

**Quality Assurance Manual  
( Faculty of Education and Arts)  
( Languages and Translation Department)  
English Language and Literature Program**

**Prepared By  
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## Introduction.

The core curriculum of the English Language and Literature Program in the Department of Languages and Translation, is to maintain the approved quality standards at Northern Border University and to lead the program towards achieving academic accreditation from the National Commission for Academic Accreditation and Assessment (NCAAA).

A comprehensive framework for the internal quality maintenance has been designed and adopted by the Department of Languages and Translation. To develop the Quality Assurance Program Manual, the department of Languages and Translation has considered the Strategic Plan 2020/2025, and the quality assurance standards for the institutional and program accreditation issued by the National Center for Academic Accreditation and Evaluation at the Education and Training Evaluation Authority.

The present Quality Assurance Manual is divided into five chapters:

- **Chapter One:** Overview of the English Language and Literature program's vision, mission and objectives.
- **Chapter Two:** The Internal Quality Assurance System at Northern Border University.
- **Chapter Three:** Quality Assurance System Guide for Program Accreditation.
- **Chapter Four:** The mechanism of English Language and Literature study program.
- **Chapter Five:** An overview of the performance indicators for the English Language and Literature program.

The Quality Assurance Manual presented here has taken into consideration the quality assurance process and academic accreditation program to achieve the strategic goals of the department as well as the university.

## Concepts and Terminology.

1. **Institution:** Means any educational, governmental or private institution that offers standard and organized study programs after obtaining the high school diploma and aims to award an academic degree.
2. **Quality:** It is defined as conforming to certain requirements, specifications or characteristics capable of meeting the standards and requirements recognized in similar institutions. It is also defined as the set of features and characteristics of a product or service to make it capable of meeting specific needs.
3. **Total Quality Management:** It is the strategic and systematic approach to achieving an organization's vision, mission, and goals. Every stakeholder works towards the improvement of work culture, services, systems, processes to ensure a continuing success in achieving the targeted quality in the department and of the organization.
4. **Criteria:** A standard, crucial and conclusive test to judge value and genuineness. A criterion is a basis for comparison, a reference point or a rule used to evaluate, define or classify something.
5. **Evaluation:** Evaluation is a periodical assessment and critical examination of a program's activities, characteristics and outcomes with a purpose of making judgments for improvement and realize the program goals effectively .

5.1. **Performance evaluation:** Performance evaluation is the accomplishment and contribution of the participants to the department during a specified period of time.

5.2. **Program evaluation:** It is a critical study to assess effectiveness and efficiency of program that contributes to continuous improvement.

5.3. **Self-evaluation:** A set of procedures adopted by the university to assess the performance of the department. It offers an opportunity to the stakeholders to reflect on the achievements and contribution towards the targeted goals of the programs by the department. It is the reflection of knowledge and experience of the faculty that contribute to the strength and growth of the department.

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**6. Improvement priorities:** Improvement priorities are mandatory recommendations for upcoming measures for the institution to address practices that enhance the capacity of the institution to reach a higher level of performance. It addresses effective areas in meeting accreditation Standards and Policies.

**7. External evaluator:** An expertise is sought to assess whether a program really works or not and is mandatory for the stakeholders to know whether a program achieves its intended results and shortcoming.

**8. External evaluation:** An independent review carried out by individual or a bodies from outside the institution to evaluate the activities, processes and quality standards adopted by the institution.

**9. Accreditation:** A set of procedures and processes that the accreditation body carries out in order to ensure that the institution has fulfilled the conditions and-quality approved by the evaluation institutions. It is also known as a scientific institutional activity directed towards the advancement and upgrading of educational institutions and study programs. It is an effective and influential tool to ensure the quality of the educational process, its outputs-and the continuity of its development.

**10. Institutional Accreditation:** Institutional accreditation is an assurance that an institution of higher education meets a series of quality standards defined by the Accreditation Agencies.

**11. Quality Assurance:** Quality assurance includes the processes and procedures that systematically monitor different aspects of a program to help detect and correct problems or variances that fall outside established standards or requirements.

**12. External Quality Assurance:** The processes of reviewing and evaluating the programs offered by institutions, their programs and activities by an independent external agency. Evaluations help initiate process to identify sources of error across all the phases and use to evaluate performance of the faculty and department. External quality assurance is an independent periodic peer evaluations on the basis of self-study reports, and are prepared for two purposes, namely, quality assessment and validation of the results of internal studies.

**13. Internal Quality Assurance:** Internal quality assurance helps to ensure that assessments and Quality Assurance activities are valid, authentic, sufficient, fair and

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reliable. Internal quality assurance measures the quality, delivery, processes, procedures and learner achievements. Internal quality assurance activities ensure the faculty are qualified and competent.

