in the department drive.
2. The electronic storage is available to all teaching staff members in the department to view and benefit from it.
3. Each course instructor uploads the requirements according to the distribution of tasks by the coordinator.
4. The quality committee prepares a report on the extent to which the requirements are met.

Requirements	The Content	Notes	Timing of Uploading Content for Documentation on the Electronic File	Responsibility

1	Curriculum Vitae (CV)	Updated CV	It is updated periodically and uploaded to the teaching staff member's website and handed over to the course coordinator to put it in the teaching staff member's file	The first week of the semester	Instructor
2	Course specification	Approved course specification according to the latest NCAAA form	The specification is reviewed periodically only at the level of teaching strategies at the beginning of each semester according to the improvement plans in the previous semester course report and after approval by the department council -As for other developmental reviews, the existing controls must be	The first week	Course Coordinator

			adhered to matrix of authorities and the UT procedural guide to programs and study plans		
3	Timetable	Filled out according to the university form	The TT is sent to the staff and students and uploaded on the google drive	The first week of the semester	Department Chair
Documenting the Students Results					
1	Reveal the results of the course signed by the program coordinator	The transcript is an official document that is downloaded from the academic system portal after	It must contain the signature of the program coordinator	At the end of the module	Department Chair

		monitoring, reviewing, and approving grades			
2	Statistical Analysis for Results	The form contains statistical equations and graphs that help analyze test results	The form is unified and its contents can be used to fill out the section specified to the analysis of the grade distribution	At the end of the semester	Course coordina tors
Documenting Student Assessment Activities and Methods					
1	Model Answers for exams	A sample test that contains the correct answers	Agreed upon by the course team	After release of results	Course coordina tors
2	Samples of students' tests for each	Corrected forms of students' exam for	Distributed according to performance, highest and lowest score	After release of exam results to the students	Course Instructo rs

	division were distributed according to performan ce (highest, average and lowest score)	each section distributed according to performanc e (highest, average and lowest score)			
3	Samples of all the students' classroo m and extra- curricular work	Corrected forms of all class and extra- curricular work of the course	Distributed according to the highest and lowest performance	After release of exam results to the students	Course Coordinator s
Documenting the Students' Evaluation of the Quality of the Course					
1	Results of the analysis	The results are downloaded from google form in the form of an excel sheet	The results obtained are sent via a link by the course coordinator to	At the end of the semester	Course Coordinat ors

	of CES		the instructor of each section		
Other Assessments of the Course Quality.					
1	A Self-Evaluation Form for the Opinion of Teaching Staff Member/ program leaders	Discussed and recorded in the post course team meeting minutes	Include the opinion of instructors, program leaders in the course report.	At the end of the semester	Instructor s
	Requirement for documentation annual quality work at the course level	Content	Notes	Timing of uploading content for documentation on the electronic file	Responsibility
Course Reports					
1	Course Report	Filled according to NCAAA form	All evidence is attached	With the start of the course and finalized by the end of the course	Instructor s + Course coordinat ors
Close the loop of quality report					

1	Course improvement recommendation	Course coordinator discusses the proposed improvement plans within sections report in a meeting the course work team	To be presented to for review to be accepted or modified and then submitted to the related councils for discussion and approval	End of the course	Instructors + Course coordinators
2	Achievement of course improvement plans report	Assembling of course improvement plans included		End of the semester	Quality Committee

Annual program Report

<p>Determinants</p> <p>These factors ensure a comprehensive overview of the program performance.</p>	<p>Program Performance:</p> <ol style="list-style-type: none"> 1. Student Achievement: Assess the academic performance, learning outcomes, and success rates of students in the program. 2. Program Effectiveness: Evaluate the effectiveness of the curriculum, instructional methods, and assessment strategies employed in the program. <p>Stakeholder Engagement:</p> <ol style="list-style-type: none"> 1. Student and Alumni Feedback: Gather feedback from students and alumni regarding their satisfaction with the program, curriculum, faculty, and support services. 2. Faculty and Staff and Employers Involvement: Assess faculty, employers and
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	<p>staff engagement, professional development opportunities, and their feedback on program improvements.</p> <p>Facilities and Infrastructure: Evaluate the adequacy and suitability of facilities, equipment, and technology to support the program's needs.</p> <p>Continuous Improvement: Assessment and Evaluation: Examine the assessment methods used to measure student learning outcomes and program effectiveness, along with the evaluation processes employed.</p> <p>Program Review and Benchmarking: Compare the program's performance against internal and external benchmarks, industry standards, and best practices.</p> <p>Action Plans and Implementation: Outline the action plans derived from the program's assessment and evaluation, and track the progress made in implementing those plans.</p>
Inputs	<ul style="list-style-type: none"> • Program specifications. • Courses reports. • Measurement of PLOs. • Stakeholders' surveys. • KPIs performance indicators.
Responsibility	<p>Department Chair</p> <p>Quality Committee</p> <p>KPIs and Annual Program Preparation Committee</p>
Inputs	<ul style="list-style-type: none"> • Program specifications. • Courses reports. • Measurement of PLOs. • Stakeholders' surveys. • KPIs performance indicators.
Procedures	<ol style="list-style-type: none"> 1. The annual program report is fully achieved and submitted via an electronic

