Program Specification
— (Bachelor)

Program:	**Bachelor of English Language**
Program Code (as per Saudi university ranking):	**(ENGL)**
Qualification Level:	**LEVEL 6**
Department:	**English**
College:	**Arts**
Institution:	**Jouf University**
Program Specification:	New ☐ updated* ☒
Last Review Date:	**27/02/2024**

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information

1. Program's Main Location :

Main Campus in Sakaka (Male- Female), Jouf University

2. Branches Offering the Program (if any):

NA

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

4. Professions/jobs for which students are qualified

1- A language instructor

2- A translator

3- A teaching assistant at college level

4- A researcher in research centers

5- An employee in tourism agencies

6- An employee in public relations in hospitals

7- An employee in public relations in companies

8- A presenter in media

9- An employee in the ministry of Culture

5. Relevant occupational/ Professional sectors:

Educational Sector
Tourism
Health Sector
Cultural Sector

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
NA		

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

exit points/awarded degree	Credit hours
NA	

8. Total credit hours: (132)

(132) in eight levels

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

Providing high quality teaching, research and community services in the fields of linguistics, literature and translation.

2. Program Goals:

1. Enhance students' critical thinking, communication and interpersonal skills.
2. Provide labor market with highly qualified graduates in the field of English language.
3. Enrich scientific research in the field of English language.
4. Achieve social partnership.

3. Program Learning Outcomes*

Knowledge and Understanding

K1	Explain the main concepts and terminology related to different aspects of English language.
K2	Describe the different theoretical perspectives related to different aspects of English language.
K3	Relate the new trends in different aspects of English language to the real language use.

Skills

S1	Use the four language skills for purposes of effective communication.
S2	Analyze English sounds, syllables, morphemes, words, structures, meanings, and functions effectively
S3	Evaluate literary works critically.
S4	Translate efficiently from Arabic into English and vice versa
S5	Deduce solutions for language problems using traditional and electronic resources.

Values, Autonomy, and Responsibility

V1	Develop a language product through teamwork.
V2	Report reflections on their own learning
V3	Demonstrate respectful effective relationships with classmates and staff.
V4	Use autonomous learning strategies
V5	Apply ethical considerations in assignments and projects

* 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	7	16	12.12%
	Elective	3	6	4.55%
College Requirements	Required	1	2	1.52%
	Elective	1	2	1.52%
Program Requirements	Required	34	96	72.72%
	Elective	2	6	4.54%
Capstone Course/Project		0	0	0
Field Training/ Internship	Required	1	4	3.03%
Residency year		0	0	0
Others				
Total		**49**	**132**	**100%**

* 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	ISL101	Principles of Islamic Culture	**Required**	NO	**2**	**University**
	EDU 101	Skills of University life	**Required**	NO	**2**	**University**
	CIS 101	Computer Skills	**Required**	NO	**3**	**University**
	ENGL111	Basic English Grammar 1	**Required**	NO	**3**	**Program**
	ENGL 112	Reading Comprehension 1	**Required**	NO	**3**	**Program**
	ENGL 113	Listening and Speaking 1	**Required**	NO	**3**	**Program**
Level 2	ARB100	Arabic Language Skills	Required	NO	**2**	**University**
	ISL110	Moderation and balance	Required	NO	**2**	**University**
	ENGL114	Basic English Grammar 2	Required	ENGL 111	**3**	**Department**
	ENGL115	Reading Comprehension 2	Required	ENGL 112	**3**	**Department**
	ENGL116	Listening and Speaking 2	Required	ENGL113	**3**	**Department**
	ENGL117	Writing 1	Required	NO	3	**Department**

