



Program's Quality System Manual

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1. Concepts and Terminology

1.1 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.

1.2 Academic Program:

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

1.3 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.

1.4 Academic Qualification:

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

1.5 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.

1.6 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.

1.7 Action Plans:

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

1.8 Documentation:

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

1.9 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.

1.10 Learning Outcomes:

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

1.11 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.

1.12 Key performance indicators:

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

1.13 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.

1.14 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.

1.15 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.

1.16 Total Quality Management:

It is a comprehensive method aimed at achieving the beneficiary's satisfaction and expectations. So that all members of the institution collaborate continuously in efforts to improve the quality of processes and products. It is a philosophical thought that aims to develop the activity of the institution

using sophisticated and varied analytical and statistical methods to obtain the best results and to involve all elements of the system and its management in order to achieve the required quality in the institutional work and the satisfaction of the beneficiaries.

2. Introduction:

The Quality Assurance Manual provides the best quality and development practices in English language department. 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).

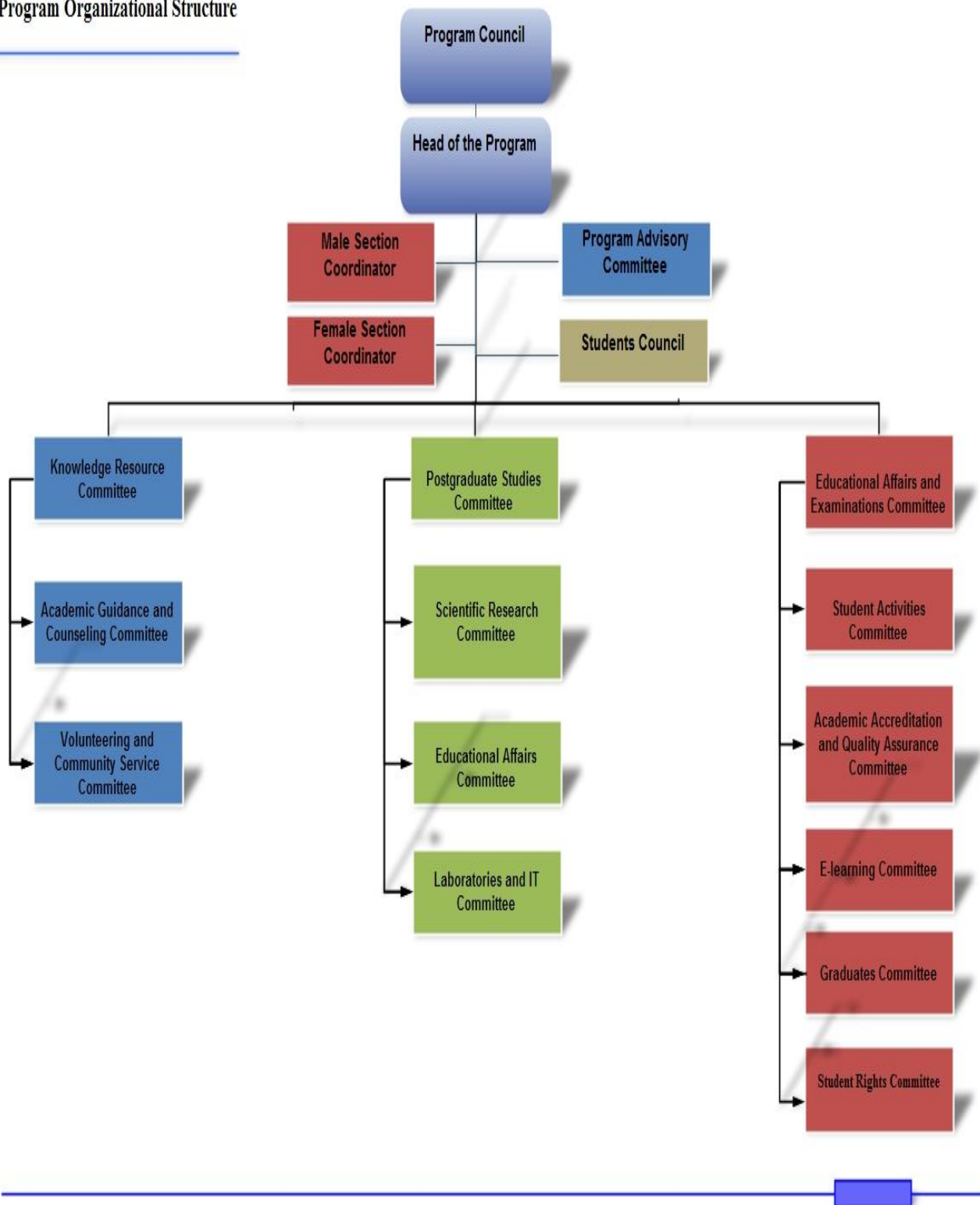
Quality assurance is primarily an internal responsibility system in an institution, and it depends heavily on the commitment and support of all those who involve in administration, management, and teaching. The procedures and standards outlined by The National Commission for Academic Accreditation & 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 English program in the continuously University's vision improvement of its programs and the academic and administrative units for academic accreditation.

