



# Program Specification

## (Bachelor)

Program: **Bachelor of Arts in English Language**

Program Code (as per Saudi university ranking): **02310101**

Qualification Level: **Level 6**

Department: **Department of Foreign Languages**

College: **College of Arts and Humanities**

Institution: **Jazan University**

Program Specification: New  updated\*

Last Review Date: **15.09.2025**

\*Attach the previous version of the Program Specification.



## Table of Contents

<b>A. Program Identification and General Information .....</b>	<b>3</b>
<b>B. Mission, Objectives, and Program Learning Outcomes .....</b>	<b>4</b>
<b>C. Curriculum .....</b>	<b>5</b>
<b>D. Student Admission and Support: .....</b>	<b>15</b>
<b>E. Faculty and Administrative Staff: .....</b>	<b>16</b>
<b>F. Learning Resources, Facilities, and Equipment: .....</b>	<b>17</b>
<b>G. Program Quality Assurance: .....</b>	<b>19</b>
<b>H. Specification Approval Data:.....</b>	<b>23</b>

Internal Use azma hussain liyakat



## A. Program Identification and General Information

### 1. Program's Main Location :

Main Campus: Faculty of Arts and Humanities (Male), Academic Campus 2, Jazan (Female)

### 2. Branches Offering the Program (if any):

None

### 3. Partnerships with other parties (if any) and the nature of each:

NA

### 4. Professions/jobs for which students are qualified

Possible Jobs for English Language Major Graduates:

- Work in the field of translation including English to Arabic and Arabic to English.
- Work in various media- print journalism (e.g. newspapers), audio visual media (radio, tv, films/cinema, etc.), online media (blogs, etc.)
- Work in the fields of creative writing (fiction, non-fiction, poetry, drama, criticism theory, screen play).
- Work as tourist guides.
- Work in offices like airlines where the knowledge of English is a must.
- Work in the embassies of English-speaking countries.
- Work in the area of interpretation of scientific conferences and international and cultural meetings.
- Work in the area of editing, proof reading, copy writing, copy editing.
- Work in places like call centers.

### 5. Relevant occupational/ Professional sectors:

Academics, and Corporate, where English language skills are required

### 6. Major Tracks/Pathways (if any): NA

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
١.		
٢.		

### 7. Exit Points/Awarded Degree (if any): NA

exit points/awarded degree	Credit hours
١.	
٢.	

### 8. Total credit hours: (120)



## B. Mission, Objectives, and Program Learning Outcomes

### 1. Program Mission:

The English Language Program aspires to provide graduates with quality education and research skills to master theoretical knowledge and practical skills in fields of English Language and Literature to enable them to contribute to community service whilst fulfilling the demands of local labor market.

### 2. Program Goals:

The English Program aims to equip students with the necessary qualifications in the domains of English Language and Literature for professional careers, while also enabling them to attain a high degree of proficiency in both verbal and written communication. Concurrently, it seeks to foster independent learning and encourage active participation in community service. This primary aim is achieved through the following specific goals.

1. Create a thorough curriculum designed to prepare students in English Language and Literature for professional roles in both spoken and written forms, incorporating workshops, writing exercises, and interview training.
2. Implement a systematic program that includes workshops and seminars aimed at enhancing critical and analytical thinking in Linguistics, English Literature, and Literary Theory, with a focus on developing students' research capabilities and self-study skills.
3. Develop and implement comprehensive communication skills activities (primarily integrated into classroom experiences and activities) that emphasize both verbal and written communication for students.
4. Plan and carry out a variety of community service initiatives (and projects) that engage student involvement and participation, focusing on local requirements as identified by the University or the community.
5. Create and implement a structured program that encompasses workshops, resources, and mentorship to encourage (and promote) autonomous learning among students pursuing graduate studies and career opportunities.

### 3. Program Learning Outcomes\*

#### Knowledge and Understanding

K1	Demonstrate considerable knowledge of the basic concepts and terminology of linguistic theory, English language, translation, and research methods.
K2	Display considerable knowledge of the main areas of English Literature and linguistics.
K3	Relate cultural differences between Arab and English-speaking nations within a global context.





Skills	
S1	Utilize high competency levels in the four language skills: listening, speaking, reading, and writing as required in both academic setting and working place.
S2	Apply established methods of enquiry, investigation, and analysis required for research in English language and literature.
S3	Critically evaluate academic insights to produce analytical and argumentative writing.
S4	Use computational tools of learning and communication for exploring complex academic challenges of English language and its use.
Values, Autonomy, and Responsibility	
V1	Engage effectively in different contexts within teams to accomplish common goals and exercise leadership
V2	Use their knowledge and training to contribute to community service and become lifelong critical thinkers and learners in all their endeavors.
V3	Demonstrate professionalism and ethical behavior in their learning contexts.