14. **International accreditation:**-It is an endorsement of an organization's competence, credibility, impartiality and integrity in carrying out its conformity assessment activities by an external international agency.

15. **Accreditation of programs:**-Accreditation is a formal, independent verification that a program or institution meets established quality standards and is competent to carry out specific conformity assessment tasks namely testing, inspection, or certification.

16. **Temporary accreditation:** Accreditation of an educational program granted for a limited period based on the submitted academic plan.

17. **Indicators:** They mean specific measures that are used by the educational institution or organization to evaluate the quality of its performance.

18. **Quality standard definition:** Standards provide organizations with the shared vision, understanding, procedures, needed to meet the expectations of their stakeholders.

19. **Quality committees:** A group of people within the department-or from outside the institution assigned the task to monitoring the progress of the quality system within the institution.

20. **Internal Quality Management System:** The system adopted by the institution to improve the level of education programs.

21. **Benchmarking:** Benchmarking is a way of discovering what is the best performance being achieved. This information will be used to achieve a competitive advantage and identify gaps if any in performance, targeted goals and processes of the institution.

22. **Evaluation:** The goal of this entire process of evaluation is to improve the stakeholders functions to achieve higher levels of performance.

23. **Team Work:** A group of people with different and multiple skills working together in order to reach a unified goal within a certain period of time by sharing their different skills.

24. **The field visit:** Visit carried out by the accredited external auditors for the purposes of evaluation and accreditation, during which the review and examination of all quality

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standards, accreditation, evidence and performance indicators related to them as contained in the self-study of the institution that applied for accreditation.

## Chapter One: An overview of the English Language and Literature program: its vision, mission, and goals.

The Department of Languages and Translation was established in the year 1427/1428 with the Royal Approval to prepare the nationals in the field of Arts . The department is supervised by the College of Education and Arts.

### Program vision.

To be one of the pioneer departments in achieving the distinction in educational performance, and scientific research, in the field of English Language and translation. To cover the country's shortage in English language specialists tailored to work in various areas such as education, translation, media and government agencies.

Promote an understanding of the cultures, customs and traditions of the English speaking world in order to lay the foundation for solid multilateral relations based on mutual respect.

Decrease the kingdom's over-reliance on foreign language specialists.

### Program mission.

The program seeks to provide students with quality education and training in English language, literature, linguistics, and translation. It also aims to develop the students' English language, thinking, as well as research and analytical skills and achieve language proficiency. Through the combination of theory and practice as well as knowledge and skills, the program endeavors to prepare students to succeed academically and professionally, thrive intellectually, and meet the requirements of the job market and the community needs.



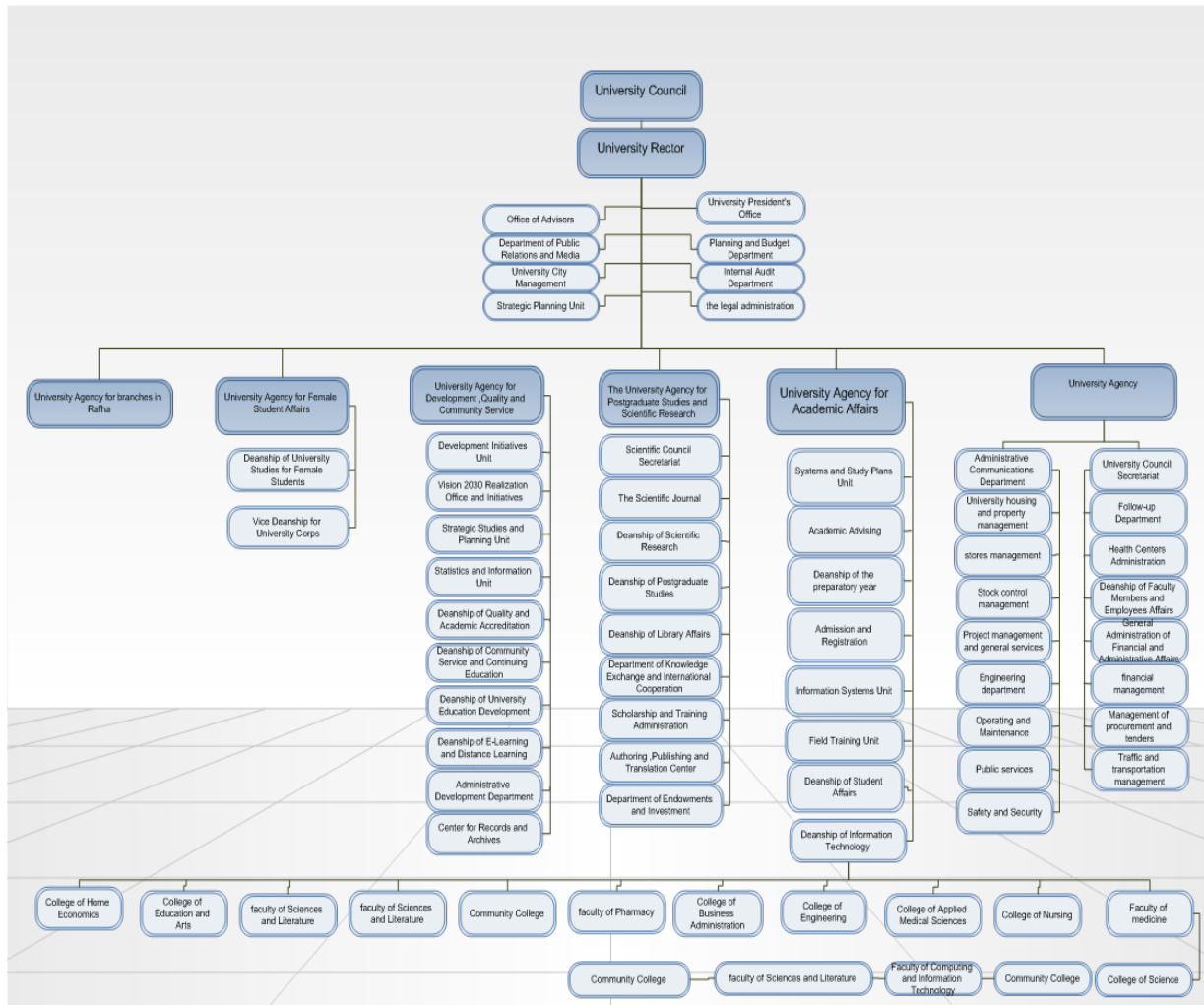
### Program goals.

