College of Arts
Department of English
Bachelor of English Language
Program

Kingdom of Saudi Arabia
Ministry of Education
Jouf University

Quality System Manual of Bachelor of English Language Program

	College of Arts Department of English Bachelor of English Language Program			Kingdom of Saudi Arabia Ministry of Education Jouf University

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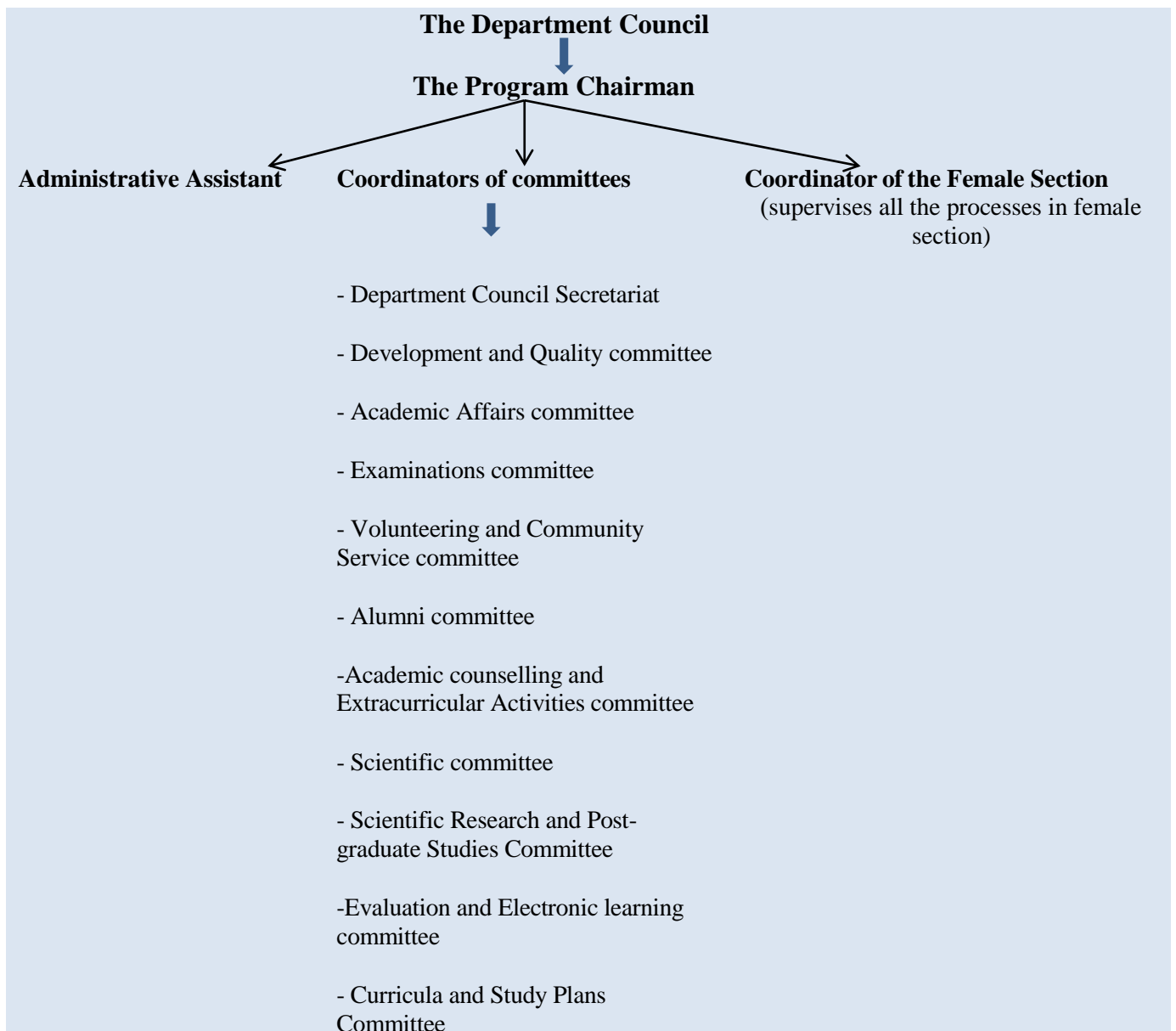|	Title	Page
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Introduction:

Quality in higher education is one of the main requirements that universities are keen to achieve to hold advanced positions within the list of distinguished international universities. Many distinguished universities around the world seek to achieve quality management methods to improve the efficiency of its employees and ensure the quality of its outputs.