English language program 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.

3. Program Organizational Structure

Program Organizational Structure



4. Department Council:

The English Language Department tries always to improve all aspects related to the quality and education. 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 3 to 4 times a month. However, if an urgent issue turns up, a special meeting is called for.

Responsibilities of the Program Council include but are not limited to:

1. Recommending the appointment, and promotion of faculty members, teaching assistants, and lecturers.
2. Forming committees to handle different issues at the program.
3. Recommending the approval of programs, curricula, prescribed books, and references in the department.
4. Encouraging members to conduct and publish scientific research.
5. Proposing rules for admission and transfer to and from the department.
6. Making decisions relating to entry to practice requirements, ethical and professional standards, professional misconduct, incompetence and incapacity.
7. Carry out any other tasks assigned to the program by the higher managers.

4.1 Head of the Program:

1. Hold the responsibility for leading the department with vision, creativity and excellence.
2. Provides collaborative and collegial leadership for the department.
3. Designs and implements the academic plan as it relates to the department.
4. Develops, implements, promotes, and evaluates curriculum.
5. Supervises the management, development, and evaluation of curriculum for the department.
6. With the help of the faculty members, recruits, supervises, and evaluates full-time and adjunct department faculty and support staff.
7. Promotes and fosters professional development activities related to academic leadership, classroom instruction, instructional technology, and support staff development.
8. Works with department faculty to coordinates student program activities.
9. Ensures the vitality, currency, and academic excellence of the department programs.

4.2 Program Advisory Committee:

An advisory committee composed of teaching staff and administrative staff has been formed. It also includes specialists and experts from the public and private sectors. The purpose of the committee is to promote and improve the educational process as a whole and to provide it with cadres that are capable of fulfilling the educational mission. The forming of this committee is based on our conviction that providing council plays a key role in the learning and teaching processes. The committee has proposed modifications and improvements of some courses in addition to offering short intensive and specialized courses to faculty. The recommendations of the committee have been enforced.

The aim of advisory committee formed of public and private sector officers as well academic departments is to offer advice on courses, training, academic research and future plans in order that the graduates from these programs should be able to join the job market on their graduation. A specific mechanism for how the committee plays its role has been agreed upon:

- 1- Determining the goals of the meetings.
- 2- Setting dates for meetings.
- 3- Determining the places of the meetings.
- 4- Preparations for the meetings.
- 5- Deciding the topics of the meetings.
- 6- Scheduling the meetings.
- 7- Writing the minutes of the meetings.

4.3 Program Committees:

The program has a number of committees comprising faculty members, who are responsible for governance of the program. The committees are as following:

4.1.1 Educational Affairs Committee:

The educational affairs committee ensures academic excellence in the program. The committee works toward developing programs to meet the educational needs of members. There are a number of responsibilities of the educational affairs committee as following:

1. Prepare a course schedule and communicate with students and staff at the beginning of each semester.
2. Approval of the allocation of classes for faculty members as recommended by the heads of departments.

3. Planning and implementation of teaching courses according to the course description file.
4. Addressing non-compliance with the description of courses if found in the course of teaching courses and providing advice accordingly.
5. Gathering the reports of the decisions and submitting them to the Quality assurance committee.
6. Conduct a training program on the academic process and curriculum for new faculty members.

4.1.2 Student Activities Committee:

The student activities committee helps plan and organize events for students. There are a number of responsibilities of the student activities committee as following:

1. Prepare the student activities plan.
2. Contribute to the development of the student's character scientifically, practically, culturally and socially.
3. Train students on becoming leaders capable of shouldering the responsibility and bearing the burdens of life.
4. Encouraging students' initiatives and adopting them, and also implementing them with a cooperation with the deanship of students' affairs.
5. Provide the students with opportunities to learn about administrative methods, public relations and human resources.
6. Invest leisure time in beneficial positive programs.
7. Help discover the students' talents, refining and developing them.
8. Increase the student's knowledge and raise their cultural awareness in order to help advance their intellectual and behavioral levels.
9. Boost the competitive spirit between the students through participating in cultural, sports and social competitions.