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 3	ARB102	Writing Skills (Arabic)	Required	NO	2	College
	ISL105	Human Rights	Elective	NO	2	University
	ISL108	Contemporary Issues				
	ISL 109	Woman and Her Developmental Role				
	ISL111	The Holy Qur'an	Required	NO	3	University
	ENGL 211	Writing 2	Required	ENGL 117	3	Department
	ENGL 221	Introduction to Linguistics	Required	NO	3	Department
	ENGL 231	Introduction to Literature	Required	NO	3	Department
	ENGL 241	Introduction to Translation	Required	NO	2	Department
Level 4	ISL105	Human Rights	Elective	NO	2	University
	ISL108	Contemporary Issues				
	ISL109	Woman and Her Developing Role				
	ENGL 242	Practical Translation	Required	ENGL241	3	Department
	ENGL 212	Writing 3	Required	ENGL 117 & ENGL211	3	Department
	ENGL 222	Phonetics	Required	ENGL221	2	Department
	ENGL 223	Morphology	Required	ENGL 221	3	Department
	ENGL 232	British Literature	Required	ENGL231	2	Department
	ENGL 233	American Literature	Required	ENGL231	2	Department
Level 5	ISL100	Studies in the Prophet's Biography	Required	NO	2	University
	BUS101	Entrepreneurship	Elective	NO	2	University
	EDU102	Voluntary Work				
	ENGL 321	Phonology	Required	ENGL 222	2	Department
	ENGL 322	Syntax	Required	ENGL221	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	ENGL 331	Introduction to Drama	**Required**	ENGL232 & ENGL233	2	**Department**
	ENGL 332	19th Century Novel	**Required**	ENGL232& ENGL233	3	**Department**
	ENGL 334	Interpreting	**Required**	ENGL241	3	**Department**
Level 6	ISL 107	Professional Ethics	**Elective**	NO	2	**College**
	ARB 132	Literary Appreciation				
		Elective required course (from the table below)	**Elective**	NO	3	**Department**
	ENGL 323	Semantics	**Required**	ENGL 221	3	**Department**
	ENGL 324	Language Acquisition	**Required**	ENGL221	3	**Department**
	ENGL 333	Shakespeare	**Required**	ENGL331	3	**Department**
	ENGL 334	Romantic Poetry	**Required**	ENGL231	3	**Department**
Level 7		Elective required course (from the table below)	**Elective**	NO	3	**Department**
	ENGL 421	Discourse Analysis	**Required**	ENGL221	3	**Department**
	ENGL 422	Sociolinguistics	**Required**	ENGL221	3	**Department**
	ENGL423	Research Methods	**Required**	Completing 100 credit hours	3	**Department**
	ENGL 431	20th Century Novel	**Required**	ENGL 332	3	**Department**
	ENGL 432	Literary Criticism	**Required**	ENGL 232& ENGL233	3	**Department**

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 8	ENGL 424	Applied Linguistics	**Required**	ENGL221	3	**Department**
	ENGL 433	Modern poetry	**Required**	ENGL334	3	**Department**
	ENGL 434	Modern Drama	**Required**	ENGL333	3	**Department**
	ENGL 451	Practicum in Language	**Required**	COMPLETING 119 CREDIT HOURS	4	**Department**

Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

Department Elective Courses (6 hours) to select two of the following

No	Course Code	Course Title	Required or Elective	Pre- Requisite Courses	Type of requirements
1	ENGL325	**Syntax theories**	**Elective**	**ENGL 322**	**Department**
2	ENGL425	**Pragmatics**	**Elective**	**ENGL 221**	**Department**
3	ENGL426	**Psycholinguistics**	**Elective**	**ENGL 221**	**Department**
4	ENGL427	**Language testing**	**Elective**	**ENGL 221**	**Department**
5	ENGL428	**Teaching English as a Foreign Language**	**Elective**	**ENGL 221**	**Department**
6	ENGL435	**Literary theories**	**Elective**	**ENGL 232& ENGL 233**	**Department**
7	ENGL436	**Short story**	**Elective**	**ENGL 231**	**Department**
8	ENGL437	**Comparative literature**	**Elective**	**ENGL 232& ENGL 233**	**Department**
9	ENGL438	**World literature**	**Elective**	**ENGL 232& ENGL 233**	**Department**
10	ENGL441	**Computer-Assisted Translation**	**Elective**	**ENGL 241**	**Department**

3. Course Specifications:

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

Course Specifications

4. 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	S1	S2	S3	S4	S5	V1	V2	V3	V4	V5
ISL 101											I		I
EDU 101										I		I	
CIS 101								I				I	
ENGL 111	I			I				I		I		I	
ENGL112	I			I				I			I		I
ENGL 113	I			I				I	I			I	
ARB 100							I						
ISL 110											I		I
ENGL 114	P			P				I		I			I
ENGL 115	P			P				I			I	I	
ENGL 116	P			P				I	I				I
ENGL 117	I			I				P	I			I	
ARB 102							P						
Elective U. course ISL 105 or ISL 108 or ISL 109											P		P
ISL 111							P						P
ENGL 211	P			P					I			I	
ENGL 221		I			I			P		I		I	
ENGL231		I				I					I		P
ENGL241		I					I	P	I			I	