Based on the keenness of the administration of Jouf University to let the university be among the list of distinguished international universities, it adopts the implementation of quality in its comprehensive concept to run the race for excellence with global universities. Therefore, the university has created a Quality deanship to undertake the implementation of quality in all its units and Departments including English language Department, College of Arts. Based on this approach, the college of Arts forms quality unit to supervise all quality work in the college. Besides, the Bachelor of English program has a quality committee that is responsible for applying all quality management measures in the program in collaboration with a number of other committees. This is very clear in the flowchart of the program.

Program's flowchart:

In order to ensure quality and its continuity, the program formed a group of committees to manage, implement and follow up the different aspects of the program branches, as the following organizational structure shows.

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The Department Council

⬇

The Program Chairman

Administrative Assistant   **Coordinators of committees**   **Coordinator of the Female Section**
(supervises all the processes in female section)

⬇

- Department Council Secretariat

- Development and Quality committee

- Academic Affairs committee

- Examinations committee

- Volunteering and Community Service committee

- Alumni committee

-Academic counselling and Extracurricular Activities committee

- Scientific committee

- Scientific Research and Post-graduate Studies Committee

-Evaluation and Electronic learning committee

- Curricula and Study Plans Committee

Program's vision, mission and goals:

The program aims to provide high-quality educational services to the community in the field of English Language as shown through the program's vision, mission and objectives. In order to ensure the continuity of quality in the program, this Quality System Manual was created:

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Vision:

Excellence in the field of English language and literature nationally and regionally.

Mission:

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

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.

Values:

When formulating the values, it was taken into consideration that they are consistent with the Islamic and national identity and the fields of work of the Deanship. They are as follows:

- Proficiency
- Pioneering
- Transparency
- Credibility
- Cooperation
- Innovation

These three aspects: vision, mission and goals of the program are clearly apparent in all the quality measures taken by the program.

Definitions of Some Terms in Quality

Quality

It is about satisfying the requirements of the customer who bought the product or service and it is about being fit for the purpose for which the product or service was bought.

Academic quality

Academic quality is a way of describing how well the learning opportunities available to students help them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them.

Academic standards

Academic standards are a way of describing the level of achievement that a student has to reach in order to gain an academic award (for example, a degree). It should be at a similar level across the Kingdom.

Quality assurance (QA)

Quality assurance refers to a range of review procedures designed to safeguard academic standards and promote learning opportunities for students of acceptable quality.

Quality system

A quality system, also known as a Quality Assurance (QA) system or a Quality Management System (QMS), is a management system that helps to ensure the consistency of quality of the goods or services (education) that are supplied. Compliance with Quality System Standards is demonstrated by completion of a successful quality system audit conducted by a certification organization acceptable to the Government which is in our case: The National Commission for Academic Accreditation & Assessment (NCAAA).

Quality Processes or Stages

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Stage 1: Planning for quality assurance of the program has three levels:

Planning for quality assurance of the program has three levels:

First Level:

Strategic planning at the college level, represented by the strategic plan for the College of Arts which is consistent with the strategic plan of Jouf University, and it is the governing framework for all planning levels.

- ### Second Level:
Operational plan of the College of Arts, which stems from the College's strategic plan. In this plan, procedures and activities are set annually to ensure the achievement of the college's strategic plan.

- ### Third Level:

Operational plan of the program which defines projects, procedures, and performance indicators for the program based on its goals.

Stage 2: Implementation includes

- ### Matrix timeframe:

The activities and procedures included in the operational plans are implemented according to the specified period and measured according to the set criteria. Besides, the implementation of regular quality assurance measures follow a regular timeframe and is followed up through the timeframe matrix of activities. This includes:

Procedure	Every semester	Annually	Every 3:4 years
Minor developments of courses and program		√	
Major developments of courses and program			√
Internal audit	√		
External audit		√	
Independent opinion			√

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Measuring learning CLOs	√		
Measuring learning PLOs		√	√
Measuring program KPIs		√	
Trend analysis of program KPIs			√
SES		√	
SSRP			√
External Benchmarking		√	
Preparing and evaluating course files	√		
Annual program report		√	

- **The principle of corporate responsibility used in the program has a number of important implications:**

First: The assistance provided by an external organization such as the college and university administration can have a great role in helping the program to plan and present strategies for the development process, and in evaluating and publishing reports of the progress it has made, but that assistance does not exempt the program from its basic responsibilities in doing all of these procedures. Any external organization can help but cannot provide quality.