10. Contribute to submitting proposals and development plans in the field of student activities.

4.1.3 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:

1. Support the overall quality assurance process.
2. Support continuous improvement processes to achieve high quality levels.
3. Identify possible improvements.
4. Overseeing the achievement of the college's Mission and objectives in order to improve performance.
5. Promoting the values of excellence and stimulating competitiveness in all disciplines of the department.
6. Enhancing the educational process by measuring performance indicators for their inputs and outputs
7. Evaluating the performance of all categories in the department.
8. 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.
9. Coordination with various department units in the documentation process.

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:

1. Draw up plans, policies and goals for academic accreditation in the college.
2. Work on obtaining academic accreditation.
3. Directing the awareness of the department's members about the requirements of academic accreditation.
4. Continuous monitoring of the performance of the educational and administrative units in the field of academic accreditation and quality assurance.
5. 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.
6. Preparing self-study reports.

4.1.4 Graduates Committee:

Duties of Graduates Committee are as following:

1. Establishing and activating communication channels with the department's graduates.
2. Creating a database for graduates and employers.
3. Following up on the department's graduates and their employment rates.
4. Holding opinion polls for the graduates.
5. Seeking the opinion of employers about the department's graduates through questionnaires and meetings.
6. Monitoring the graduates' needs.
7. Proposing programs for graduates with the aim of activating continuous learning.
8. Organizing introductory meetings for graduates and employers.
9. Helping graduates to find employment.

10. Issuing periodicals and establishing a data bank for the graduates' scientific, professional and societal activities.

11. Informing graduates of the needs of the local community with regard to jobs suitable for their specializations.

4.1.5 Scientific Research Committee:

The Scientific Research Committee is a specialized unit that supports and encourage scientific research activities. The committee is composed of different faculty members who are actively publishing scientific research.

This committee is responsible for:

1. Coordinate the research methodology courses.
2. Deliver all teaching materials related to the research methodology courses.
3. Provide support to all students for conducting and completing their research projects.
4. Evaluate the research and development activities.
5. Enhance the research culture in the program.
6. Securing the appropriate scientific climate to support and encourage research, publishing, writing, translation and attending scientific conferences.
7. Supporting scientific research, encouraging faculty members and researchers to carry out in-depth studies on subjects covered by the research priorities plan of the department.

4.1.6 Laboratories and IT Committee:

This committee is responsible for:

1. Regularly supervise and follow-up the needs of computer labs and classrooms.

2. Prepare periodic reports to the head of the department about the labs and classrooms and needs.
3. Review, update and disseminate the safety manual to staff and students.
4. Follow up with maintenance department for any reparations work.
5. Follow up safety procedures in the laboratories.
6. Overseeing all technical and administrative issues related to the university's E-learning platform at the department.
7. Communicating with E-learning coordinators on the college and the university levels.
8. Providing department faculty with training to excel the use of available e-learning tools.
9. Preparing reports requested by the department, college, and the university on e-learning.
10. Coordinating between the male and female sections on academic and teaching material to be published and shared on the platform.
11. Providing department faculty members with technical support and solving technical problems as well as reporting to parties concerned at the college and the university.
12. Following up students' enrollment in the pages of faculty members at the university's platform.
13. Preparing contingency plans in case of any technical malfunction in the university platform and training the department faculty members.

4.1.7 Academic Guidance and Counseling Committee:

Academic advising represents an essential and central pillar of the educational system, as it is regarded as an objective response to confront the social, economic, and human variables within the system core and its educational philosophy. This committee is responsible for:

1. Developing a plan for academic advising at the department.
2. Welcoming new students on the first day of the academic year, preparing students to adapt to university environment and acquainting them with the college requirements, rules, policies and procedures that affect their educational achievement.
3. Informing students about the vision, mission, and objectives of the educational program of the department.
4. Providing students of the department with counseling on syllabuses and necessary skills as well as following up poor achievers and providing them with academic advice and counseling.
5. Informing students and academic advisors, the roles, and duties of academic advising.
6. Receiving students' complaints regarding courses or teaching staff.
7. Considering the problems faced by students and suggesting necessary solutions.
8. Following up the academic advisors (Including the receipt and delivering of academic advising forms between department members and the college central committee).
9. Attending meetings of the Central Academic Advising committee at the College and conveying the department members also following up of the recommendations.
10. Putting forward proposals on means to upgrade the academic program plan and the admission policies.
11. Submitting an annual report including all the actions taken to implement the executive plan of the committee, with reference to the required areas of improvement.

