



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 3.

T4. PROGRAM SPECIFICATIONS

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement.

Program Specifications

Institution: **University of Tabuk**

Date: **5 December, 2018**

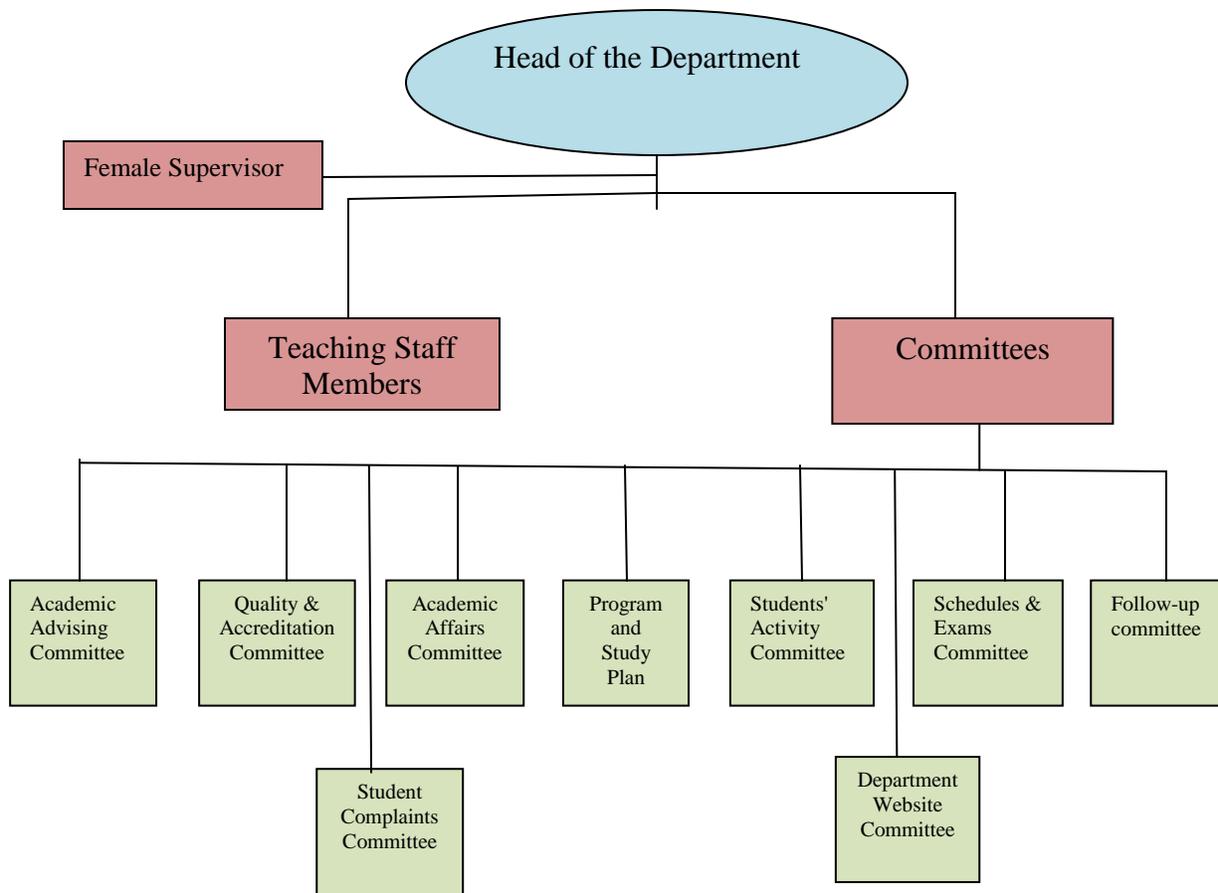


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College/Department: **The University College of Umluj / Department of Languages and Translation**

Dean/Department Head: **Dr. Drar Abdel-Moneim**

Insert program and college administrative flowchart:



English Language Programme Organizational Chart

List all branches offering this program:

Branch 1. **Main Campus – Faculty of Education and Arts – University of Tabuk – Tabuk City.**