Second: Although the program can delegate an internal unit at the college level or university level to carry out some of its responsibilities, this does not exempt the organization as a whole from these responsibilities.

- **The relevance of quality to all activities and practices of the Program**

The quality assurance procedures in the program are not limited to the study plan provided, but go beyond that to include facilities, equipment, employment, the relationship of the program with the groups it targets, and the administrative processes whose task is to link all of the above, which means that a quality assurance system must include both individuals and organizational units.

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The inputs, processes and outputs of these internal supportive units must also be taken into account, with an emphasis on the importance of the quality of their outputs through the services they provide. It is noteworthy that the focus on quality was often linked in the past to inputs such as educational qualifications, abundance of equipment and facilities, and adequacy of learning resources. Despite the importance of the quality of these elements, the greater part of the focus on quality will shift to outputs (program graduates), with the reaffirmation that the quality of inputs and processes remains important and maintaining the level of quality standards associated with them remains in place.

- **Involving stakeholders primarily in planning and evaluation processes**

Stakeholders of the program are students, graduates, professors, employees, employers, and members of the community who benefit from the program and any other group related to it. It is the policy to involve stakeholders in planning and evaluation processes to activate the quality assurance system. This is very clear in a number of procedures followed by the program including:

1- Forming the advisory committee of the program and incorporating employers and graduates in its formation.
2- Formation of different Program committees incorporating staff members from all sections and branches as well as students of the program.
3- Surveying the opinions of all stakeholders in different issues related to the program.

- **Policies to ensure the quality system in the academic programs at Jouf University (these policies are applied in the program)**

Jouf University has prepared a set of policies to ensure the quality system in academic programs that are applied in the program systematically to implement positive change for improvement and development (close the quality circle). These policies are:

1- "Ensuring the Quality of Academic Programs at Jouf University".
2- "Teaching and Learning Quality Control at Jouf University".
3- "Independent Verification of Student Achievement Standards".
4- "Professional and Personal Development at Jouf University".
5- "Distinguished Performance Reward at Jouf University".
6- "The Development and Creation of Academic Programs and the Matrix for

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the Distribution of Powers".

7- "Examination and Student Evaluation.

8- "Student Retention and Increased Completion Rates.

9- "Workload".

10- "Jouf University's Communication with Graduates".

11- Attracting External Beneficiaries to Jouf University".

12- "Motivating and Supporting Jouf University Employees to Participate in Community activities".

13- "Encouraging Faculty Members to actively participate in all Scientific Research Activities".

14- Rights Related to Providing Advice and Services to Other Sectors Outside the University".

15- "Intellectual Property Rights".

16- "Risk Management" policy.

- **Program's KPIs**

Performance indicators are one of the important tools for evaluating the quality of academic programs and following up on their performance, and they contribute to continuous development and decision-making support.

The performance indicators are used in the program in the following:

1. The operational plan.
2. Program specification
3. Program annual report
4. SSRP

The program approved a list that included 11 main indicators, which are determined according to the accreditation of the National Center for Academic Accreditation and Assessment. Those 11 main indicators monitor performance at the program undergraduate level. All of them agree with the developed program accreditation standards, and these indicators are the minimum indicators required to be measured periodically. Moreover, the National Center for Academic Accreditation and Evaluation allowed the use of additional performance indicators if the program feels the need to do so to ensure quality. Accordingly, the program has used a number of additional operational indicators.

KPIs and their measurement details:

First, KPIs required by NCAAA

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

Second, Operational Plan KPIs

No.	KPIs Code	KPIs	Measurement Methods	Measurement Time
1	KPI-OP-01	The percentage of achievement of PLOs related to critical thinking, communication and interpersonal skills	Statistics	End of the year
2	KPI-OP-02	The number of updated courses specifications per year	Statistics	End of semester
3	KPI-OP-03	The percentage of employers in the advisory committee	Statistics	End of semester
4	KPI-OP-04	The percentage of students participating in scientific research activities	Statistics	End of semester
5	KPI-	The number of community programs	Statistics	End of semester

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No.	KPIs Code	KPIs	Measurement Methods	Measurement Time
	OP-05	provided by the program to the community		
6	KPI-OP-06	Percentage of students participating in community services	Statistics	End of semester

The program measures key performance indicators with benchmarking using appropriate tools, such as: Opinion polls, statistical data, etc., according to the nature and purpose of each indicator, as well as determining the following values for each indicator:

- Actual performance level.
- Target performance level.
- The level of internal benchmarking (internal benchmarking.
- External benchmarking level (external benchmarking.
- New target performance level.

