

Program's Quality System

Manual

Department of English
College of Science and Humanities
in Rumah
Majmaah University

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IN THE NAME OF ALLĀH
THE MERCIFUL,
THE MERCY-GIVING

Department of English	
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Glossary

Quality Assurance:

Quality is process of regularly and systematically evaluating and reporting on evidence of student learning and program performance and using it to improve educational outcomes.

Academic Program:

A set of courses and practical elements leading a student to award of an academic degree upon successful completion.

Course:

Scientific content in one of the fields, which constitutes a set of knowledge and skills based on appropriate teaching strategies and evaluation tools. It helps achieve the goals and learning outcomes of the program.

Academic qualification:

A degree awarded to a student upon the completion of an integrated program such as the bachelor's degree.

Accreditation:

Accreditation is a peer process whereby a private, nongovernmental body grants public recognition to an institution or specialized program that meets or exceeds nationally established standards of acceptable educational quality.

Program Accreditation:

The accreditation of an academic program by the accrediting body for a specific period of time following verification of the program quality and achieving the minimum accreditation criteria of the accrediting body.

Action Plans:

The set of different activities that are design in clear sequence to accomplish specific goals.

Documentation:

This is process of achieving and recording work data in the institution. Therefore, this data can be analyze and yield results will use for designing action plans.

Saudi Arabian Qualification Framework (SAQF):

The SAQF is a framework that is intended to support the development of

skills and competence for transforming economy, personal development, mobility and employability and drive career paths, including improved opportunities for transferability between academia, training and employment.

Learning Outcomes:

The knowledge and targeted skills acquired by students in a program courses or educational program.

Annual Report:

This is annual self-evaluation report for the educational institution that is prepare based on the reports of academic programs and the various activities that fulfill the mission of the institution.

Teaching strategies: This is specific methods such as case studies, practical work, and class discussion, which are applied to develop students' knowledge and skills in various fields.

Key performance indicators:

These are variables use assess the program performance by comparing actual results with the planned ones.

SWOT Analysis:

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate and study the current situation of an institution and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential.

Program Specification:

Refers to the description of the program. In the other words, program specification is prepared setting out the plans for development of the program. The primary purpose of the program specification is to support the planning, monitoring, and improvement of the program by those responsible for its delivery. It also includes information to demonstrate that the program meets the accreditation requirements in addition to guiding those teaching in the program.

Program Study Plan

Present the academic plan for the program showing the courses offered in each academic year, semester-wise along with the pre-requisite courses (if any), credit hours for each course.

1. Introduction

The Quality Assurance Manual deals with providing the best quality and development practices in the department of English language. This manual presents the systems and scheme for distributing quality standards and quality works, in other words the manual is a living document that contains the department policies and procedures designed to manage quality in accordance with the requirements of The National Center for Academic Accreditation and Evaluation (NCAAA).

2. Department Vision:

“To achieve distinction and leadership academically and professionally according to a theoretical and practical method keeping pace with the times and satisfying society needs and scientific research requirements”.