Course code & No.	Knowledge and understanding			Skills					Values, Autonomy, and Responsibility				
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2	V3	V4	V5
Elective U. course ISL 105 or ISL 108 or ISL 109											P		P
ENGL 242		P					P	P	P			P	
ENGL 212			M	M				P		P			P
ENGL 222		P			P			P		P		P	
ENGL 223		P			P			P		P			P
ENGL 232			P			P		P			P	P	
ENGL 233			P			P		M	P				P
ISL 100											P		P
Elective C. course BUS 101 or EDU 102									P			P	
ENGL 321		P			P			P		P		P	
ENGL 322		P			P			M		P			P
ENGL 331	P					P			P			M	
ENGL332		P				P		M		P			M
ENGL 341			M				M	M	M			M	
Elective C. course ISL 107 or ARB 132						P							P
Elective D. course			M					M		M			
ENGL 323		P			P			M		P			M
ENGL 324			P					M		P		M	
ENGL 333		P				P		M			P		M
ENGL 334		P				P		M	P			M	
Elective D. course			M					M		M			
ENGL 421	M				M			M		M			M
ENGL422	M		M					M			M		M
ENGL 423			M					M	M			M	

Course code & No.	Program Learning Outcomes												
	Knowledge and understanding			Skills					Values, Autonomy, and Responsibility				
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2	V3	V4	V5
ENGL 431			M			M		M			M		M
ENGL 432		M				M		M	M			M	
ENGL 424		M						M		M			M
ENGL 433			M			M		M			M	M	
ENGL 434			M			M		M	M				M
ENGL 451			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.

- Lectures
- Open discussions
- Group discussion and pair work
- Discovery learning
- Electronic discussions
- Task-based learning
- Project-based learning
- Cooperative learning
- Problem solving
- Peer teaching
- Game-based learning
- Brain storming
- Think- Pair – Shar

  - Role play

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).

- Oral presentations
- Portfolio
- Structured Oral Exams
- Midterm tests
- Quizzes
- Rubrics

- Questionnaires
- Observation sheets
- Assignments
- Final tests
- Term papers

D. Student Admission and Support:

1. Student Admission Requirements

1. The applicant must submit an application of enrollment to the Deanship Admission and Registration (electronic application process apply). Deadlines are announced in each academic year.

2. University board determines the number of students to be admitted in the next academic year according to the suggestions of colleges' boards and related bodies.

3. The Deanship of Registration & Admission coordinates with colleges' deanships to prepare an offer letter to be submitted to the university board indicating the number of students to be admitted in the next academic year.

Admission Conditions are:

a. Holders of general secondary certificate or its equivalents within last five years (Exceptions can only be decided by the university board).

b. Applicants must be of good conduct.

c. Applicants must pass any interviews or test decided by the university board.

d. Applicant must be fit.

1. Selection of admitted students will be in light of those who comply with admission requirements and according to their general secondary certificate grades, personal interviews and admission tests (if any).
2. Admission of new students will be also decided in light of their weighted rate of their general secondary certificate and any other admission tests required by university.

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).

English department always holds a guiding session for the new students who admit the program at the beginning of first week of every semester. One experienced staff member meets the students to illuminate them about courses, levels, registration and such stuff. S/he introduces them to the academic life and the teaching- learning process which is somehow different from prep and secondary school. Then, came the role of academic counseling to complete the task of guiding and helping those students all through their academic career in the university.

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).

English Program's Student Advising and Counselling under the supervision of Jouf University's Student Advising and Counselling Centre the and Vice President of Academic Affairs offers comprehensive Counselling services to all students. The Counselling services include:

- Academic Counselling
- Career &Professional Counselling
- Psychological & Social Counselling

Specific procedures are followed:

1 Each student enrolled in the program shall be assigned an academic advisor, whose task shall be to monitor the academic performance of the student until his / her graduation. Moreover, the academic advisor provides learners with professional and social advising services in coordination with specialized personnel at the university level when necessary.

2 **As for Academic Counselling**, each academic advisor at the beginning of each semester advises his students in the selection of courses, the method of deletion and addition of the courses, and provides them with the advice they need.

3 Every academic advisor sets office hours every week to meet his students to advise them and help them to overcome the difficulties they face.

4 Electronic communication with students through e-mail / social networking sites / e-learning systems contributes to academic, professional, psychological and social counselling.