4.1.8 Volunteering and Community Service Committee:

This committee is responsible for:

1. Link academic study and community service
2. To highlight the role of the program in serving the community.
3. Encourage outstanding initiatives for community service programs and activities.
4. To promote the culture of volunteering to serve the community.
5. Strengthening the links between the program and its graduates
6. To view scientific and practical developments and all that is new in the fields of community service.

4.1.9 Student Rights Committee:

Duties of Student Rights Committee are as following:

1. Investigate and decide on students' complaints connected to the material errors in calculating the degrees of the final exams without having the right to interfere with the academic staff member's right of estimation.
2. Investigate and decide on students' complaints that are connected to arbitrariness or mistreatment of students by the members of the academic staff.
3. Investigate and decide on students' complaints connected to denying the student one of the established university services available to their counterparts.
4. Provide any necessary consultations to students with respect to the academic and nonacademic problems connected with the University.
5. Make students aware of their academic rights and the legitimate and official channels available to them in the University.
6. Support students' rights that conform with the rules and regulations in the University.

4.1.10 Postgraduate Studies Committee:

This committee is responsible for:

1. Develop the committee annual action plan.
2. Follow-up the academic affairs of postgraduate students.
3. Discuss research projects submitted by the postgraduate students, ensuring their authenticity in terms of methodological, scientific, and linguistic aspects, and recommend them to the Board.
4. To give suggestions for modification of the study plan for the English program to achieve the quality requirements.
5. Compare the program study plan with those in the other local, regional, and international universities to indicate the points of weakness and strength.
6. Modify the syllabus content of the academic courses to improve their outcomes that conform to the program outcomes.
7. Estimate the facilities and the financial and human resources needed to achieve the program outcomes.

4.1.11 Measurement and Evaluation and 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:

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

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

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:

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

5. The Organizational Structure of the Quality System at the Program:

The academic accreditation and quality assurance committee at English language department linked with quality and academic accreditation unit at the college level that linked with the college vice deanship for academic affairs and development. A committee for quality and academic accreditation is formed by the program council. The academic accreditation and quality assurance committee responsibilities are as following:

- 1- Promote and spread a culture of quality among all program stakeholders (staff members, students, employees, community).
- 2- Determining the training needs of the program's stakeholders in relation to quality and academic accreditation.
- 3- Preparing and implementing strategic and operational plans for quality in the program.
- 4- Reviewing program specifications according to the templates of the National Center for Assessment and Academic Accreditation (NCAAA).
- 5- Preparing program reports according to the templates of the National Center for Assessment and Academic Accreditation (NCAAA).
- 6- Preparing course files in the program and working on updating them continuously.
- 7- Fulfill the requirements for qualification for program accreditation issued by the National Center for Assessment and Academic Accreditation (NCAAA).
- 8- Providing performance indicators (KPIs) and benchmarks for the program according to the National Center for Assessment and Academic Accreditation templates (NCAAA).
- 9- Preparing the initial self-evaluation measures for the program and providing evidences.
- 10- Submitting periodic reports and work related to quality and academic accreditation to the program council.
- 11- Managing the program self-study.
- 12- Carrying out any other work and tasks within the scope and powers of work.

5.1 Quality Assurance in Teaching and Learning Processes in Program:

The program pays great importance to ensure the quality of teaching and learning processes The quality assurance in teaching and learning processes

serves as an instrument for supervising, monitoring, and evaluating the educational input, and output process to maintain standards for the achievement of the program. Therefore, the college provides faculties, programs with policies, regulations, controls, procedures for teaching and learning processes such as curriculum approval and amendment policies, teaching and evaluation policies mechanisms, study and test regulations, learning and teaching control system, program advisory committee controls, graduate characteristics and learning outcomes, teaching, guidelines and controls for evaluating learning outcomes and student guide, mechanisms for verifying the credibility and objectivity of students' assessment, the guide for academic vocational and psychological guidance.

The following tasks are followed to ensure quality education and learning:

1. Faculty members are assigned to teach the offered courses.
2. The faculty member is committed to the teaching strategies and evaluation methods specified in the course descriptions, which feed into the learning outcomes of these courses.
3. Description of courses and program descriptions according to NCAAA.
4. To identify coordinators for a group of courses to supervise teaching and to adhere to the description specified by the program's quality committee.
5. The coordinators of the courses will ensure that the faculty members adhere to the qualification approved by the council of the Department.
6. The faculty member must inform his/her students at the beginning of the semester about the objectives of the course, vocabulary, contents, philosophy, teaching strategies, evaluation and learning outcomes of the course.
7. The faculty member is committed to evaluate the learning outcomes of the course according to the specific guidelines of the deanship of university

development, based on the program plan to evaluate its outputs over the years of the program.