\* Add a table for each track or exit Point (if any)

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	6	13	10.83%
	Elective			
College Requirements	Required			
	Elective			
Program Requirements	Required	34	92	76.67%
	Elective	4	12	10%
Capstone Course/Project		1	3	2.5%
Field Training/ Internship				
Residency year				
Others				
<b>Total</b>		<b>45</b>	<b>120</b>	<b>100%</b>

\* Add a separate table for each track (if any).

### 2. Program Courses

Level	Course Code	Course Title	Required or Elective	Pre- Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	CSC101-3	Introduction to Computer	Required	----	3	Institution
	SLM101-2	Islamic Culture I	Required	----	٢	Institution
	ENG111-3	Listening & Speaking 1	Required	----	3	Department





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	ENG121-3	Writing 1	Required	-----	3	Department
	ENG131-2	Grammar 1	Required	-----	2	Department
	ENG141-2	Reading 1	Required	-----	2	Department
Level 2	SLM102-2	Islamic Culture II	Required	SLM101-2	2	Institution
	ARB102-2	Arabic Writing	Required	-----	2	Institution
	ENG112-3	Listening & Speaking 2	Required	ENG111-3	3	Department
	ENG122-3	Writing 2	Required	ENG121-3	3	Department
	ENG132-2	Grammar 2	Required	ENG131-2	2	Department
	ENG142-2	Reading 2	Required	ENG141-2	2	Department
Level 3	ENG233-2	Grammar 3	Required	ENG132-2	2	Department
	ENG243-2	Reading 3	Required	ENG142-2	2	Department
	ENG253-3	Introduction to Linguistics	Required	-----	3	Department
	ENG273-3	Listening & Speaking 3	Required	ENG112-3	3	Department
	ENG283-3	Writing 3	Required	ENG122-3	3	Department
Level 4	ARB103-2	Literary Appreciation	Required	-----	2	Institution
	ENG234-3	Introduction to Literature	Required	-----	3	Department
	ENG244-3	Phonetics	Required	ENG253-3	3	Department
	ENG274-2	Reading 4	Required	ENG243-2	2	Department
	ENG284-2	Translation 1	Required	-----	2	Department
Level 5	SOC102-2	Human Civilizations	Required	-----	2	Institution
	ENG325-3	Phonology	Required	ENG244-3	3	Department
	ENG335-2	Translation 2	Required	ENG284-2	2	Department
	ENG345-3	Academic Writing	Required	ENG283-3	3	Department
	ENG375-3	Short Story	Required	ENG234-3	3	Department
	ENG385-2	Sociolinguistics	Required	-----	2	Department
Level 6	ENG326-3	Literary Criticism	Required	ENG234-3	3	Department
	ENG346-3	18 <sup>th</sup> Century Novel	Required	ENG234-3	3	Department
	ENG356-3	Introduction to Applied Linguistics	Required	ENG253-3	3	Department
	ENG376-3	Morphology & Syntax	Required	ENG253-3	3	Department
	ENG386-3	Computer Assisted Language Learning CALL	Required	-----	3	Department
Level 7	ENG417-3	Language Acquisition	Required	ENG253-3	3	Department
	ENG427-3	Shakespeare	Required	ENG234-3	3	Department
	ENG437-3	American Literature	Required	ENG234-3	3	Department
	ENG447-3	Research Methodology	Required	---	3	Department



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	ENG457-3	Discourse Analysis	<i>Elective</i>	ENG253-3	3	Department
	ENG477-3	Drama	<i>Elective</i>	ENG234-3	3	Department
	ENG487-3	20 <sup>TH</sup> Century Literature	<i>Elective</i>	ENG234-3	3	Department
	ENG497-3	Introduction to Semantics & Pragmatics	<i>Elective</i>	ENG253-3	3	Department
Level 8	ENG418-3	Seminar on Applied Linguistics	Required	ENG356-3	3	Department
	ENG428-3	Postcolonial Literature	Required	ENG234-3	3	Department
	ENG438-3	Graduation Project	Required	ENG447-3	3	Department
	ENG448-3	Poetry	Required	ENG234-3	3	Department
	ENG408-3	Victorian Literature	<i>Elective</i>	ENG234-3	3	Department
	ENG458-3	Introduction to Psycholinguistics	<i>Elective</i>	ENG253-3	3	Department
	ENG478-3	Comparative Literature	<i>Elective</i>	ENG234-3	3	Department
	ENG488-3	Stylistics	<i>Elective</i>	ENG253-3	3	Department

\* Include additional levels (for three semesters option or if needed).