Branch 2. **University College of Umluj – University of Tabuk – Umluj Governorate.**



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Branch 3. **University College of Al-Wajh – University of Tabuk – Wajh Governorate.**

Branch 4. **University College of Dubah – University of Tabuk – Dubah Governorate**

Branch 5. **University College of Hagl – University of Tabuk – Hagl City**

Branch 6. **University College of Taymaa – University of Tabuk – Taymaa City**



A. Program Identification and General Information

1. Program title and code: Bachelor of English (Engl).
2. Total credit hours needed for completion of the program: 128 hours
3. Award granted on completion of the program: BA Degree in English
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program): None
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program): None
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point) * Teaching English at schools (after obtaining an educational diploma). * Teaching English at, universities, language centres and Institutes. *Translation at embassies, TV channels, newspapers etc... *Interpreters in conferences. *Tour guides in the sector of Tourism *Employees in banks and private companies, etc...
7. (a) New Program <input type="checkbox"/> Planned starting date <input type="text"/>
(b) Continuing Program Year of most recent major program review: 2018 <input type="text"/>
List recent major review or accreditation contracts. 1. _____ 2. _____ 3. _____



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8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.

Dr. Drar Abdel-Moneim

9. Date of approval by the authorized body (MOE).

Campus Location	Approval By	Date
Main Campus: University of Tabuk	University Permanent Committee for Curricula and Study Plans	1430/ 1431 H
Branch 1: University College of Umluj – University of Tabuk	University Permanent Committee for Curricula and Study Plans	1430/ 1431 H
Branch 2: University College of Al-Wajh – University of Tabuk	University Permanent Committee for Curricula and Study Plans	1430/ 1431 H
Branch 3: University College of Dubah – University of Tabuk	University Permanent Committee for Curricula and Study Plans	1430/ 1431 H
Branch 4: University College of Taymaa – University of Tabuk	University Permanent Committee for Curricula and Study Plans	1430/ 1431 H
Branch 5: University College of Hagl – University of Tabuk	University Permanent Committee for Curricula and Study Plans	1430/ 1431 H



B. Program Context

1. Explain why the program was established.

* English is the most commonly used language among foreign language speakers as well as it is the official language of 53 countries. Throughout the world, when people with different languages come together, they commonly use English to communicate.

*English is the language of science, film industry, business, social media, aviation, computers, diplomacy, and tourism. Being good at English increases the learners' chances of getting a good job in a multi-national company within home country.

*Since English is spoken in so many different countries, there are thousands of schools and universities around the world that offer programs in English. There are lots of opportunities for postgraduates with good command of English to find an appropriate university and course to suit their higher studies requirements.

* English is the language of the internet. Many websites are written of English - Graduates will be able to understand them and take part in forums and discussions.

* The intellectually rigorous and stimulating program offers students the opportunity to study a wide range of English literature and examine the relationship between literature and culture, language and individual identity.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

The Kingdom of Saudi Arabia at large, and Tabuk Region as an integral part of it, has become an international hub for various industries which cater for a countless number of services which strongly demand and depend heavily on the use of English as the medium of communication. The Program will allow graduates to enter the job market with well-developed skills in oral communication, research and writing, together with a high level of cultural literacy and critical sophistication. This profile is extremely attractive to employers whereby graduates will regularly move on to successful careers in such fields as publishing, TV and film production, journalism, public relations, law, marketing, and education. Another open door, of course, is postgraduate study. All this is due to the fact the program takes into consideration the economic, social and cultural benefits for the local community in Tabuk region that will help further development of the national policy in this regard.

b. Explain the relevance of the program to the mission and goals of the institution.