3. Department Mission Statement:

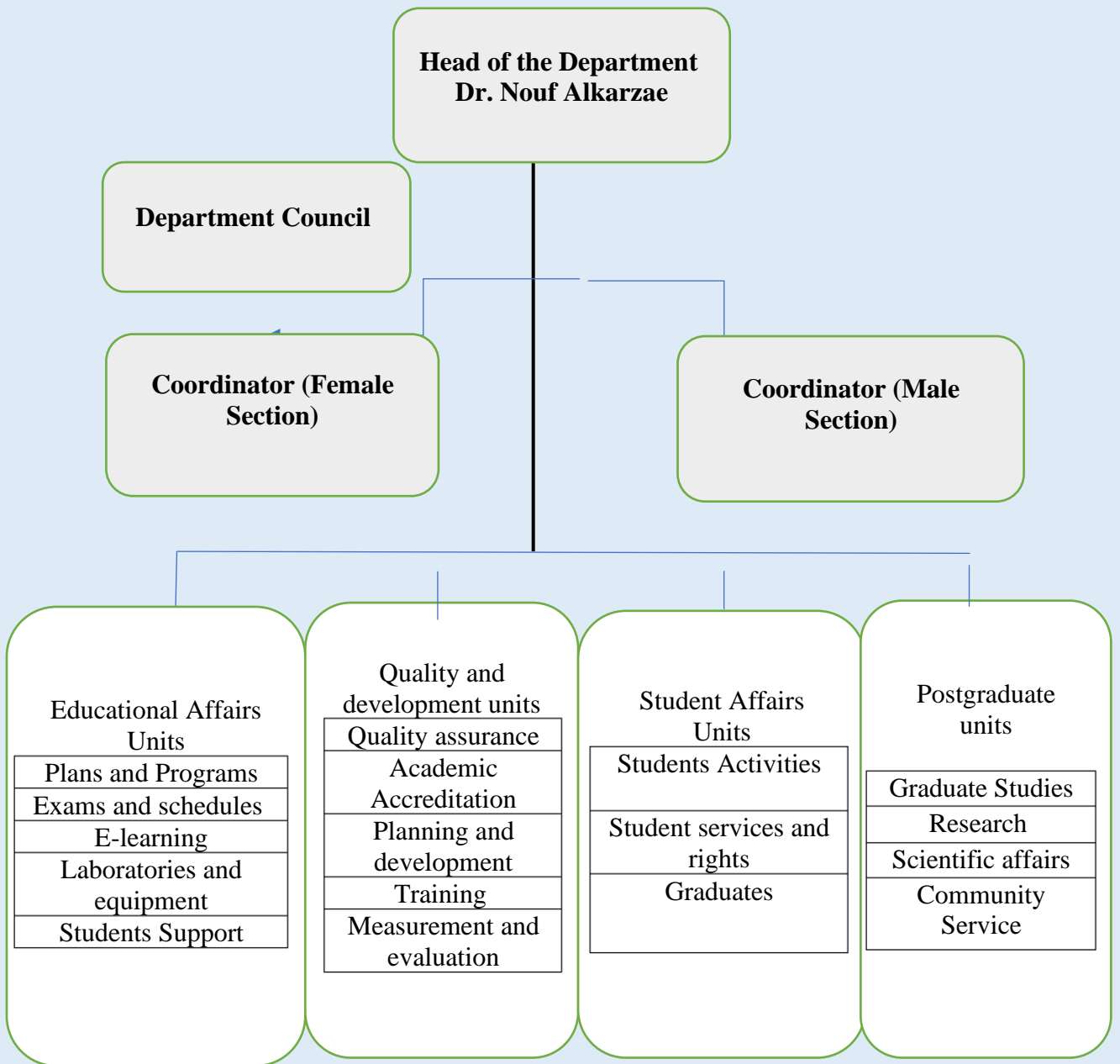
"Providing quality academic and professional training in the disciplines of English literature, linguistics, and translation; alongside a constant endeavour and commitment to promote scientific research and community service that contribute to attaining sustainable development".

4. Department Goals:

The department goals are as following:

- 1 .Preparing and training competent graduates in the disciplines of linguistics, translation and literature with pertinent technology awareness for higher studies, to meet the job market needs and contribute to societal sustainable collaborations .
- 2 .Enriching academic research in the disciplines of literature, applied and descriptive linguistics, sociolinguistics and translation .
- 3 .Providing community services in terms of general proficiency and English for Specific Purposes, i.e. English language courses (e.g., diplomas, public lectures, social activities, visits and tours, particular awareness-raising campaigns, etc.).
4. Fostering a conducive academic and social environment, which can raise awareness of the latest developments in the fields of English language among students as well as faculty.