\*\* Add a table for the courses of each track (if any)

### ٣. Course Specifications:

Internal Use azma hussain liyakat

Insert hyperlink for all course specifications using NCAAA template (T-104)

[Bachelor of Arts in English Language](#)

### ٤. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses' according to the following desired performance levels (I = Introduced & P = Practiced & M = Mastered).

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	V1	V2	V3
Level 1											
١. CSC101-3							I		I		
٢. SLM101-2			I					I		I	
٣. ENG111-3	I				I	I		I		I	I
٤. ENG121-3	I				I	I		I		I	I
٥. ENG131-2	I				I	I		I			I
٦. ENG141-2	I				I	I		I		I	I





Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	V1	V2	V3
Level 2											
١. SLM102-2							I		I		
٢. ARB102-2		I			I						
٣. ENG112-3		I			I			I		I	
٤. ENG122-3	I	I			I	I				I	I
٥. ENG132-2	I				I	I		I		I	I
٦. ENG142-2	I				I	I					I
Level 3											
١. ENG233-2	P	P			P	P				P	P
٢. ENG243-2	P				P	P		P		P	P
٣. ENG253-3	P					P					P
٤. ENG273-3	P				P	P				P	P
٥. ENG283-3		P			P	P				P	
Level 4											
١. ARB103-2			I				I		I		
٢. ENG234-3							I		I		
٣. ENG244-3		I				I					I
٤. ENG274-2	P				P	P					P
٥. ENG284-2	P	P			P			P		P	
Level 5											
SOC102-2		P			P	P			P		P
ENG325-3		P			P	P				P	
ENG335-2	P	P			P	P				P	
ENG345-3	P	P			P	P		P			P
ENG375-3		P			P	P	P	P			P
ENG385-2		I			I	I			I		
Level 6											
١. ENG326-3		M			M	M		M		M	
٢. ENG346-3		M	M		M		M				M
٣. ENG356-3		M			M	M		M		M	
٤. ENG376-3		M	M			M	M	M		M	M
٥. ENG386-3		M	M		M	M			M	M	
Level 7											
Main Course											



Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	V1	V2	V3
١. ENG417-3		M			M			M			M
٢. ENG427-3		M			M		M			M	
٣. ENG437-3		M	M			M	M		M		
٤. ENG447-3		M			M	M					M
<b>Elective Courses</b>											
١. ENG457-3		M			M	M				M	
٢. ENG477-3		M			M					M	M
٣. ENG487-3		M	M		M		M				M
٤. ENG497-3		M	M			M	M		M		M
<b>Level 8</b>											
<b>Main Courses</b>											
١. ENG418-3		M	M		M	M				M	
٢. ENG428-3		M			M		M		M		M
٣. ENG438-3	M	M			M	M			M		M
٤. ENG448-3		M	M		M					M	
<b>Elective Courses</b>											
١. ENG408-3		M			M		M			M	M
٢. ENG458-3		M	M			M				M	
٣. ENG478-3		M			M	M	M		M		
٤. ENG488-3		M			M	M	M	M		M	

\* Add a separate table for each track (if any).

## 5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies and curricular and extra-curricular activities adopted to achieve the Program's learning outcomes in all areas.

### Teaching Philosophy:

The program emphasizes on a teaching philosophy that is driven by the stated graduate attributes, meeting eventually the university and program strategic goals.

Teaching recently has evolved to be more of an 'engaging activity' than merely 'something assigned'. More than dispensing lectures, it has been about the relationships between the teachers and the students. The sheer joy of 'giving' and 'sharing' seems to be at the very core of this teaching philosophy. Without compromising with the goals, we try to make the classes a 'two-way' thing, where we try to instil in students trust and confidence.





In the age of 'global classroom', our job as teachers is not as much about dispensing knowledge and skills amongst our pupil as perhaps facilitating them to cope with the sea of knowledge and information around us. While maintaining fairness and balance, and respecting diversity, we try and inculcate in students a habit of critical thinking and questioning. Deviating from the age-old set classroom dialectics of rigours and discipline, our teaching philosophy embodies the concurrent trends in critical pedagogy and student-centered learning. Promoting active student-engagement not only makes the lectures more interesting but also more productive.

In the light of this teaching philosophy, we apply the following teaching and learning strategies to make the most of it.