8. The faculty member is committed to fairness, objectivity and credibility in the evaluation of students.
9. The faculty member gives feedback to students about their performance and the results of their evaluation constantly.
10. The faculty member is committed to his/her role in academic advising of his/her students and to be present at the specified times and places.
11. The faculty member prepares the report of the course at the end of the semester according to the model of the national center for assessment and academic accreditation and coordination with the coordinators of the course for the preparation of the report of the unified course among the students and the approval of the chair of the quality committee of the program.
12. The faculty member ensures the results of the evaluation of the learning outcomes of the course as well as the findings of the course's assessment in the course's report to the division he teaches.
13. The coordinators of the courses will collect the reports of the decisions of the different divisions for one decision, review the reports of the decisions to ensure that they are completed in the manner required and prepare the report of the unified course among the students and adopt it by the Chair of the quality committee of the program.
14. The coordinator of the course, in coordination with the faculty members of the two sections of the boy and girl, to prepare the decision file, including the description of the unified course, the report of the consolidated decision, the examples of student activities and student papers, the model answers, and the improvement plan for the course.

15. The program coordinator, a member of the program's quality committee, collects and reviews the reports of the consolidated decisions to ensure their quality.
16. The quality Committee of the program will measure and include the results of the performance indicators of the program specified in the program descriptions, which are included within the program report, in addition to the program of the results of approved university performance indicators such as student assessment for the quality of the program, student assessment for academic guidance, number Published researches for each faculty member.... Etc.)
17. The program's quality committee will submit the program report to the department council for review and approval.
18. The head of the department will submit the program report to the central quality committee of the College for review and approval by the college council.

5.2 Study Plan:

A program plan, or study plan, is an outline of courses to be studied in consequential semesters as part of a program. The study plan reflects the program's relevance to its mission, objectives and outputs, and takes into account scientific, technical and professional developments in the field of specialization, and that it is achievable and periodically reviewed. The study plan conforms to the national quality assurance and accreditation standards and meets the requirements of the Ministry of Education. The study plan achieves a balance between the general requirements and the specialization requirements, and between the theoretical and applied aspects, and takes into account the sequence and complementarity between the academic courses. A detailed plan must be available for each course that includes the general description of the course, the language of instruction, objectives, learning

strategies, evaluation methods, learning resources, development and improvement processes. This is separated in the output's matrix in the program description form The study plan for the must include the following:

- A. University requirements.
- B. College requirements.
- C. Major requirements:

5.4 Procedures for Developing Course Curricula:

The following procedures must be followed to approve the development of an existing course:

- 1- A faculty member submits a request to the head of the department with his/her desire to develop the course, explaining the justifications for this development, provided that the course report is attached according to the forms of the NCAAA.
- 2- The department head refers the application to the study systems and plans committee in the academic department to study the proposed development on the course.
- 3- The academic department's systems and study plans committee raises its opinion on the proposed development to the department council to take the appropriate recommendation.
- 4- The department council raises its recommendation in the event of approval of the proposed development in the course to the college council for approval.

5.6 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, and

specific requirements for program professional accreditation. Program specification is prepared setting out the plans for development of the program. This specification, once prepared, is followed on a continuing basis, though it may be adjusted from time to time because of experience or changing circumstances. 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 includes information to demonstrate that the program meets the accreditation requirements in addition to guiding those teaching in the program. The emphasis is on the program being an integrated package of learning experiences provided through the courses taught. The program specifications include plans for ongoing evaluation of its effectiveness and planning processes for improvement.

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>

Steps and mechanism for reviewing program specification:

1. Assign a committee of experts to review the program specification.
2. Discussing the report of the committee during the program council meeting.

3. Gather the needed documents and resources for the committee to develop the program specification.
4. Developing the program specification based on the recommendations of the committee.

5.7 Annual Program Report:

It's an annual report made based on course reports. 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.

The Annual Program Report (APR); which includes the following:

- a. Implementation of previous action plans
- b. Program statistics
- c. Program learning outcomes assessment
- d. Summary of course reports
- e. Program activities
- f. Program evaluation
- g. Difficulties and challenges faced program management
- h. Program improvement plan
- i. Report approving authority

The program annual report template is available online at <https://etec.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>

Steps and mechanism for preparing the program report:

1. The program's academic accreditation and quality assurance committee prepare the annual program report in coordination with the courses coordinators.
2. The quality committee of the program will measure and include the results of the performance indicators of the program specified in the program descriptions, which are included within the program report, in addition to the program of the results of approved university performance indicators such as student assessment for the quality of the program, student assessment for academic guidance, number published researches for each faculty member.... Etc.)
3. The program's quality committee will submit the program report to the department council for review and approval.
4. The program's council will review the program report and then approved the report.
5. The head of the program will submit the program report to the vice dean of academic affairs and quality development for review and approval by the college council.
6. Submit the final program report to deanship of Quality and Skills Development for review and approval from the higher committee for quality and academic accreditation.
7. The internal review unit of the deanship of Quality and Skills Development reviews the annual reports of programs and conduct field visits to ensure the quality of the educational processes.