5. Department Chart



1. Reasons for Establishing the Program:

1. While the previous program's aim was to prepare and train students to work almost solely as EFL school teachers, this program intends to prepare them for a wide range of language-related jobs, including but not limited to: Linguists and Applied Linguists, Teachers, Translators, Journalists, Presenters, Diplomats, University Teaching Assistants, Language Counselors and Consultants, etc. This is consistent with the official developmental and educational priorities of the Kingdom of Saudi Arabia (Vision 2030).

2. The need to cater for the aspirations of the new Saudi generation and youth for whom English is the key to the modern world.

3. The necessity of coping with a variety of swift changes in the fields of English, Linguistics, Translation, and Literature that have swept these areas during the past few years.

4. Economic, social and cultural reasons:

a) The program is needed to prepare the Saudi youth to avail job opportunity in various professional fields such as English teachers, translators, coordinators, researchers, reporters, presenters, diplomats, involving all jobs that need English communication.

b) Raising the social and cultural standards of the Saudi family and its income.

c) Promoting cultural and scientific collaboration between different sectors.

d) Improvement of the welfare of the citizens of the Kingdom of Saudi Arabia.

- e) Incorporation of technology and internet in developing language skills and translation skills.
- f) Fostering cultural and religious tolerance.
- g) Providing competent translators for both public and private sectors.
- h) Meeting the job requirements for a few new emerging domains of applied linguistics (Forensic Linguistics, Eco linguistics, etc.).
- i) Keeping abreast of the latest developments in all the English language related fields.

The Department of English does its best to improve all aspects related to quality and education. For this reason, the first thing the Department has focused on is to obtain a license for the program by the Ministry of Education. This would establish the position of the program and ensure that graduates would be issued certificates carrying the name of the department. It would also make all faculty keen on exerting their best efforts because they feel that such efforts will be appreciated and will not go in vain. The department filled in an application for this license and prepared a comprehensive plan covering all the necessary points required by the concerned authorities. This endeavor was met with success when the department was granted this license just one month after the beginning of the second semester of the academic year 1436-1437. This has been a collective effort on the part of the faculty members led by the head of the department.

The Department Council is the main governing body of the department. It is chaired by the head of the department and includes faculty as members. The council undertakes the decision-making

process depending on consultations and discussions between the faculty and the head of the department. The council includes both male and female faculty belonging to different nationalities. This helps to enrich discussions since each member offers his own specific experiences and the final decision is made by the majority vote. The Department Council meets at least twice a month. However, if an urgent issue turns up, a special meeting is called for. The main responsibilities of the teaching faculty are well defined in the Policies and Procedures of the English Department. Such policies and procedures organize work at the program and ensure that faculty and staff duties are consistent with the laws in practice. After obtaining the license, the department is now considered a single academic unit chaired by the head of the department. The program coordinator assumes responsibility in case of the head's absence. This ensures that work goes on smoothly without any hindrances. The department council is also responsible for forming committees to handle different issues at the program.

7 .Program Quality Assurance

Quality comes first. In all our choices, quality comes before quantity. Quality assurance is primarily an internal responsibility system in an institution, and it depends heavily on the commitment and support of all those who involve in administration, management, and teaching. The procedures and standards outlined by The National Commission for Academic Accreditation & Assessment (NCAAA) are based on the expectation that institutions would adopt such a responsibility system and take appropriate actions to ensure that high quality criteria are achieved. Quality Assurance was established and developed by the Department of English in the

continuously University's vision improvement of its programs and the academic and administrative units for academic accreditation. The English language department is keen on applying the quality assurance processes to its work. Therefore, all faculty members participate in the quality processes as well as the assessment of the program. Faculty members are distributed over several committees and due to their limited number, some of them are members to more than two committees.

Faculty members are extensively involved in the quality improvement processes and their participation is required in all sorts of activities. They are sharing in all units and committees of the program quality system. All the teaching staff demonstrates their commitment to maintain and improve the quality of the program through preparing course portfolios including course specifications and course reports. In the course reports, the course coordinators evaluate their own performance, reflect on how courses have proceeded and suggest future plans for improvement. Course coordinators reports to their departmental boards, quality and curriculum committee. Quality review these reports and further use to prepare the Annual Program Report (APR) for more collective improvement plans.