The University College of Umluj has set up a dedicated team of specialized academics who exert every effort to ensure that the faculty implements the essence of the University of Tabuk mission in such a way to equip its students with the proper knowledge, essential skills and high values that contribute effectively in the development of the local community. The BA Programme is intended to graduate students with a strong command of English language skills together with a wealth of knowledge of English literature that would be their essential asset for a successful future career. In fact, the Department of Languages and Translation has set as its main aim to become a national and regional leader in the provision of excellent instruction and meaningful research in English Language and Literature in social and cultural domains in the context of an intellectually stimulating and challenging environment. The Department's major task will be to help its students develop the relevant life-long theoretical, practical, and analytic competencies with emphasis on critical thinking, life-long learning, independent judgment, sensible argumentation, and both national and global cultural awareness, which will help them become well-rounded, creative, competent and responsible citizens.



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2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? Yes

Yes

No

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

b. Does the program require students to take courses taught by other departments? Yes

Yes

Yes

No

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

***Mathematics Department = MATH106 / STAT001**

* **Computer Science Department = CSC002**

* **Administration Department = PAD001**

* **Islamic Studies Department = ISLS101/ ISLS102 / ISLS103 / ISLS104**

* **Education & Psychology Department = LTS001 / COMM001**

* **University of Tabuk English Language Center = ELS001 / ELS002**

* **Arabic Language Department = Writing Skills [ARAB102], Language Skills (ARAB 101).**

The department reviews regularly the above courses to make sure that their content meets the requirements of the English Language Program. Students' interviews and questionnaires are used to get feedback on the above courses.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes

No

4. What modifications or services are you providing for special needs applicants?

The program provides special needs students with all kinds of support and help to guarantee that they can easily have access to lecture rooms, labs and library. Usually such cases are put into consideration when the program prepares the study and exam schedules. Moreover, the university itself provides such students with a monthly allowance to help them in their study.

C. Mission, Goals and Objectives



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1. Program Mission Statement (insert). The Department of Languages and Translation is dedicated to providing postgraduate students with the highest level of education and support utilizing a variety of teaching and assessment techniques. An integral part of our mission is to cultivate a culture conducive to teaching, life-long learning, research, critical thinking, innovation, and community serving. Every student is offered an equal opportunity for success.		
2. List Program Goals (eg. long term, broad based initiatives for the program, if any)		
3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.		
Measurable Objectives	Measurable Performance Indicators	Major Strategies
1. To provide students with distinctive education and support.	1. Satisfactory student levels of performance 2. Good command of the four skills 3. Good use of educational tools. 4-Good advising and counseling service.	1.Lectures 2. Discussions. 3. Presentations. 4- Handouts. 5- Workshops.
2-To support effective teaching, life-long learning, and research activities.	1. Interactive learning. 2. Students' participation in competitions, forums, and workshops. 3. Student positive feedback. 4-Well-qualified faculty.	1.Research projects 2. Assignments. 3.Team Discussions 4- Debates.
3. To foster creativity, critical thinking, and innovation among students.	1. Creative works written by students. 2.Students' participation in competitions 3. Student PowerPoint presentations.	1.Brainstorming 2.Role play 3.Debates 4- Project approaches.
4. To sustain student achievement through a variety of teaching and assessment techniques.	1. Students' satisfaction about sustaining their achievement. 2.Rates of student achievement	1.Discussions 2. Guiding students to the suitable settings to use English off campus.

D. Program Structure and Organization

1. Program Description: List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch offers a different study plan).



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A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Curriculum Study Plan Table

* **Prerequisite** – list course code numbers that are required prior to taking this course.

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	University, College or Department
Prep Year		Prerequisite				
Level 1	ELS001	English Language 1	Required	None	5	College
	LTS001	Learning, Thinking, and Research skills.	Required	None	3	College
	PAD001	Principles of General Administration	Required	None	2	College
	MAT106	Principles of Mathematics	Required	None	3	College
	ISLS101	Islamic Culture 1	Required	None	2	College
Level 2	ELS002	English Language 2	Required	English Language 1	5	College
	STAT001	Introduction to Statistics	Required	None	2	College
	COMM001	Communication skills	Required	None		College
	CSC002	Computer Application Skills	Required	None	3	College
	ARB101	Language Skills	Required	None	2	College
Level 3	ISLM201	Islamic Culture 2	Required	Islamic Culture 1	2	College
	ENG 201	Essay Writing 1	Required	None	2	Department
	ENG 203	Phonetics 1	Required	None	2	Department
	ENG 205	Advanced Grammar 1	Required	None	3	Department
	ENG 207	Introduction to Linguistics	Required	None	3	Department
	ENG 209	Introduction to English Literature.	Required	None		Department
..... ENG 209 Language Acquisition	Required	None	3	Department	
	ISLM 301	Islamic Culture 3	Required	Islamic Culture 2	2	College