No.	Teaching & Learning strategy	Description
1	Group teaching (Lectures)	Give lectures to students accompanied by tutorials
2	Active learning (group-work case study, problem-solving exercises)	Explore teaching and learning methods that put students in charge of their own learning through meaningful activities
3	Problem based learning (assignments, projects)	Students learn about a subject through understanding and solving problems
4	Virtual sessions	Online learning and independent study
5	Class Discussion	Support a lesson with a group discussion to refresh students, memories about the assigned readings, or generate a set of questions stemming from the assigned readings
6	Work based learning	Provide students the opportunity to learn through real-life work experiences: Internships, job shadowing or field trips
7	Demonstrating in practical classes	Explore the key learning aims of practical classes and how to get learners to effectively engage with them: undertake experiments; tackle problem-solving exercises; carry out survey and project work and experience at first-hand how the theory and principles of their discipline are applied
8	Student-led learning	Students work together to support each other's learning
9	Cooperative Learning	Small groups of students to work together for the achievement of a common goal: developing learning communities, stimulating student/faculty discussions
10	Integrating Technology	Use electronic mail or on-line notes in learning
11	Lab Teaching	A class in lab
12	Experiential Learning	Learn by doing
13	Service Learning or Community based learning	Combine classroom instruction, engaged student learning, meaningful service in the community, and personal reflection
14	Inquiry-Based Instruction	Students learn by asking questions, investigating, exploring, and reporting what they see
15	Role playing and simulations	Using a model of behavior to gain a better understanding of that behavior, or the spontaneous acting out of situations, without costumes or scripts. Example, a mock job interview, engage students in a simple simulation of specialization and division of labor





16	Just-in-time teaching	Learning through two-steps. Step 1: students complete a focused set of activities outside of class and submit their work to the instructor. Step 2: the instructor (often just hours before the next lecture) collects the students' responses and identifies areas of understanding and misunderstanding to adjust the next lesson so that students can receive specific "just-in-time" feedback on those particular areas
17	Flipped classroom	Consider a 'flipped' approach by asking learners to watch video content before the class session, and devote in-class time to exercises, projects and discussions
18	Test-taking Teams	Students work in groups to prepare for a test. Then they take the test twice: One individually and the other with a team
19	Jigsaw technique	The jigsaw technique is a method of organizing classroom activity making students dependent on each other to succeed. It breaks classes into groups that each assemble a piece of an assignment and synthesize their work when finished

Below are teaching and learning strategies aligned with PLOs:

#### Teaching Strategies

PLO Domains	Teaching Strategies		
	Skill courses	Linguistic courses	Literature courses
<b>Knowledge</b>	Presentations Explanations Active learning Collaborative Learning Jigsaw activities Test-taking Teams Dictation Story telling Think-pair share Asking for information Using videos and audios Vocabulary building Group Discussion Peer learning Role play	Lectures Presentations Explanations Active learning Collaborative Learning Test-taking Teams Jigsaw activities Asking for information Vocabulary building Group Discussion Project Design Peer learning	Lectures presentations explanations Active learning Collaborative Learning Story telling Acting Group Discussion Presentations Peer learning Role play
<b>Skills</b>	Simulation Presentations Explanations Active learning Collaborative Learning Jigsaw activities Test-taking teams Dictation Story telling Think-pair share	Lectures presentations explanations Active learning Collaborative Learning Test taking teams Interview Vocabulary building Problem based learning debates	Lectures presentations explanations Active learning learning Collaborative Learning Story telling Acting Interview



	Interview Using videos and audios Vocabulary building Problem-based learning Scenarios debates Group Discussion Project Design Seminars Peer learning Role play	Group Discussion Project Design Seminars Peer learning	Problem-based learning debates Group Discussion Project Design Seminars Peer learning Role play
<b>Values</b>	Role play Cooperative learning Collaborative learning Group discussion Debates Independent learning Continuous learning Presentations	Group discussion Presentations Cooperative learning Collaborative learning Debates Independent learning Continuous learning Seminars	Presentations Group discussion Cooperative learning Collaborative learning Debates Independent learning Continuous learning Seminars

**Extra- curricular activities:**

- Library visits
- Workshops by staff members for students
- Students visit to bookshops and exhibitions
- Using English Labs.
- Workshops for Faculty development concerning curriculum, coordination and examinations etc.
- Competitions in campus like Spelling Bee, Debates, Translation, and Sports etc.
- Online competitions using Blackboard, Microsoft Team and Zoom, etc.

## 6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The Program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

Assessment methods			
Below are assessment techniques aligned with PLOs			
PLO Domains	Assessment techniques		
	Skill courses	Linguistic courses	Literature Courses