5.8 Course Specification:

The course specification is prepared after approval of program specification and before a course delivery on the first time. Course Specification is a document which is prepared for setting out the plans for each course in a given program. 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>

Steps and mechanism for preparing the course specification:

1. Course coordinator prepares the course specification before the start of every semester and circulate to the course teachers.
2. Course coordinator briefs the course specification and course roadmap to all the course teachers at the beginning of every semester.
3. Course coordinator will assist the staff members in preparing course.
4. All the course specifications must get the approval from the program council.

5.9 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 both sections. The course report includes the following important sections:

1. Course content coverage
2. Grades distribution
3. Course learning outcome results
4. Verification of students' achievement
5. Issues encountered while delivering a Course.
6. Status of the improvement actions taken in the academic semester.
7. Continuous improvement actions to be taken in the next academic semester.

The course report template is available online at:

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

Steps and mechanism for preparing the Course Report:

1. A separate Course Report (CR) should be submitted for every course and for each section.
2. All teaching staff-members are required to fill in course reports at the end of each semester for all courses they have taught.
3. Each CR is to be completed by the course instructor at the end of each course and should be given to the program coordinator.
4. The course coordinator should prepare a combined, comprehensive CR.
5. All the course reports must get the approval from the program council.

5.10 Process for Writing a Combined Course Report:

1. A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person.
2. Each CR is to be completed by the course instructor at the end of each course and given to the course coordinator.
3. The course coordinator reviews the course report for each course-section and confirms the completeness and accuracy of the information in each of the course report.
4. The CLO results are aggregated based on the CLOs results from each of the course section and analyzed for the entire course.
5. The continuous improvement actions to be taken in the course in the next academic semester are listed in the last section (section G) of every course - section report.
6. A combined, comprehensive CR should be prepared by the course coordinator based on the course reports submitted for each section. The course-section reports are attached to the combined CR.

5.11 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. The 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. <https://etec.gov.sa/en/service/Program%20Accreditation/servicedocuments>

Steps and mechanism for preparing the Program's Key Performance Indicators:

1. The National Center for Academic Accreditation and Evaluation has identified 11 key performance indicators at the program level.
2. The quality committee collects necessary information related to Key Performance Indicators (KPIs).
3. All the committees at the department level have to participate in preparing the KPIs.
4. The program cooperates with the Quality Unit in the college and Directorate of Quality in addition to participating in their programs and events.
5. Measurement unit prepare a report regarding Key Performance Indicators (KPIs).
6. Prepare improvement plan in consultation with responsible committees.

5.12 Stakeholder Survey:

Surveys are conducted from all the major stakeholders of the program annually.