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Level 4	ENG 202	Essay Writing 2	Required	Essay Writing 1	2	Department
	ENG 204	Phonetics 2	Required	Phonetics 1	2	Department
	ENG 206	Advanced Grammar 2	Required	Advanced Grammar 1	3	Department
	ENG 210	History of English Language	Required	None	3	Department
	ENG 211	Basics of Translation	Required	None	2	Department
	ENG 212	Introduction to American Literature	Required	None	3	Department
Level 5	ISLM 401	Islamic Culture 4	Required	Islamic Culture 3	2	College
	ENG 301	Novel 1	Required	None	3	Department
	ENG 303	Drama 1	Required	None	3	Department
	ENG 305	Poetry 1	Required	None	3	Department
	ENG 307	Morphology & Syntax	Required	None	3	Department
	ENG 309	Translation 1	Required	None	2	Department
	ENG 311	Civilization 1	Required	None	2	Department
Level 6	ENG 302	Novel 2	Required	Novel 1	3	Department
	ENG 304	Drama 2	Required	Drama 2	3	Department
	ENG 306	Poetry 2	Required	Poetry 1	3	Department
	ENG 308	Stylistics	Required	None	3	Department
	ENG 310	Translation 2	Required	Translation 1	2	Department
	ENG 312	Civilization 2	Required	Civilization 1	2	Department
Level 7	ENG 401	Novel 3	Required	Novel 2	3	Department
	ENG 403	Drama 3	Required	Drama 2	3	Department
	ENG 406	Poetry 3	Required	Poetry 2	3	Department
	ENG 407	Semantics	Required	None	3	Department
	ENG 409	Translation 3	Required	Translation 2	2	Department



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	ENG 411	Theoretical Criticism	Required	None	2	Department
Level 8	ENG 402	Novel 4	Required	Novel 3	3	Department
	ENG 404	Drama 4	Required	Drama 3	3	Department
	ENG 406	Poetry 4	Required	Poetry 3	3	Department
	ENG 408	Error Analysis	Required	None	3	Department
	ENG 410	Translation 4	Required	Translation 3	2	Department
	ENG 412	Applied Criticism	Required	Theoretical Criticism	2	Department
	Include additional levels if needed (i.e. summer courses).					



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2. Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification Not Applicable
a. Brief description of field experience activity Not Applicable
b. At what stage or stages in the program does the field experience occur? (e.g. year, semester) Not Applicable
c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester) Not Applicable
d. Number of credit hours (if any) Not Applicable

3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description The program does not require the submission of any project or thesis.
b. List the major intended learning outcomes of the project or research task. Not Applicable
c. At what stage or stages in the program is the project or research undertaken? (eg. level) Not Applicable



d. Number of credit hours (if any) Not Applicable
e. Description of academic advising and support mechanisms provided for students to complete the project. Not Applicable
f. Description of assessment procedures (including mechanism for verification of standards) Not Applicable

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	To list the theories of Linguistics	*Lectures	*Written essay exams and oral tests.
1.2	To outline the main characteristics of English Literature	*Reading lists. *Group discussion	*Assignments.
1.3	To describe the periods of English Poetry, novel, and drama.	*Report Writing. *Research papers	*Individual projects *Group projects.
1.4	To state the approaches, and theories of criticism. *To label the main features of American Literature. *To name the basic concepts of translation. *To identify the theories and approaches of translation. *To describe the sound system of English	*Assignments *Self-learning *Individual & group assignments. *	*Individual & group presentations. * Self and peer assessment.