A report describing and analyzing the results of each indicator (including performance changes and comparisons according to sites and gender) is prepared with precise and objective identification of strengths and aspects that need improvement. This is followed by an action plan for improving the program. A three-year trend analysis is also prepared to measure the progress in different indictors throughout the years.

KPI Template used by the program

The table below shows the template used to record data for both KPI suit. The performance indicator is written with the inclusion of the actual (current) performance level and the rest of the levels, with an analytical interpretation that describes the results and explains the data (most benchmarks are quantitative, some are descriptive (qualitative), used to confirm the achievement of quality using the measurement table).

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Template used for jotting data for KPIs

Performance indicator number in the list of the National Center for Academic Accreditation and Assessment:				
Performance indicator number within the academic program:				
Actual Performance	**Target Performance**	**Internal Benchmarking***	**External Benchmarking****	**New Target Performance**
Analysis (identify strengths and areas for improvement): Focus on cause-and-effect analysis				

Internal Benchmark

1. Name of the internal benchmark provider

2. Why this internal benchmark provider was chosen?

3. How was the benchmark calculated?

External Benchmark

1. Name of the external provider.

2. Why this external provider was chosen?

3. How was the benchmark calculated?

Coverage of KPIs of the accreditation standards:

The main 11 KPIs cover the following standards: Teaching and Learning, and Teaching staff. The operational KPIs of the program provide coverage to standards to give more insight about the achievement of program goals.

Learning outcomes measurement plan including target benchmarks

There are targets related to measuring the program learning outcomes and they act as indicators for achieving the program learning outcomes. These are clear in the plan for measuring learning outcomes, which is prepared for each cohort. The plan depends on both direct and indirect methods in measuring learning outcomes.

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Stage 3: Continuous Evaluation:

Here is how evaluation is continuously applied in the program: Firs, Internal Evaluation:

- Periodic reports of the program's courses at the end of each semester ensure that strengths and best practices that can be deployed are identified, and weaknesses, opportunities for improvement and their priorities are identified.

- Periodic annual report of the program at the end of each academic year ensures that strengths and best practices that can be deployed are identified, and weaknesses, opportunities for improvement and their priorities are identified.

- Internal auditing according to the performance review forms for course specification, course report, program specification, and program report. (sample of these forms are attached at the end of this manual)

- Reports of opinion polls and questionnaires to measure satisfaction of all stakeholders.

- Based on these different evaluations, action plans are prepared to improve all aspects of the program.

Second, External Evaluation:

External procedures for quality assurance include assessing the extent to which the Program has achieved the required quality standards. To accomplish this evaluation, the program follows the following procedures:

- External auditing according to the performance review forms for course specification, course report, program specification, and program report. (sample of these forms are attached at the end of this manual)

- Independent opinion about the SSRP.

- The program depends on experienced reviewers from distinguished universities.

The evaluation process is an essential part of the educational process run by the program. Based on the evaluation processes, action plans for development are prepared as will be clarified in the following section.

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Stage 4: Development and Improvement:

This process is done in light of the previous process-continuous evaluation, and aims at:
- Analyzing the results, identifying the needs of the program, and structuring the work.
- Identifying opportunities for improvement while maintaining information security and confidentiality.
- Preparing action plans for different aspects of the program to achieve its continuous development.

The development plan covers different areas of the program including:

- Course specification
- Program specification
- Program study plan
- Students' services
- Faculty members' services
- Scientific research and publications
- Community services
- Educational and research partnerships
- Extracurricular activities
- Professional development activities for students
- Professional development activities for faculty members

All these areas are developed through specialized committees that prepare reports and action plans based on these reports. All developments are done in accordance to the university policy for program development and its matrix of authorities.

The major committees of the program are:

- Department Council Secretariat

- Development and Quality committee

- Academic Affairs committee

- Examinations committee

- Volunteering and Community Service committee

- Alumni committee

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-Academic counselling and Extracurricular Activities committee

- Scientific committee

- Scientific Research and Post-graduate Studies Committee

-Evaluation and Electronic learning committee

- Curricula and Study Plans Committee

Stage 5: Documentation and Archiving

To archive its work, the program follows the following procedures:

- A drive is prepared and all documents are uploaded on it. These documents include:
  - Program eligibility requirements which include:
  - Program approval document
  - Program consistency with NQF
  - Institutional accreditation
  - Program manuals
  - Program quality assurance system
  - Program and courses specifications
  - Plans and reports of measuring PLOs
  - Alumni database
  - Program advisory committee
  - Program KPIs reports
- A hard copy of all the above mentioned documents is kept by the program coordinator and another copy is archived in the development and quality deanship of Jouf University.