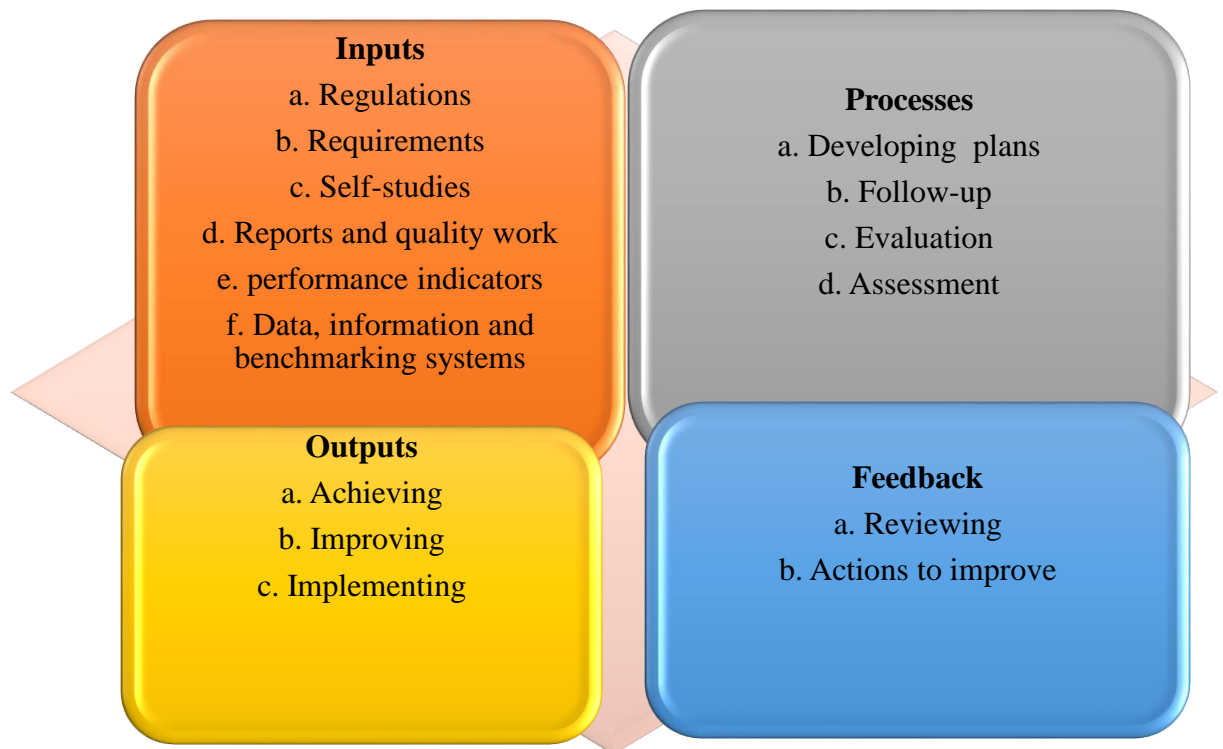
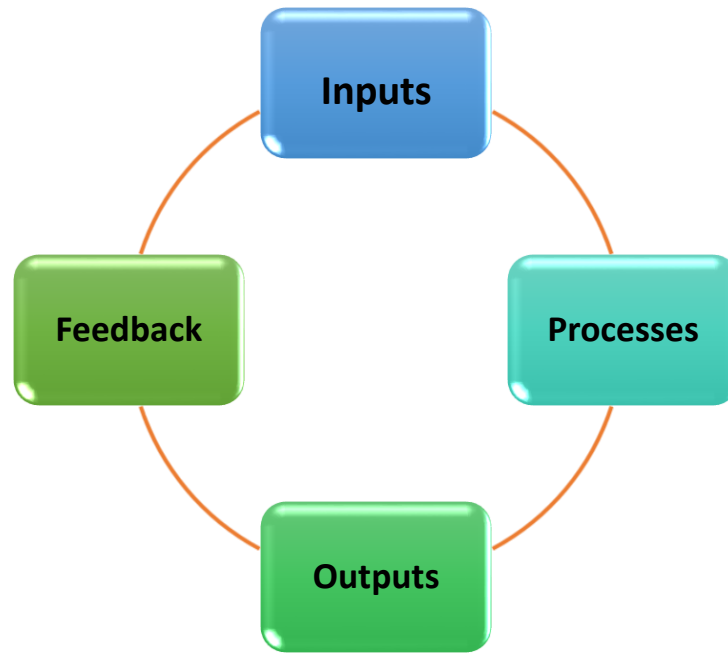
| Name of Survey | Timeline of Survey | Respondents |
|--------------------------|-----------------------------|------------------------|
| Course Evaluation Survey | At the end of each semester | Students of all levels |
| Experience Survey | At the end of each semester | Students of all levels |

| | | |
|---|---------------------------------------|----------------------------|
| Program Evaluation Survey | At the end of each semester | Students of all levels |
| Exit Student Survey for Student | At the end of the graduation semester | Level 8 Graduates Students |
| Employer Survey | At the beginning of second semester | Employers |
| Alumni Surveys for Student | At the beginning of second semester | Alumni |
| Employer Survey | During the first semester | Employers |
| Faculty Satisfaction Survey | At the end of second semester | Faculty members |
| Learning Resources and IT Services Survey | At the end of second semester | Students, Faculty members |
| Leadership Survey | At the end of second semester | Faculty |
| Employee Satisfaction Survey | At the end of second semester | Employees |

5.13 Improvement Plan:

Based on the above mentioned assessment mechanism, an annual improvement plan is developed while considering the 5 yearly strategic plan and action plan requirements. Specific defined performance indicators are used to measure the progress and achievement of improvement plan.