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	<p>Language.</p> <ul style="list-style-type: none"> *To state the basics of academic writing. *To define the basic concepts and approaches of English Grammar. *To state the basic elements of Stylistics. 		
2.0	Cognitive Skills		
2.1	To analyze literary works	<ul style="list-style-type: none"> *Interactive teaching strategies. *Lectures. *Reading lists. *Group discussions. *Report writing. *Research papers. *Individual and group assignments. *Self-learning. *Continuous evaluation. 	
2.2	To explain the main events in English history.		
2.3	To compare different theories of Linguistics.		
2.4	<p>To contrast different theories of literature.</p> <ul style="list-style-type: none"> *To differentiate between different theories of translation. *To produce creative writing. *To compose a grammatically correct English text. * To criticize a literary text. *To estimate prose text merits and demerits. * To estimate poetry text merits and demerits. 		
3.0	Interpersonal Skills & Responsibility		
3.1	To consult online resources	<ul style="list-style-type: none"> *Group work performance. *Workshops and training courses. *Sharing ideas. *Debating *Role playing. *Dialogue and conversation *Rotated coaching. *Team projects. * Creating a context of social, cultural and other influences which develop students' skills. 	<ul style="list-style-type: none"> *performance of observation. *Periodical reports. *Accuracy and preciseness of English. *Relevance of content to proposed argument. *Cooperation and openness. *Ability to defend proposition reasonably. *Assessment of students' overall interaction within their study groups.
3.2	<p>To demonstrate active roles in extra activities</p> <ul style="list-style-type: none"> * To participate in forums and workshops. * To show ability to work in team work. * To demonstrate self-learning skills and strategies. * To modify strategies to match group work commitments * To demonstrate the ethics of both personal and social duties. <p>*To illustrate self-professional development commitments.</p>		
4.0	Communication, Information Technology, Numerical		
4.1	To deliver a poem in a literary, social gathering	<ul style="list-style-type: none"> *Lectures. *Using PCs. *Debating. *Role playing. *Browsing the internet. *Using software programs for drilling, testing, and practice 	<ul style="list-style-type: none"> *Essay exams. *Research projects. *Self-learning assignments. *Performance observation. *Debate and discussion sessions.
4.2	<p>To demonstrate effective verbal communicative performance</p> <ul style="list-style-type: none"> * To demonstrate effective written communicative performance. * To utilize Microsoft applications in language study. 		



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	<ul style="list-style-type: none"> * To use the internet professionally to reach authentic resources. * To use electronic journals and data bases. *To interpret information to statistical charts. *To calculate language features using computer programs (computational Linguistics). *To use technology for searching, editing, storing, and recalling English language data. *To assess debates and discussions. 	programs.	<ul style="list-style-type: none"> *Periodical reports. *Computer-based tests.
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable
5.2			



Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced (see help icon)

	Course Offerings NQF Learning Domains and Learning Outcomes	A-100	A-101	A-102	A-103	A-104	A-105	A-106	A-107	A-108	A-109	A-110	A-111	A-112
1.0	Knowledge													
1.1	To list the theories of Linguistics	Introduction to Linguistics												
1.2	To outline the main characteristics of English literature	Introduction to English Literature												
1.3	To describe the periods of English poetry * To describe the periods of English novel. *To describe the periods of English drama * To state the approaches, and theories of criticism * To label the main features of American Literature * To name the basic concepts of translation * To identify the theories and approaches of translation	Poetry 1 Novel 1 Drama 1 Theoretical Criticism Introduction to American Literature Basics of Translation Translation 1	Poetry 2 Novel 1 Drama 2 Applied Criticism Translation 2	Poetry 3 Novel 1 Drama 3 Translatio n 3	Poetry 4 Novel 1 Drama 4 Translation 4									