<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Objective tests (multiple choice, True/False, complete blanks)</li> <li>- Matching questions</li> <li>- Open-ended questions</li> <li>- Oral examination</li> <li>- Essay tests (using Rubrics)</li> <li>- Short /Long articles</li> <li>- Writing paragraphs,</li> <li>- Assignments</li> <li>- Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Subjective questions</li> <li>- Fill in the blank,</li> <li>- Matching</li> <li>- True/False</li> <li>- Assignments</li> <li>- Short essays</li> <li>- Presentations</li> <li>- Project evaluation</li> <li>- Evaluation of research activities</li> <li>- Portfolio</li> <li>- Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Presentations</li> <li>- Assignments</li> <li>- Multiple choice questions</li> <li>- Fill in the blank,</li> <li>- Matching,</li> <li>- True/False,</li> <li>- Presentations</li> <li>- Project evaluation</li> <li>- Writing short essays</li> <li>- Research evaluation</li> <li>- Portfolio</li> <li>- Observation</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- subjective questions/essays</li> <li>- short/essays</li> <li>- Presentations</li> <li>- Project evaluation</li> <li>- Assessment of problem-solving</li> <li>- Case Study</li> <li>- Evaluation of research activity</li> <li>- Portfolio</li> <li>- Peer assessment</li> <li>- Oral examination</li> <li>- Observation</li> <li>- Critical thinking activities/exercises</li> <li>- Debates assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of problem-solving</li> <li>- Subjective questions short/essays</li> <li>- Presentations</li> <li>- Project evaluation</li> <li>- Case Study</li> <li>- Evaluation of research activity</li> <li>- Portfolio</li> <li>- Peer assessment</li> <li>- Oral Examination</li> <li>- Observation</li> <li>- writing reports</li> <li>- Critical thinking activities/exercises</li> </ul>	<ul style="list-style-type: none"> <li>- Essay questions,</li> <li>- Presentations</li> <li>- Subjective questions/essays</li> <li>- Problem-solving</li> <li>- Peer assessment</li> <li>- Observation</li> <li>- Presentations</li> <li>- Project evaluation</li> <li>- Problem-solving assessment</li> <li>- Case Study</li> <li>- Research activity evaluation</li> <li>- Portfolio</li> <li>- Debate assessment</li> <li>- carrying out analysis</li> <li>- writing critique</li> <li>- Themes Writing</li> <li>- Critical thinking activities/exercises</li> </ul>
<b>Values</b>	<p>Using Rubrics/checklist:</p> <ul style="list-style-type: none"> <li>- Individual Presentations</li> <li>- Group presentations</li> <li>- Individual assignments</li> <li>- Group assignments</li> <li>- Group project research</li> <li>- Debate assessment scenarios/role Play</li> <li>- Classroom participation</li> <li>- Tasks and activities management/Discipline</li> </ul>	<p>Using Rubrics/checklist:</p> <ul style="list-style-type: none"> <li>- Individual Presentations</li> <li>- Group presentations</li> <li>- Individual assignments</li> <li>- Group assignments</li> <li>- Group project research</li> <li>- Debate assessment scenarios/role Play</li> <li>- Classroom Participation</li> <li>- Tasks and activities management/Discipline</li> </ul>	<p>Using Rubrics/checklist:</p> <ul style="list-style-type: none"> <li>- Individual Presentations</li> <li>- Group presentations</li> <li>- Individual assignments</li> <li>- Group assignments</li> <li>- Group project research</li> <li>- Debate assessment scenarios/role Play</li> <li>- Classroom Participation</li> <li>- Tasks and activities management/Discipline</li> </ul>





PLOs assessment is carried out in two ways: direct and indirect methods.

### 1. Direct method:

PLOs are assessed through assessment of CLOs. Every course has around 6 to 8 course learning outcomes. They are designed in such a way they are aligned to PLOs. By calculating the achievement of CLOs, PLOs achievement is calculated through Excel sheets. For every PLO, at least, one course from advanced mastery level is chosen. The CLO results of that course are taken for the purpose of the measuring the correspondent PLO. If more than one course contributes to a PLO at mastery level, then data collection for PLOs shall be planned to include those courses alternatively in the cycle period of two years.

### 2. Indirect Method:

PLOs are assessed indirectly through surveys taken by students. Mainly the program evaluation survey (PES) which is conducted at level 8. The second survey is for the alumni who graduated from the program and after pursuing their jobs. The third survey is the employer's survey which is annually conducted for companies and corporations where the program graduates work. Survey items include information about the knowledge, skills, and values students and graduates have after completion of the program. Data is collected from items that relate to each PLO. So PLOs about critical thinking, teamwork, leadership, for example, all have items that relate to them in those surveys. A special survey for CLOs related to advanced mastery level courses is also conducted for the purpose of PLO data collection.

### 3. Implementation:

PLOs are assessed through the Capstone courses of the program in two-year cycle, i.e., third and fourth year. Program has 7 capstone courses, as listed below. Cycle of Capstone courses used for PLOs assessment follows direct method.