Therefore, there are four committees under the unit of quality assurance in the department of English language.

8. Department Council:

Department council consists of assistant and associate professor in both campus (main & female) and is chaired by the head of the

department. The department council is formed at the beginning of every academic year based on a decision by the president of university and recommendation of dean. The department Council meets at least once a month, at the call of the chairperson, to study all critical issues of the department, set strategic directions, discuss regulations and operation guidelines, and decide on all academic as well as non-academic issues. The department Council also reviews the policies, practices, and procedures of the department. The department council meetings are conducted using video conferencing facilities since the faculty members of the female branch are council members.

9. Head of the department

- Hold the responsibility for leading the department with vision, creativity and excellence.
- Provides collaborative and collegial leadership for the department.
- Designs and implements the academic plan as it relates to the department.
- Develops, implements, promotes, and evaluates curriculum.
- Supervises the management, development, and evaluation of curriculum for the department.
- With the help of the faculty members, recruits, supervises, and evaluates full-time and adjunct department faculty and support staff.
- Promotes and fosters professional development activities related to academic leadership, classroom instruction, instructional technology, and support staff development.

- Works with department faculty to coordinates student program activities.
- Ensures the vitality, currency, and academic excellence of the department programs.

10. Quality Assurance Committee:

This unit is dedicated to improve the quality of the program and the committee tasks of the committee are summarized as follows:

- ✓ Support the overall quality assurance process.
- ✓ Support continuous improvement processes to achieve high quality levels.
- ✓ Identify possible improvements.
- ✓ Overseeing the achievement of the college's Mission and objectives in order to improve performance.
- ✓ Promoting the values of excellence and stimulating competitiveness in all disciplines of the department.
- ✓ Enhancing the educational process by measuring performance indicators for their inputs and outputs
- ✓ Evaluating the performance of all categories in the department.
- ✓ Prepare annual report on the work of the unit, including achievements and any difficulties or obstacles that prevented the achievement of the desired goals; couple with proposals to overcome them and improve the work and develop them.
- ✓ Coordination with various department units in the documentation process.

11. Academic Accreditation Committee:

The Academic Accreditation committee in the department of English is responsible for preparing, following up the implementation of the

necessary plans to meet the academic accreditation standards. The committee tasks of the committee are summarized as follows:

- ✓ Draw up plans, policies and goals for academic accreditation in the college.
- ✓ Work on obtaining academic accreditation.
- ✓ Directing the awareness of the department's members about the requirements of academic accreditation.
- ✓ Continuous monitoring of the performance of the educational and administrative units in the field of academic accreditation and quality assurance.
- ✓ Coordination with the Deanship of Quality and Skills Development in all aspects, which could enable the English language program to achieve high levels in the field of academic accreditation and quality assurance.
- ✓ Preparing self-study reports.

12. Training Committee:

The Department Training Committee is responsible for the development, planning, coordination, scheduling, and implementation of all Department training programs. The training committee is also considered as a self-development source in the program. The committee tasks are summarized as follows:

- ✓ Provide training programs to department members in order to develop their skills.
- ✓ Map out the specialized training needs of faculty members in the department and coordinate with the deanship of skills development in their implementation.
- ✓ Support the faculty members to provide services to the community.

- ✓ Encourage the faculty members to participate in attending the training programs and workshops offered by the Skills Development Deanship.