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	<p>* To list theories in the field of Language acquisition.</p> <p>* To outline the main phases of the history of England</p> <p>* To demonstrate knowledge of the history of the English language</p>	<p>Language acquisition</p> <p>Civilization 1</p> <p>History of English Language</p>	<p>Civilization 2</p> <p>Civilization 1</p>	<p>Civilization 2</p>										
1.4	<p>To state the basic elements of semantics</p> <p>* To state the basic elements of stylistics</p> <p>* To define the basic concepts and approaches of English grammar</p> <p>* To describe the sound system of English language</p> <p>* To state the basics of academic writing.</p>	<p>Semantics</p> <p>Stylistics</p> <p>Advanced Grammar 1</p> <p>Phonetics 1</p> <p>Essay Writing 1</p>	<p>Advanced Grammar 2</p> <p>Phonetics 2</p> <p>Essay Writing 1</p>	<p>Error Analysis</p> <p>Morphology & Syntax</p> <p>Morphology & Syntax</p>										
2.0	Cognitive Skills													
2.1	To analyze literary works	Theoretical Criticism	Applied Criticism											
2.2	<p>To explain the main events in English history.</p> <p>* To compare different theories of linguistics</p>	<p>Civilization 1</p> <p>Introduction to Linguistics</p>	<p>Civilization 2</p> <p>Semantics</p>	<p>Stylistics</p>	<p>Morphology & Syntax</p>									



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	* To contrast different theories of literature	Introduction to English Literature	Poetry 3	Novel 3	Drama 3													
2.3	To differentiate between different theories of translation	Basics of Translation	Translation 1	Translation 2	Translation 3	Translation 1												
2.4	To produce creative writing. * To compose a grammatically correct English text * To criticize a literary text * To estimate prose text merits and demerits. * To compare literary works.	Essay Writing 1 Advanced Grammar 1 Theoretical Criticism Theoretical Criticism Theoretical Criticism	Essay Writing 2 Advanced Grammar 1 Applied Criticism Applied Criticism Applied Criticism	Poetry 4 Error Analysis Novel 1, 2 Introduction to English Literature	Drama Morphology & Syntax Novel 2, 3 Introduction to American Literature	Novel 4												
3.0	Interpersonal Skills & Responsibility																	
3.1																		
3.2																		
4.0	Communication, Information Technology, Numerical																	
4.1																		
4.2																		
5.0	Psychomotor																	
5.1	Not Applicable																	
5.2																		

5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.



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6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.
- Progression from year to year.
- Program completion or graduation requirements.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg., verify grading samples of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- check marking of sample of tests or assignments.
- *Interview a random sample of students
- Benchmark the scaling against that of a similar, yet more advanced institution.
- Double assessing 10% of written assignment with colleagues.
- Double assessing random samples of written work by faculty from a similar institution biannually.

F Student Administration and Support

1. Student Academic Counseling

Describe arrangements for academic counseling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

Teaching staff members in the program are assigned a number of students for the purposes of academic counseling. Each faculty member is allocated eight office hours per week. Their role could be summed up in the following:

- To assist students in developing educational plans that are consistent with their life goals.
- To provide students with accurate information about academic progression and degree requirement.
- To assist students in understanding academic policies and procedures.
- To assist students in overcoming educational and personal difficulties

2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

- *Usually, main textbooks and references are decided in advance by the Departmental Committee of Program and Study Plans during course specification writing stage.
- Each teaching staff member prepares a course items sheet containing the basic taught topics as well as the suggested dates



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for teaching these topics.

- Regular visits to bookshops and book fairs to enrich the current textbooks with new ones.
- Textbooks are available for students in the College Student Service Centre.
- University Library provides both students and teachers with addresses of some electronic libraries and data base engines on the www.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

- Each year both students and teaching staff members respond to a questionnaire to express their satisfaction with the current textbooks (course report and students' course questionnaire).
- Such books are subject to a systematic review for adding or omitting certain chapters in the light of the recommendations of the course report and students' feedback.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

- Students and instructors respond to a questionnaire to express their satisfaction with the current textbooks (course report and students' course questionnaire).
- Textbooks are subject to a systematic review for adding or omitting certain chapters in the light of the recommendations of the course report and students' feedback.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

Textbooks are compared with other textbooks used in similar programs. Demands of job markets should be met by the objectives as well as the content of the textbooks.