5 Each academic advisor prepares at the beginning of each semester a special file for each student.

6 Each academic advisor helps students with their academic difficulties, study skills, and how to prepare study plans and schedule. Also he provides them with skills that increase their academic achievement.

7 Encourage outstanding students to gain more and direct them to invest their abilities and potential in areas commensurate with their interests and scientific interests

8 **As for social counselling**, each academic advisor helps students to build positive social relations with their colleagues, faculty members and university employees, and build successful responses to academic problems encountered in different situations throughout the period of study at the university.

9 **As for psychological counselling**, the academic advisor communicates with specialist at the university level to deal with any psychological problem faced by any student.

10 **As for professional counselling**, the academic advisor provides his students with all necessary information about possible future career opportunities. Besides, he encourages his students to attend all professional development activities conducted at the program level or institutional level and follows this up with discussion sessions with students.

4. Special Support

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

1- The program management is applying a system to meet the needs of those students who achieve low in their study by providing them with extra hours to improve their language skills; a prerequisite for studying the specialized courses in the program.

2- The program management has started English Language Club to cater the remedial and professional

needs of the students. It also helps them to solve their specific language difficulties in order to meet the requirements of everyday life.

3- The program management also encourages talented students to gain more in their study and direct them to invest their abilities and potential in areas commensurate with their interests and scientific interests.

4- Disabled students (if any) are assigned to special counsellor of staff members to follow their academic, psychological, social and professional development.

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	English	Literature / Linguistics/ Applied Linguistics/ Translation	NO	6	6	12
Associate Professor	English	Literature / Linguistics/ Applied Linguistics/ Translation	NO	8	8	16
Assistant Professor	English	Literature / Linguistics/ Applied Linguistics/ Translation	NO	15	15	30
Lecturer	English	Literature / Linguistics/	NO	8	8	16
Teaching Assistant	English	Applied Linguistics/	NO	2	2	4

		Translation				
Technicians and Laboratory Assistants	Information Technology	NO	NO	2	2	4
Administrative and Supportive Staff	English	NO	NO	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.)

The program follows the following procedures in identifying and providing students with suitable and sufficient learning resources, facilities and equipment:

- The department is preparing a questionnaire to get feedback from the students about the course books at the end of the each semester.
- The faculty members submit their suggestions for textbooks and references.
- The concerned departmental committee reviews the suggestions and prepares a report.
- The report is discussed in the department council.
- The department council takes decisions and seeks approval of higher authorities for implementation.
- Authentic electronic learning resources and supportive information on the internet are also provided to students and stated in courses specifications.
- Extra-curricular Activities are designed to provide students with opportunities for learning.

Extra-curricular Activities: The findings of different studies conducted on the importance of extracurricular activities to students demonstrate that involvement in activities; whether it is sports, cultural, or college-based programs, generally has a positive impact on the student's competencies. There are two types of extra-curricular activities; the first type is activities on the level of Students Affairs Deanship (e.g. sports such as football, table tennis, etc., cultural activities such as symposiums, sessions, etc.). The program is very careful to participate in these activities as they have an essential role in achieving the program learning outcomes (especially the domain of values), the second type is activities on the program level. They are planned and executed by the program itself (e.g. Students' Scientific Meeting, participations of male and female students in different national events). These activities help the program achieve the three domains of learning outcomes (knowledge, skills, and values).

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

- Language labs
- Libraries
- Smart boards
- White boards
- Markers
- Projectors

- laptops
- Activities Rooms
- Video conference rooms

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the Program)

Technicians make sure that all equipment is in safe places.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to the quality assurance manual.

The administration of the program seeks to achieve the vision, mission and objectives of the quality deanship as a step in achieving quality measures in all its aspects.

A policy is a tool which QA team can use to inform current and prospective learners of what they can expect from program. To be translated into practice, a policy must be broken down into one or more clear and coherent processes. The statements of how these processes are carried out are the procedures, and their development will be informed by the relevant policy.

Once policies and procedures are developed and implemented, the next phase of the quality assurance process is to monitor the learning effectiveness on an ongoing basis. Internal monitoring can be done in various ways, some formal, others less so; Internal monitoring must be systematic and consistent. Internal monitoring should identify areas of provision which are successfully implementing policy and those which are not. To recognize what is successful implementation, a provider will need to identify a tangible form of evidence. Where the evidence is not present, then remedial action needs to be identified and taken. This might mean the relevant procedure needs to be applied more consistently or that the procedure or policy needs to be updated. In this way continuous improvement becomes a reality.