Internal Use azma hussain liyakat

**Third Year:**  
ENG345-3: Academic Writing (Semester 5)  
ENG356-3: Introduction to Applied Linguistics (Semester 6)

**Fourth Year:**  
ENG417-3: Language Acquisition (Semester 7)  
ENG437-3 American Literature (Semester 7)  
ENG447-3 Research Methodology (Semester 7)  
ENG408-3 Victorian Literature (Semester 8)  
ENG438-3 Graduation Project (Semester 8)

### 4. Review:

PLOs assessment scores are calculated through CLOs assessment score as they are aligned to one another. PLOs assessment is done using the prescribed verifiable methods.

### 5. Analysis:

It is assessed in various perspectives, such as, identifying the strengths and the weaknesses, developing an improvement plan and an action plan.

### 6. Improvement Plan:

Basing on the recommendation received from the Teaching and learning committee, Teaching and learning committee of the program proposes a target-oriented action plan to improve the achievement of the PLOs. The program management ensures its Implementation through various academic committees of the program.





## D. Student Admission and Support:

### 1. Student Admission Requirements

Admission and registration at Jazan University are central processes carried out by the Deanship of Admission and Registration. All details are available at the Deanship's website at: <https://www.jazanu.edu.sa/adm/>

or

<https://jazanu.edu.sa/ar/administration/deanships/deanship-admission-and-registration>

### 2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the Program that differ from those provided at the institutional level).

There is an orientation week for new students. Teachers give introduction in class about the University; college and department policies and the flow of the semester. Students are also given awareness about Course Specification and importance of student surveys. An orientation visit is done by teachers along with their students around the college to know the offices, library, staff rooms etc. Workshops are conducted by the college for Level 1 and Level 2 in the orientation week.

Internal Use azma hussain liyakat

### 3. Student Counseling Services

(Academic, professional, psychological, and social)

(Include only the exceptional needs offered to the students of the Program that differ from those provided at the institutional level).

At the start of every semester student counselling is done to guide students during the initial weeks to solve timetable related issues and guidance:

- Throughout the semester all teaching staff are available for student academic counselling during office hours.

Career counselling and workshops are given by staff members to level 8 students.

<https://www.jazanu.edu.sa/ar/administration/deanships/deanship-student-affairs>

### 4. Special Support

(Low achievers, disabled, gifted, and talented students).

#### Low achievers:

Teachers assign these students more assignments, help them during office hours and give them more opportunities as and when needed.

If any student remains with low GPA on request and appeal, they are given an opportunity to study a subject from or out of the study plan.





**Disabled:**

The department, along with the college administrators, tries to create the relevant conditions for the study of students and applicants with special needs without reducing the requirements for their study performance and in accordance with the principles of equal treatment.

During an exam, an applicant with special needs shall be, at his request and based on the evaluation of his special needs, department provides full support by the department as per the requirement in coordination with the college administration.

**Gifted and talented:**

There is a Talented Students Committee in the department working with the students providing them opportunities to participate in competitions, workshops, department activities, career orientations etc.

➤ Winners are given apt awards and rewards.

**E. Faculty and Administrative Staff:**

**1. Needed Teaching and Administrative Staff**

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor		Literature		1	1	2
		Linguistics		1	1	2
Associate Professor		Literature		2	2	4
		Linguistics		2	2	4
Assistant Professor		Literature		6	4	10
		Linguistics		3	2	5
Lecturer						
Teaching Assistant						
Technicians and Laboratory Assistants						
Administrative and Supportive Staff	Secretary			2	2	4
Others (specify)						



## F. Learning Resources, Facilities, and Equipment:

### 1. Learning Resources

Learning resources required by the Program (textbooks, references, e-learning resources, web-based resources, etc.)

- Planning and acquisition of textbooks, reference materials, and other resources fall under the purview of the Curriculum Committee of the department. The Curriculum Committee is subdivided into three sub-committees, each responsible for one stream of the English Studies program, i.e. Language (Skills), Literature, and Linguistics. Each sub-committee consists of three or four senior faculty members, and reports to the chair of the Curriculum Committee, while the chair in turn reports to the Head of the Department. The committees meet regularly during the semester and prepare detailed reports about their respective curriculums, making recommendations for changes and improvements in course textbooks and reference materials, including electronic resources that may be added to the resource pools of particular courses. Toward the end of the semester, each committee submits its report to the Head of the Department. The contents of the reports are then discussed in meetings between the HOD and the committee members, and the approved reports and recommendations are then forwarded by the HOD to the relevant administrative units of the university, for implementation and follow-up.
- A library culture has been allowed to take root in the department and in the university overall, because the university administration has been providing infrastructure and requisite facilities for a university library. Library spaces have been opened in the all the campuses, but its holdings and resource facilities are negligible and effort has been made by the administration to escalate the library to prominence within the campus or to promote library awareness among the student body. Despite this glaring shortcoming, relevant department committees and faculty have time and again made recommendations for lists of books and materials that may be acquired by the library. Steady progress has been noted in this direction.
- This function of finalizing text books broadly falls under the scope of the Curriculum Committee of the department, and the sub-committees for Language (Skills), Literature, and Linguistics, each of which evaluates textbooks and materials being used in courses within its field and suggests changes and improvement to them. Individual teachers are also asked for feedback about textbooks that they have used in their courses, in order to gather an experiential assessment of textbooks and materials and envisage the changes accordingly.
- Students have the option to comment on the efficacy of textbooks in the course feedback forms that they fill out at the end of each semester. The Curriculum Committee of the department makes recommendations about updates and changes in textbooks, and the Head of the Department forwards these recommendations to the relevant administrative unit of the university. Approval of these recommendations is finalized after detailed discussions, scrutiny, and revisions within the committees, and between the HOD and the committee members. When the recommendations are approved, the Bookstore is notified about the new textbooks via the relevant administrative department of the university, with details about specific textbook editions, names of publishers, and other relevant information provided in clear and accurate terms.