	<p>platform established by the University of Tabuk called M'EYYAR PLUS.</p> <ol style="list-style-type: none"> 2. The course coordinators submit the finalized approved course reports to the quality committee. 3. The college vice deanship of higher studies and development forms a team and approves the operational plan for writing the annual program report (APR). The operational plan encloses the distribution of tasks, the coordination of meetings, writing and finalization of the APR. The APR summarizes the quality of the program performance and sets the action plans for improvement of the educational process and other processes. 4. The vice dean of higher studies and development revises and approves the APR and submits it to the program coordinator for approval by department council and submission to the faculty council. 5. The faculty council discusses the APR, approves it and submits it to the deanship of quality and academic accreditation. 6. The deanship of quality and academic accreditation revises the APR and ensures its fulfilment for the requirement of program accreditation and submits it to the higher standing committee of academic accreditation and quality assurance. <p>The higher standing committee of academic accreditation and quality assurance revises the completion of the measurement of the PLOs and sends its recommendations to the deanship of quality and academic accreditation.</p> <ol style="list-style-type: none"> 7. The deanship of quality and academic accreditation sends the recommendations to the program coordinator and follows their implementation. 8. The program coordinator sends the recommendations to the concerned entity. 9. The College Quality Unit follows the execution of the improvement plans and the
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	percentage of achievement in these improvement plans is reported in the APR of the next year.
Outcomes	<ul style="list-style-type: none"> • Approved annual program report • Department council meeting minutes. • Faculty council meeting minutes

Safety, Emergency Evacuation and Maintenance

<p>Determinants</p> <p>These factors ensure a robust framework for safety, emergency evacuation and maintenance.</p>	<ol style="list-style-type: none"> 1. Building Design and Construction: <ul style="list-style-type: none"> • Structural integrity: Ensure that buildings are constructed with robust materials and techniques to withstand various hazards. • Adequate exits and evacuation routes: Design buildings with sufficient exits and clearly marked evacuation routes, ensuring that occupants can easily and safely evacuate in case of an emergency. • Emergency lighting and signage: Install emergency lighting systems and clear signage to guide occupants during evacuations, especially in low-light or smoky conditions. 2. Safety Systems and Equipment: <ul style="list-style-type: none"> • Fire detection and suppression systems: Install and maintain fire alarms, smoke detectors, throughout the building to detect and suppress fires effectively. • Emergency communication systems: Implement emergency communication systems to broadcast alerts and instructions to occupants during emergencies. • Emergency power and backup systems: Ensure the availability of backup power systems, such as generators or uninterruptible power supplies, to support essential safety systems during power outages or emergencies. • Security systems: Install appropriate security systems, including surveillance cameras, access control systems, and alarms, to deter and detect security threats. 3. Safety Policies and Procedures: <ul style="list-style-type: none"> • Emergency response plan: Develop a comprehensive emergency response plan that outlines procedures for different types of emergencies, including evacuation protocols, communication channels, and roles and responsibilities of
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	<p>personnel.</p> <ul style="list-style-type: none"> ● Training and drills: Conduct regular training sessions and evacuation drills to familiarize occupants with emergency procedures, evacuation routes, and the proper use of safety equipment. ● Safety education programs: Provide educational materials, resources, and training sessions to educate occupants about safety procedures, evacuation routes, and the importance of reporting safety concerns. ● Maintenance and inspections: Establish regular maintenance schedules and inspections for safety systems and equipment to ensure their proper functioning and compliance with regulations. ● Reporting mechanisms: Implement a clear and accessible reporting system for safety concerns and incidents, encouraging occupants to report potential hazards or issues promptly.
Responsibility	<p>College Administration Manager FEA Administration</p>
	<p>The FEA Administration is responsible for:</p> <ol style="list-style-type: none"> 1. Engage with authorities at UT for periodic inspections and certifications to ensure that the program's facilities meet the required safety standards and comply with local building codes and regulations. 2. Ensure that buildings and facilities are accessible to individuals with disabilities, including the presence of ramps, elevators, handrails, and accessible restrooms. 3. Develop and maintain an emergency response plan that outlines procedures and protocols for various emergencies, such as fires, natural disasters, medical emergencies, or security threats. 4. Clearly mark evacuation routes, exits, and emergency assembly points throughout the facility. Ensure that exits are unobstructed and easily accessible. 5. Communicating emergency alerts and instructions to all occupants of the English Language building. 6. Maintain an updated list of emergency contacts, including local emergency services, security personnel, and relevant program staff members.

	<ol style="list-style-type: none"> 7. Establish regular maintenance schedules based on the specific needs of equipment or systems. 8. Maintain detailed records of maintenance activities, including dates, tasks performed, parts replaced, and any issues or observations. 9. Clearly communicate the available channels for reporting maintenance issues, such as a designated maintenance hotline, email address, or online reporting system. 10. Establish a follow-up mechanism to provide feedback and updates to individuals who have reported maintenance issues, keeping them informed of the progress and resolution. 11. Encourage feedback from individuals who have reported maintenance issues to evaluate the effectiveness of the maintenance process and identify areas for improvement.
Procedures	<ol style="list-style-type: none"> 1. FEA Administration holds yearly training sessions and drills to educate faculty members on emergency procedures, evacuation routes, and the proper use of emergency equipment. Practice scenarios for different types of emergencies. 2. The Measurement and Evaluation Unit at the Faculty of Education and Arts conducts an annual survey among students and faculty on effectiveness of safety regulations and procedures followed by the college programs including the English Language Program, seeking feedback, suggestions for improvements. A feedback report is prepared by the MEU and submitted to the college administration manager. 3. The college administration examines the feedback report and revises the safety regulations and procedures accordingly. 4. The college administration presents its annual report and safety plan for the upcoming year to the Department council for discussion and approval. 5. The college administration communicates any updates in the safety regulations, procedures or contact numbers to all stakeholders.
Records	<ul style="list-style-type: none"> ● FEA Administration annual safety reports.

Approval Data

Committee / Council	Meeting Number	Meeting Date
Languages & Translation Department Council	11-43	29/06/1443 H

Updated

Committee / Council	Meeting Number	Meeting Date
Languages & Translation Department Council	09-45	15/04/1445 H