13.Measurement and Evaluation Committee

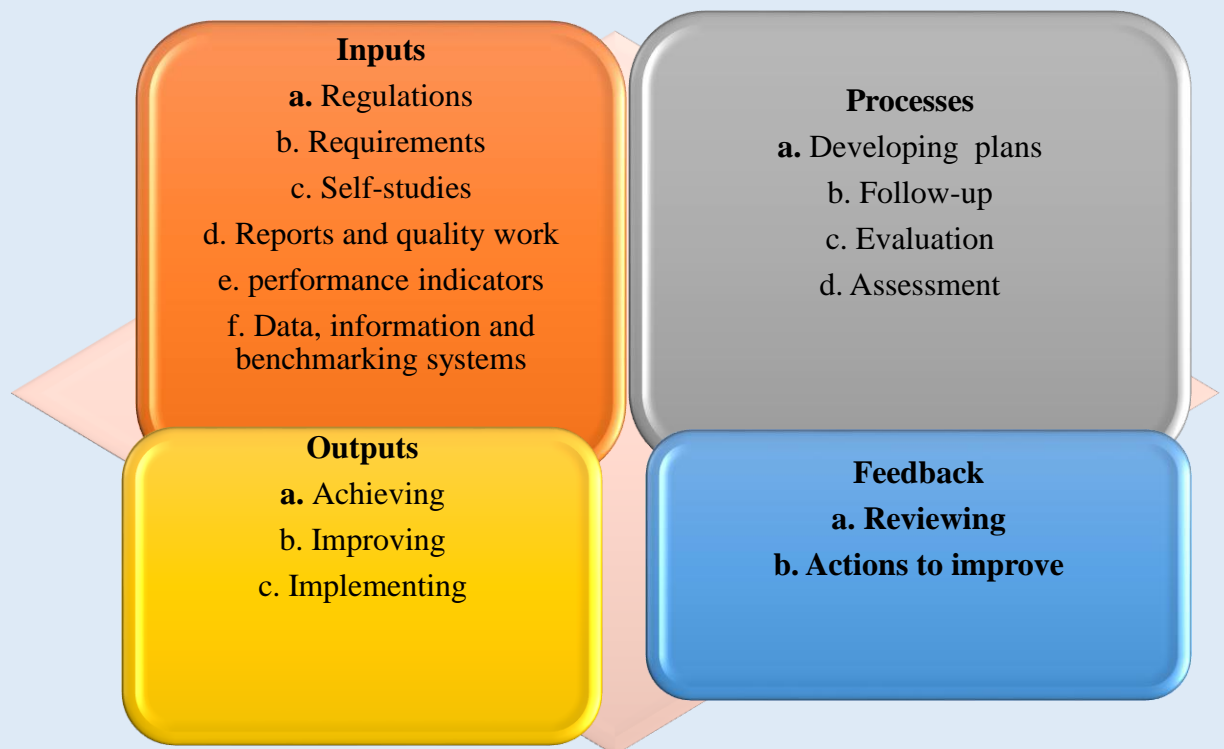
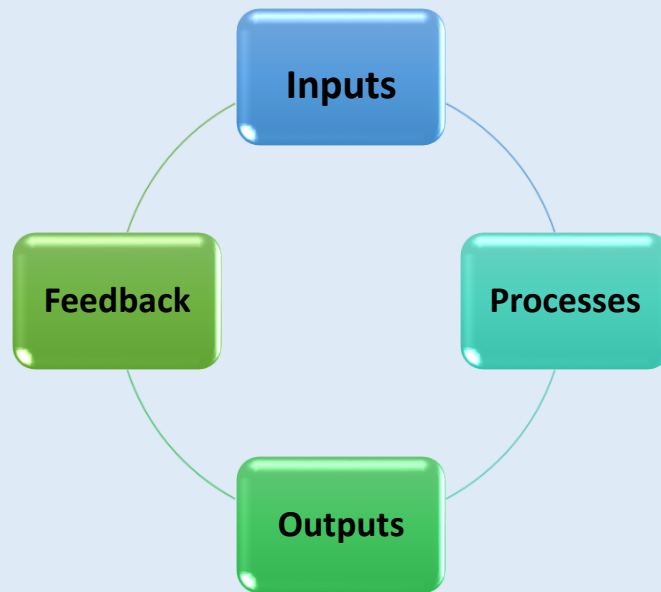
Measurement and Evaluation Committee in the department is the link between the department and the Performance Measurement Unit in the Deanship of Development and Quality to monitor the performance indicators and the strategic plan. The tasks of the unit of measurement and evaluation are summarized as follows:

- ✓ Analyze data and conduct studies and statistics to provide information to improve overall performance of the department.
- ✓ Preparing measurement tools to assess aspects related to academic work.
- ✓ Applying the various suitable measurement tools in cooperation with the relevant departments and committees.
- ✓ Measuring student satisfaction with the program of study, field training, and department services.
- ✓ Measuring the satisfaction of faculty members with department services.
- ✓ Organizing training courses and workshops related to academic evaluation tools and their application.

14.Components of the quality system in the Department

- a. Internal quality assurance organizational chart.
- b. KPIs and benchmarks.
- c. Measurement.
- d. Timeline of internal quality assurance procedures

15.Elements of the internal environment



16. Program Quality Control System

16.1. Program Specification

Program specification main objective is to provide platform for the planning, monitoring and improvement of the program by faculty members. It contains sufficient information to demonstrate that the program will meet the requirements of the Standards for Quality Assurance and Accreditation of Higher Education Programs, the SAQF, and specific requirements for program professional accreditation. The program specification prepared according to the template which designed by NCAAA. The specification includes general descriptive information about the bachelor of English program, mission, Goals, and program objectives, which are aligned with the college and Majmaah University's mission and goals. It also contains the learning outcomes that should be acquired by the students and the methods of teaching and student assessment strategies (direct and indirect) for their achievement of learning outcomes in different domains of learning. Moreover, the program specification also includes plans for ongoing evaluation of its effectiveness and planning processes for improvement.

<https://etec.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>

16.2 Course Specification

The course specification is prepared after approval of program specification and before a course delivery on the first time. Nevertheless, it can be subjected to modification according to the major or minor comments provided by internal and external reviewers. The

purpose of course specification is to make clear roadmap for the course as part of the package of arrangements courses to achieve the intended learning outcomes of the program. Course specification includes the course identification and general information, objectives, description, and topics to be deliver to the students. It also contains learning domains and intended learning outcomes (ILOs) matching with that of the programs and are keeping with the National Qualifications Framework (NQF). Furthermore, course specification includes teaching strategies and the methods of assessment of the students for each ILOs. Course Coordinator in coordination with the course instructors will held the responsibility for preparation of course specifications according to the template.

<https://etec.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>

16.3 Program Annual report

The annual report of the program is prepared after the completion of the first and the second semester of the academic year, in which the number of graduates of male and female determined, and the percentage of employment for graduates in the government and private sectors are also presented. Student achievement for the current academic year for all levels and it also contains a report of students 'evaluation of the courses, in which an overview of the teaching and learning standard for self-study is presented, as well as the benchmark of learning outcomes for the next year for the course reports. It also presents in the program report the evaluation of performance indicators and improvement plans for them.

<https://etec.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>

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16.4 Course Report

By end of each semester, course instructor should prepare course report according to the template NCAAA and course coordinators will prepare report for its own division and gather reports from instructors to make a combined course report for all divisions. The course report includes summary course general information of the course, analysis of students grades achievements and students of evaluation of the course. It also includes average of ILOS achieved by students compared with program ILOS target benchmark. Improvement plans are determined according ILOS score.

<https://etec.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>

16.5 Program's Key Performance Indicators

Key Performance Indicators (KPIs) are the key indicators of progress toward an intended result. KPIs provide a focus for strategic and operational improvement, create an analytical basis for decision-making, and focus on what matters most. It helps to measure what is intended to be measured to help inform better decision making. It also offers a comparison that gauges the degree of performance change over time. KPIs can track efficiency, effectiveness, quality, compliance, behaviors, project performance, personnel performance, and resource utilization. Department of English is committed to accomplishing the goals consistent with its stated vision and mission. Program KPIs provide the necessary quantifiable metrics to monitor progress in the department and are consistent with the University's mission. The department prepares a

report for KPIs measurements annually. There are seventeen KPIs scales for the program that are evaluated.