Conclusion

To guarantee that the program is working according to the standards of quality, the following procedures are implemented:

- Preparing the program specification, and having all faculty members involved in the process of preparing the specifications, each according to their special teaching areas.
- Making sure that students are informed about the specifications by sending all

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course specifications to them via blackboard.

- Presenting final reports, such as the annual program report to explain important quality elements like learning outcomes, student evaluation of courses, and statistics of their total scores at the end of the year.
- Preparing annual program indicators reports according to internal and external benchmarks.
- Providing evidence for each indicator, in addition to writing reports and preparing improvement plans.
- Improvement plans are made not only for the program indicators, but also for other quality elements such as leaning outcomes and student evaluations.
- Making sure that faculty members are catered for in terms of the development of their career through conferences, workshops, etc.
- Tracing the efforts done by the department to have its faculty members involved in scientific research and community service.
- Providing monthly reports on the progress each instructor is making according to the course plans. Course coordinators also do course filing at the end of each semester. Course files are revised by one of the department committees.
- Present regular reports to make sure that every faculty member is committed to his or her tasks.
- Making sure that students are receiving proper counseling, providing them the necessary means of communication with their instructors and academic counselors.
- Taking into consideration the academic areas of expertise while courses are distributed among the teaching staff.
- Writing reports on the faculty members' publications, and encouraging them to publish their papers in referred journals with high impact factors.

- Reporting the needs of the job market and relating learning outcomes to these needs.

- Making sure that female sections in all branches are on the same level as the male sections in every aspect of the program.

Attachments

1. Policy of Verification of Student Achievement Standards at Jouf University
2. Internal Auditing samples

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Verification of Student Achievement Standards at Jouf University

Preface

The evaluation is an important component of the educational process. It goes beyond just awarding students 'grades. Designing teaching and learning methods and strategies based on the results of the feedback. The evaluation activities and tasks differ from one college to another according to the nature of the programs they offer. Therefore, they must be carefully designed according to the special needs of each program, provided that these processes are subject to general principles and procedures that regulate them.

Policy

Jouf University ensures that student evaluation processes are appropriate for the targeted learning outcomes, and are applied effectively and fairly, with independent verification of the level achieved.

Procedures of implementing the policy

For verification of validity and efficiency of the evaluation process and standards for student achievement, the following procedures are followed:

First: Applying general principles and principles for verification of the efficiency of the student evaluation process.

-Each evaluation tool contains a grading chart, correction, and verbal performance evaluation matrices that independent (peer) correctors and external evaluators can use in the student evaluation process of the academic program.

-Linking each evaluation tool with a specific learning outcome for the course.
-Adherence to clear procedures for reviewing the correction of the answer sheet to verify the accuracy of the student's grade assessment. E.g.:

-Criteria for selecting the reviewer.

-The specific tasks for each reviewer.

-The mechanism by which the auditor's work is documented.

-Determining the responsibility of the course instructor and the reviewer to achieve accuracy and fairness of both correction and review processes.

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Second: Procedures of verifying the validity and efficiency of the evaluation process and student achievement standards.

This is done through internal and external verification of grades to ensure that the correctors apply the evaluation criteria in a coordinated manner, and that there is a common understanding of the learning outcomes expected to be achieved by students, and that the results of the evaluation process are fair and consistent.

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 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.

Methods of external verification:

The correction process of assignments and student tests is reviewed by a faculty member from another institution outside the university known as the external evaluator, and the external verification system aims to ensure the availability of accurate and reliable standards and to rely on neutral external reference points that enhance credibility and confidence in the evaluation criteria used in academic programs. It provides a fair and equal evaluation of students' test performance.

The responsibilities of the external evaluator are not limited only to conducting the evaluation of the final examination of the students, but also extend to samples of the continuous evaluation.

Procedures of selecting the external evaluator:

These procedures are as follows:

The identification of external evaluators for each academic program is approved by the College Board after taking the nominations of the relevant scientific Department.

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The evaluator is appointed by a decision of the College Board according to a set of criteria including that:

- The external evaluator works in an educational institution with the same specialization and the level provided by the university.

- The external evaluator has a scientific rank not less than those who teach courses in the program whose work is being evaluated, and that he has sufficient experience in the field of specialization.

- He has knowledge of higher education systems in the Kingdom of Saudi Arabia.