2. Program Quality Monitoring Procedures

There are some procedures that have been followed for monitoring quality:

1. Preparing Course Specification, taking into consideration the compatibility of course Specification with the mission and goals of the program.

2. Making sure that student are informed about the specifications by sending all course specifications to them via blackboard.

3. Preparing the course report every semester. Improvements and additions to course Specification can be made based on the feedback from the course report in each semester.

4. Preparing the program report annually, improvements and amendments can be made to the Courses and Program Specification based on the feedback from the program report annually.

5. Making sure that students are receiving proper counseling, providing them the necessary means of communication with their instructors and academic counselors.

6. Every five years, a self-study report for the program is prepared, and the program's mission, goals, and learning outcomes are reviewed.

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Internal verification methods

The internal verification of student achievement standards is carried out in one of the following ways:

1- Correction Review: The correction of the students 'assignments and tests is reviewed by a faculty member who is not teaching the course from the same program, to make sure that all parts of the work have been awarded grades, and that the grades have been collected Correctly.

2- Exchange of test scores: Exchange of test correction or sample assignments with another faculty member.

3- Verify the accuracy of the correction: It is performed on a random sample, as the exams and evaluation committee of the academic program selects a random sample not less than 10% of the courses for each semester from the students 'answers, with an emphasis that they include (the highest and lowest grades and failure cases). The names of students are hidden from the papers, photocopied, and then handed over to the reviewing member. Research, projects and oral tests are not re-corrected if more than one faculty member participates in their conduct.

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

They are:

1- **The Courses Specifications** that are taught by other scientific departments are reviewed by the program management to ensure its compatibility with the program's mission and goals.

2- **Program management** is provided with courses reports taught by other scientific departments. Improvements to course specification can be made based on feedback from the course report in each semester.

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

1. All branches follow the same program specification and courses specifications.
2. Preparing the course report for all the courses in a collective manner, including male and female sections.
3. Preparing the program report in a collective manner.
4. Preparing the performance indicators report for the program.
5. Preparing an improvement plan to achieve consistency between Main Campus and Branches.

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

- Learning outcomes are measured at the program level annually by
  - Direct method (all kinds of tests)
  - Indirect method (questionnaires).
- Calculating performance indicators of learning outcomes annually.

Based on the results of measuring learning outcomes and performance indicators of learning outcomes, an improvement and development plan is prepared and applied in the following year and a report of this plan is written in the program report for the following year (appendices).

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Employers, students, graduates, alumni, faculty Staff, administrative staff,	Surveys	End of Academic Year
		Scores given on the academic files of leaders of the program	
Effectiveness of Teaching	students, graduates, alumni, program leaders	Surveys, visits	Mid and End of Academic Year
		Average scores of students in different exams	
Assessment	students, graduates, alumni, faculty Staff, program leaders, independent reviewers,	Surveys, interviews, visits, independent reviewers	End of Semester
Learning Sources	students, graduates, alumni, faculty Staff	Surveys	End of Semester
		reports on the number of different learning resources available	

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 (**ONE**) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01:	Students' Evaluation of Quality of learning experience in the Program	4.5	Questionnaire	End of the year
2	KPI-P-02:	Students' evaluation of the quality of the courses	4.4	Questionnaire	End of semester
3	KPI-P-03:	Completion rate	20%	Statistics	End of semester
4	KPI-P-04:	First-year students retention rate	90%	Statistics	End of semester
5	KPI-P-05:	Students' performance in the professional and/or national examinations	70%	Questionnaire	End of semester
6	KPI-P-06:	Graduates' employability and enrolment in postgraduate programs	55% / 5%	Questionnaire	End of semester
7	KPI-P-07:	Employers' evaluation of the program graduates proficiency	4.5	Questionnaire	End of semester
8	KPI-P-08:	Ratio of students to teaching staff	13	Statistics	End of semester
9	KPI-P-09:	Percentage of publications of faculty members	60%	Statistics	End of the year
10	KPI-P-10:	Rate of published research per faculty member	1:1	Statistics	End of the year
11	KPI-P-11:	Citations rate in refereed journals per faculty member	6	Statistics	End of the year

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	English Department Council
Reference No.	11/45
Date	12/03/2024