4. What processes are followed for textbook acquisition and approval?

Departmental Committee of Program and Study Plans examine textbooks, present them for discussion with teaching staff members, then takes the appropriate action regarding textbook acquisition and approval.



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H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

- Submission of a full CV
- Conducting a face to face or online interview.
- Giving a sample presentation
- Work experience and its relevance to the nature of the work
- Checking references

University of Tabuk has an employment booklet which specifically contains policies related to employment, the rights and duties of employees. These policies include but not limited to employing staff which is consistent with the university' requirements and such as age, experience, qualifications, cultural variation, educational background and the concept of Saudization. The University employment booklet is made available to all teaching staff members and other employees. The booklet also contains the rights and privileges of teaching staff members and other employees in addition to the rules related to performance evaluation, professional development, promotions, and others.

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

Department of Languages and Translation has a Committee for Quality and Accreditation which is responsible for almost all quality insurance procedures such as course specifications, term reports, annual reports, study plan monitoring.

- Regular meeting with the College Unit for Quality and Accreditation to be aware of new regulations and rules.
- Participating in workshops.
- Developing faculty members' awareness of quality and academic accreditation through workshops, lectures, and printed materials.
- Exposing best practices.

b. Explain the process of the Advisory Committee (if applicable)

The Advisory Board of the University College of Umluj always provides consultation for developing the program. The experienced members of the committee, who represent the various sectors of community as well as experts in the field, meet and discuss any issue related to the program.

3. Professional Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?



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- Participating in professional workshops and training courses.
- Participating in conferences and forums.
- Cooperation with similar departments.
- Encouraging teachers for long life professional development.

b. Other professional development including knowledge of research?

- *Participating in professional workshops on teaching strategies.
- Participating in professional workshops on testing strategies.
- Participating in professional workshops on course design strategies.
- Participating in professional workshops on education quality.

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

Soon after the new members of teaching staff commence their work at the Faculty, the department conducts an induction and welcome week whereby the new members of staff are introduced to existing colleagues, taken in a tour round the faculty offices and teaching classes and facilities, and given a presentation on the department's policies and regulations.



5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)

The process is the same as that followed for the appointment of a full-time member of staff. However, in some cases, upon the request of academic departments, the university invites some distinguished professors from abroad. Having university procedures completed, all documents have to be sent to the Ministry of Foreign Affairs to address Saudi Consulate abroad to issue an entry visa for the target person.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What QA procedures for developing and assessing learning outcomes?

- Reviewing Course specifications.
- Reviewing course Reports.
- Reviewing Program annual Reports.
- Reviewing students' evaluation for the taught courses as well as the program.
- Reviewing graduates' evaluation for the taught courses as well as the program.
- Reviewing employers' evaluation for graduates' performance.
- Reviewing department internal self- evaluation report.
- Reviewing faculty members' comments, reflections, and feedback.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

- Reviewing students' evaluation for the faculty members' teaching performance.
- Considering the remarks of the deanship on the faculty members' performance.
- Reviewing graduates' evaluation for the taught courses as well as the program.
- Reviewing employers' evaluation for graduates' performance.
- Reviewing department internal self- evaluation report.

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) from current students and graduates of the program?

*Conducting a questionnaire for current students to obtain their feedback on the taught course and the program as well.



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- Using a questionnaire for graduates to obtain their feedback on the taught course and the program as well.
- Interviewing some current students to obtain their feedback on the taught course and the program as well.
- Interviewing some graduates to obtain their feedback on the taught course and the program as well.
- Interviewing employers to obtain their feedback on the taught course and the program as reflected by graduates' performance.

(ii) from independent advisors and/or evaluator(s)?.

(iii) from employers and other stakeholders.

- Interviewing employers to obtain their feedback on the taught course and the program as reflected by graduates' performance.
- Consulting the College Advisory Board whose members are representatives of employers.

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus				
Program Chair Branch 1	Dr. Drar Abdel- Moneim	Assistant Professor		December 5, 2018



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Program Chair Branch 2				
Program Chair Branch 3				
Program Chair Branch 4				