- The Curriculum Committee liaisons with the Bookstore to ensure that the books arrive in time for the beginning of the semester, and that the correct textbooks have been acquired.

Online Library is also available to all faculty members and students which can be accessed through university or college web site: <https://www.jazanu.edu.sa/ar/e-services/sdluserguid>

## 2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

- Printers, desks, cupboards, chairs etc are provided in teachers' staff room and offices.
- There is a basic a library culture has been allowed to take root in the department and in the university overall, recently. It has started holdings and resource facilities are developing and effort has been made by the administration to escalate the library to prominence within the campus or to promote library awareness among the student body. Department committees and faculty make recommendations for lists of books and materials that may be acquired by the library and book store in campus.
- Classrooms are equipped with proper seats, air conditioners, projectors with screens.
- One English Lab in every campus has been started to implement and we are hoping for progress in coming years.
- Speakers are used for all Listening Lectures.
- Equipped clinic in the college where students and teachers can approach in time of need. Clinic has a Doctor / Nurse available all days. Also, there are first-aid boxes at specific locations for emergency needs.

A bookshop is available in every college to support students with basic stationery, books, photocopy facilities etc.

## 3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the Program)

There are well maintained:

- Cafeteria
- Fire extinguishers
- Emergency exits
- Workshops are given for safety measures to students and faculty members.

Campaign on safety cleanliness, manners etc. are conducted for students in coordination with other units in the college.



## G. Program Quality Assurance:

### 1. Program Quality Assurance System

Provide a link to the quality assurance manual.

**Program QMS Manual**  
[BA English Language QMS.pdf](#)

### 2. Procedures to Monitor Quality of Courses Taught by other Departments

The quality assurance process is done by reviewing the following:

- The course outline or course specifications
- Course Reports
- The teaching pedagogy
- The teaching methodology/procedures
- The learning outcome assessments
- The evaluation system
- The students' evaluation of the teacher
- Direct and indirect assessments

### 3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

Internal Use azma hu sam liyakat

There is a proper mechanism in place to maintain consistency between the male and female sections/campuses.

- Course Coordinators are assigned for all courses who coordinate with Course Leaders.
- Course Leaders are assigned in every campus for every course who coordinate with the Course Coordinator and all course sharing teachers of that campus.
- Regular meetings, emails, WhatsApp groups communications are done for the smooth flow of the work.
- Course follow-up/workshop/meeting reports are prepared and submitted by all coordinators.
- Any concerns are raised to the Chairman and Head of the Coordination Committee who look into the matter and resolve them.
- Regular visits and meetings by the Chairman and the Coordination Committee.

### 4. Assessment Plan for Program Learning Outcomes (PLOs),

The Department of Foreign Languages, in accordance with the requirement of the Quality Assurance Unit, adheres to the following procedures for the sole purpose of achieving qualitative standards, which are essential for program accreditation:



- Every course follows a course specification, which clearly outlines the Course Learning Outcomes (CLOs) that, in turn, are in alignment with the Program Learning Outcomes (PLOs).
- Every course teacher prepares an individual course report at the end of every semester. At every campus, the course leader consolidates the course reports of all sections and prepares a campus report. Finally, the course coordinator consolidates all campus reports to prepare a comprehensive course report.
- Further, an extensive excel sheet for every course is prepared by every course teacher. This contains a section titled Student Evaluation Survey. It involves the CLO Assessment Survey and the PLO Assessment Survey.
- At present, as far as assessment of CLOs and PLOs is concerned, direct assessment is done by way of formative and summative assessment methods (quizzes, assignments, midterm exams, and final exams).