10.6 Program's Self-study

A program self-study is related to the examination of the quality of a program. There are six standards evaluation scales have been determined for monitoring the quality assurance of the program. This document can also be used for planning, self- review, and support programmatic quality improvement strategies in higher education institutions. This document provides Self-Evaluation Scales for programmatic quality assurance and academic accreditation standards, which include the following standards:

1. Mission and Goals
2. Program Management and Quality Assurance
3. Teaching and Learning
4. Students
5. Teaching Staff
6. Learning Resources, Facilities, And Equipment

The faculty and staff members are responsible for the various activities in the program evaluate the level of performance. These are carried out according to each scale criteria and based on suitable evidence and proofs, with the support of performance indicators and benchmark comparisons with other programs of high-quality performance, especially in areas of high importance. This self-evaluation is supported by independent opinion through an independent evaluator or evaluators from outside the institution; to enhance the credibility, objectivity and accuracy of the evaluation.

<https://etec.gov.sa/ar/productsandservices/NCAAA/AccreditationProgrammatic/Documents1/SSRP/T12%20SSRP%20V2020-eng.pdf>

16.7 Course Evaluation

Course evaluation is a continuous process in which course is evaluated by faculty members and course conveners after mid exam as well as after final Exam.

After mid examination, faculty members of the same courses fill the Course Evaluation Form and will be submitted to the course convener with learning barriers and issues along with action plan.

Academic development unit prepares a consolidated report and submit it to measurement and evaluation unit. Measurement unit prepare a report regarding student performance, student's outcome (SOs) achieved and submit it to Quality Unit. Quality unit send the report to Department. The issues raised by the Quality unit will be discussed in department council meeting. Figure 3 shows the process of course evaluation after mid semester.

17. Quality Guide (Regular Annual and Biannual Quality Work)

TASKS	Week	Level of Responsibility	Repetition	Description
Program Annual Report	By the end of the Academic Year	Program Units	Every year	Using NCAAA updated form
Course Report	By the end of the semester	Staff members +coordinators	Every semester	Using NCAAA updated form
Course Evaluation survey	12W	Program	Every semester	Results of evaluation should be requested every semester.
Program Evaluation survey	12W	Program	Every semester	Results of evaluation should be requested every semester

KPIs Measurements Report	Throughout the year	Program	Every year	Program KPIs should be measured and compared to a benchmark.
Self-Evaluation Report	W16	Program	Every two years	Using NCAAA updated form
Exit Survey	W14-W16	Program	Every semester	Using approved form for every program based on the PLO for the graduated students
Indirect Assessment PLO Surveys	W16	Program	Every semester	To evaluate CLO for the course based on results of used assessment methods (Exams, HW, Quizzes,)
Advisory Board (meetings)	Throughout the year	Program	Every semester	Holding a meeting with board of advisors once every semester to discuss quality and program issues.
Submit SSRP for Accreditation	1\10\2019	Program steering committee with Supervision from College steering Committee	Once	All NCAAA SSRP should be submitted to the Academic Accreditation Unit using the NCAAA SSRP form.
Operational plan Academic Program	W1 of the	Program	First semester every year	The quality committee in the program is encouraged to put its annual quality plan to follow the quality process during the academic year (assessments, syllabus, etc.)
Preparing documents for internal reviewing of academic programs by the Deanship of Quality and Skills Development	Throughout the year	Programs with supervision from College Level Quality Assurance Unit	Once	The Reviewing committee from the deanship of quality will review all documents of the

				program (Program specifications, course specifications, reports, improvement plans...)
Preparing and analyzing results of graduated students and employers	W14	program	Six months after graduation	Contact Alumni unit to get data for analysis.
Quality Deanship Internal Audit	W8-W10	College and program		Preparing program documents for internal audit from quality deanship to check their readiness for accreditation.