6. Elements of the internal environment



7. Program Quality Control System

11. 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 | 15W | Program | Every semester | Results of evaluation should be requested every semester. |
| Program Evaluation survey | 13W | 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, 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 | End of the Year | 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. |
| Program Operational plan | W1 | 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. |

8. NCAAA Requirements

8.1 NCAAA Standards

In 2023, NCAAA has defined five standards for program accreditation instead of 6 in the old standard. A summary of these standards have been given below defined by Standard of Program Accreditation 2023 document. These standards are an overall reflection of program achievements and improvement plan.

8.2 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. Program Management and Quality Assurance.
2. Teaching and Learning.
3. Students.
4. Teaching Staff.
5. Learning Resources, Facilities, And Equipment.

8.3 Self-study Report preparation guidelines:

The report aims primarily to support the development of the Program's performance. In order to achieve this purpose, the following points should be taken into account:

- The accuracy and credibility of the data and information are maintained throughout the report.
- Evaluation results of the indicators are provided with supporting evidence.
- Informal, vague, exaggerated, or subjective expressions are avoided, as well as those that are generally unnecessary or incorrect.
- Only relevant evidence and data that lead to informed conclusions are presented.
- Evaluation results are correlated with improvement priorities.
- Elaboration or general description should be avoided. The focus should be directed to the main aspects.
- Perceptive comments should be essentially made on criteria that are rated less than 3 or above 4.
- All evidence and proofs on which the self-study was based on should be attached and uploaded to the Academic Accreditation Portal on the NCAAA-ETEC website.
- Do not attach files (photos, messages, emails, notes, questionnaires, memos) to the self-study report. These may be made available for consultation during the Program's Review Visit.

8.3.1 Standard One: 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 achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

8.3.2 Standard Two: Teaching and Learning

Program learning outcomes must be precisely defined, and consistent with the requirements of the National Qualifications Framework 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.

8.3.3 Standard Three: 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.

8.3.4 Standard Four: Faculty

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.

5.3.5 Standard Five: 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.



Required Documents for Review Visit — (Bachelor)





Required Documents for Review Visit (Bachelor)

I. Program Self-study Report:

| N | Documents | Guidelines |
|---|------------------------------------|--|
| 1 | Program Self-Study Report | The Self-Study Report provides analytically based narrative aligned with NCAAA standards and it serves as primary foundation of evidence for meeting the requirements. |
| 2 | Evidence for the Self-study Report | |

II. Attachments:

Essential Requirements

Copies of the following essential requirements/documents should be enclosed with the Self-study Report observing the importance of utilizing them in the related standards.

| N | Documents | Guidelines |
|-----|---|---|
| 1 | Student and staff manuals | |
| 1.1 | Program Handbook | The Program's Handbook for both students and teaching staff that includes Admission and Registration, Study Regulations and Tests, Guidance and Counselling Services, Rights and Duties, Complaints and Grievances. |
| 1.2 | Joint Training Manual (if any) | A comprehensive Manual identifying the skills and values targeted, assigning all the responsibilities of the training parties in the institution, program and training sites along with their ethical frameworks. |
| 2 | Program's quality assurance system and its performance reports | |
| 2-1 | Program's quality system manual | For the last two years according to NCAAA Templates |
| 2-2 | A manual of policies and procedures for approving, modifying, and reviewing academic programs and courses | |
| 2-3 | Annual program report | |
| 2-4 | Program's course reports | |
| 2-5 | A report on the results of surveys | |



| N | Documents | Guidelines |
|-----|--|---|
| 3 | Program and courses specifications | |
| 3.1 | Program specification | According to NCAAA Template |
| 3.2 | Course specifications for all courses classified according to levels | All Course specifications should be classified according to their levels in the study plan including the filed experience/joint training courses. |
| 4 | Program Learning Outcomes Assessment | |
| 4.1 | Program learning outcomes assessment Plan | |
| 4.2 | Program learning outcomes assessment reports | All PLOs should be assessed and for each PLO to be assessed at least once in the last two years. |
| 5 | Consistency with National qualifications framework (NQF) | |
| 5.1 | A report on program consistency with National Qualifications framework (NQF). | According to NCAAA Template. |

B. Optional Requirements (if any)

| N | Requirements | Guidelines |
|---|--------------------------------|--|
| 1 | Program advisory committee | <ul style="list-style-type: none"> ▪ Composition and functions of the Committee. ▪ Report on its performance and outcomes. |
| 2 | Independent Evaluator's Report | Independent evaluator's report and the Program's response to its recommendations (areas and priorities for improvement). |



| | |
|---------------------------------|--|
| English Language Department | |
| Title: Program's Quality Manual | |
| Version 2 | Date: |
| Recommended: | Vice Dean for Academic Affairs & Development |
| Approved by: | Head of the department Dr. Majad Alharbi |