#### Proposed Plan

The department proposes to conduct an indirect PLO Assessment Survey and CLO Assessment Survey in the following way:

- The course teacher will administer a questionnaire related to CLOs and PLOs. This will be construed as an indirect assessment.
- The assessment reports will be duly submitted to the Quality Assurance Unit and the Teaching and Learning Unit for further revision and feedback.
- Since PLOs are best achieved through the achievement of CLOs, this plan is sure to be effective qualitatively and quantitatively in terms of data analysis.

## 5. Program Evaluation Matrix

Internal Use azma hussain liyakat

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Teaching & Assessment	Faculty, students	Surveys	Every semester
Leadership	Course Leaders/ Course coordinators	Follow up course reports and course reports	At the end of the semester
Learning Resources	Students/ Curriculum Committee	Surveys/ Questionnaire	End of the Academic year
Partnerships	Program Leaders, Alumni, Employers	Feedback, Surveys	End of the Academic year
Administration	Faculty, Students	Survey questionnaires: Faculty Satisfaction Survey; Program Evaluation Survey and Students Experience Survey	End of every year

**Evaluation Areas/Aspects:** e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.

**Evaluation Sources:** students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, etc.

**Evaluation Methods:** e.g., Surveys, interviews, visits, etc.

**Evaluation Time:** e.g., beginning of semesters, end of the academic year, etc.





## 6. Program KPIs\*

The period to achieve the target (\_\_\_\_) year(s).

No.	KPIs Code	KPIs	Targeted Level 2025	Measurement Methods	Measurement Time
1	KPI-P-01	Students' Evaluation of quality of learning experience in the program	4.5 out of 5	Questionnaires: - Program evaluation questionnaire	Annually (end of academic year)
2	KPI-P-02	Students' evaluation of the quality of the courses	4.3 out of 5	Questionnaires	Annually (end of academic year)
3	KPI-P-03	Completion rate	50%	Statistical data and analysis	Annually (end of academic year)
4	KPI-P-04	First-year students retention rate	70%	Statistical data and analysis	Annually (end of academic year)
5	KPI-P-05	Students' performance in the professional and/or national examinations	DNA	Statistical data and analysis	Annually (end of academic year)
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	DNA	Statistical data and analysis	Annually (beginning of academic year)
7	KPI-P-07	Employers' evaluation of the program graduate's proficiency	4.3 out fo 5	Questionnaires	Annually (end of academic year)
8	KPI-P-08	Ratio of students to teaching staff.	18:1	Statistical data	Annually (beginning of academic year)
9	KPI-P-09	Percentage of publications of faculty members	50%	Statistical data	Annually (end of academic year)
10	KPI-P-10	Rate of published research per faculty member	1:1	Statistical data	Annually (end of academic year)
11	KPI-P-11	Citations rate in refereed journals per faculty member	3:1	Statistical data Google Scholar and similar	Annually (end of academic year)





No.	KPIs Code	KPIs	Targeted Level 2025	Measurement Methods	Measurement Time
<b>Strategic Plan KPIs</b>					
12	KPI-O-12	Occupation time of classrooms and laboratories	45%	Statistical data and analysis	Annually (end of academic year)
13	KPI-O-13	Satisfaction of faculty and staff with support services	4 out of 5	Average rating out of 5 (Likert Scale) on the item related to support services in faculty satisfaction survey	Week 3 Second semester
14	KPI-O-14	Beneficiary satisfaction about IT services	4 out of 5	Average rating out of 5 (Likert Scale) on the item related to IT in faculty satisfaction, and student surveys	Week 3 Second semester
15	KPI-O-15	Percentage of awareness of rights and duties	85%	Average rating out of 5 (Likert Scale) on the item related to awareness of rights and duties in faculty satisfaction survey	Week 3 Second semester
16	KPI-O-16	Satisfaction of faculty members about professional Development.	4 out of 5	Average rating out of 5 (Likert Scale) on the item related to profession development in faculty satisfaction survey	Week 3 Second semester
17	KPI-O-17	Satisfaction of beneficiaries with administrative services.	4 out of 5	Average rating out of 5 (Likert Scale) on the item related to administrative services in faculty satisfaction, and student surveys	Week 3 Second semester





No.	KPIs Code	KPIs	Targeted Level 2025	Measurement Methods	Measurement Time
18	KPI-O-18	Average number of professional development activities completed by the faculty.	DNA	Statistical data	Annually (end of academic year)
19	KPI-O-19	Total number of volunteer hours performed by university students	90 hours	College data	End of each year
20	KPI-O-20	Students' Drop-out rate from the program	3%	E-register data	End of second semester

\*including KPIs required by NCAAA

#### H. Specification Approval Data:

Council / Committee	Academic Council
Reference No.	15036
Date	26-12-2024