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- He has experience of designing and implementing evaluation tasks, and has full knowledge of the standards expected to be accomplished by students to obtain the degree.

- He is familiar with current developments in teaching and evaluating programs.

- He has experience and competence associated with improving student experience.

- All contracting procedures and contract writing with the external evaluator are carried out through the University Agency for Educational Affairs.

-It is permissible to contract with one external evaluator of the evaluation process for a number of study programs.

The external evaluator has tasks and responsibilities where the work of the external evaluator starts from the fifth and sixth levels, and his work can start from the third and fourth levels when there are exit points of the program. The external evaluator is responsible for:

- Commenting on the evaluation practices of each course, to what extent the evaluation processes have extended to include the parts of the course and if these processes made it possible to achieve the intended learning outcomes.

- Commenting on test charts, correction charts, and answer forms.

-Ensuring that the correction criteria were sufficient by checking a sample of examination papers for each course and a sample of its evaluation elements. It is not permissible for him to re-mark again, and the evaluation samples include what follows:

- A sample of the evaluations of students who have failed.

- A sample of the work of students of average performance.

- A sample of those who differed in the evaluation of the correctors significantly for their grades.

- Samples of student achievement files.

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- Commenting on indicators of student achievement, and comparing this achievement with indicators in other equivalent educational institutions.

- Giving recommendations on the appropriate procedure when the course grades are clearly outside the normal pattern.

The procedures of verification by the external evaluator include the following:

-The examination and evaluation committee of the academic program submits a sample of students' work (10% 20%) attached with their question papers, sample answers forms, test charts, and grading distribution at the end of each semester according to an official record. - The external evaluator is provided with the program guide and course description, in addition to study and examination list of the university.

- Those samples are sent by e-mail to the external evaluator.

- The external evaluator is given a month to express an opinion on those samples, fill in the external evaluator report form and the external evaluator examination form, attach them with all the papers sent to him and return them in full.

- He can return the papers before the end of that period when his report has been prepared.

- A meeting can be held between the external evaluator and the department's examination and evaluation committee via video call.

- All the reports received from external evaluators are discussed within the department's examination and evaluation committee. Then the committee informs the faculty members who are teaching courses with short summaries that include notes and corrections.

- The mechanisms and procedures for implementing these recommendations by the programs should be viewed with stating the reasons for not implementing all or some of the recommendations.

- A report on the recommendations of the external evaluator and the mechanisms for their implementation is submitted to His Excellency the Vice President for Educational Affairs within fifteen days of the meeting of the College Board.

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Metadata Form

Policy Title	Verification of Student Achievement Standards at Jouf University
Policy Code	WGTG-03 / VPDQ-03
Policy Builder	Deanship of Quality and Academic Accreditation
Policy Reference	Authority University Agency for Development and Quality
Entities involved in implementing the policy	Colleges and their scientific departments External Evaluator
Issue number of the policy	VI
The next proposed date for reviewing the policy	01/04/2022 AD
Concerned with the policy	faculty members
Key words	Jouf University, evaluation, evaluation, internal verification, external verification, independent verification

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VISION 2030 المملكة العربية السعودية KINGDOM OF SAUDI ARABIA	Internal auditing of course Report 2023	جامعة الجوف Jouf University Deanship of Development and Quality

* The course Report was reviewed on the 2023 edition of the National Center for Academic Accreditation and Assessment

Cover:

Item	fulfilled	Somewhat	Not fulfilled
Course Title			
Code			
Program			
Department			
College			
Institution			
Academic Year			
Semester			
Course Instructor			
Coordinator			
Location			
Number of sections			
Number of Students (Starting the Course)			
Number of Students (Completed the Course)			
Date			

Justification / corrective actions:

……
……
……
……

A. Student Results

Item	fulfilled	Somewhat	Not fulfilled
1. Distribution of Grades			
2. Comment on Student Results			
3.Recommendations			

Justification / corrective actions:

……
……
……
……

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Internal auditing of course
Report
2023

Deanship of Development and
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B. Course Learning Outcomes

Item	fulfilled	Somewhat	Not fulfilled
1. Course Learning Outcomes Assessment Results			
2. Recommendations			

Justification / corrective actions:

....
....
....
....

Item	fulfilled	Somewhat	Not fulfilled
C. Topics not covered			
D. Course Improvement Plan (If any)			

Justification / corrective actions:

....
....
....
....

The technical review of the course report was carried out:

Name: Name:

Signature: Signature:

Date:

2

Program Coordinator

Dr. Mamdouh Z. Alhuwaykim