The English Language and Literature Program in the Department of Languages and Arts strives to:

- Provide students with broad theoretical and practical knowledge and deep understanding of English language, literature, linguistics, and translation.
- Develop students' language and communication skills through using theory and technology-enhanced approaches to teaching listening, speaking, reading, grammar, and writing.
- Initiate students into critical thinking skills to build up their research abilities.
- Instill the culture of creativity among students to enhance their research abilities.
- Conduct theoretical, empirical and comparative research on English language, literature, linguistics, and translation.
- Familiarize students with new educational technologies and techniques to bring about efficient methods to teaching English language and linguistics.
- Provide students with extra-curricular activities such as organizing national events for the benefit of the local community.
- Encourage community-related independent research to have local communities involved in the university activities.

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The organizational structure of Northern Border University.



### Organizational linkage.

The English language and Literature program is supervised by the College of Education and Arts, which reports to the University's Vice President, Academic Affairs. All the departments of the university are supervised by the respective Head, Vice Dean and Dean, who submits the reports to the Vice President.

### Chapter Two: The Internal Quality Assurance System at Northern Border University.

The internal quality assurance system for the English Language and Literature program adopts on the quality assurance system of the Northern Border University, where the University Council has approved the quality assurance system at the university. The Internal Quality Assurance system of Northern Border University can be accessed through QR code.



### Chapter Three: Quality Assurance System Guide for Program Accreditation.

The Quality Assurance System Manual for Program Accreditation in the Department of Education and Arts is designed to ensure that the quality of education in the program is equal to the Quality System Standards for Program Accreditation at Northern Border University. The general framework of the Quality System Manual at Northern Border University is an important component of this system. It aims to ensure the consistency of standards for student learning outcomes in the English Language and Literature program, and other goals that the program seeks to achieve through the Quality and Academic Accreditation Committee.

#### Objectives of the Quality and Academic Accreditation Committee.

1. Promote and disseminate the culture of quality among all program employees.
2. Determining the training needs of the program's employees with regard to quality and academic accreditation.
3. Preparing and implementing strategic and operational plans for quality in the program.
4. Preparing the course and program descriptions according to the forms of the National Center for Academic Accreditation and Assessment.
5. Preparing program and course reports according to the forms of the National Center for Academic Accreditation and Assessment.
6. Preparing course files in the program and working to update them continuously .
7. Fulfilling the requirements to qualify for program accreditation issued by the National Center for Academic Accreditation and Assessment.
8. Providing performance indicators (KPIs) and benchmarks for the program according to the models of the National Center for Academic Accreditation and Assessment.
9. Preparing the program's initial self-evaluation scales and providing evidence and proofs.
10. Preparing the program's initial self-evaluation study report according to the model of the National Center for Academic Accreditation and Evaluation.
11. Submitting periodic reports and work related to quality and academic accreditation to the agent/coordinator/representative of the Deanship of Quality and Academic Accreditation.
12. Carrying out any other work and tasks within the scope and powers of the work.

13. You can refer to Chapter Five of the Internal Quality Assurance System Manual at Northern Border University, which includes the details of the quality system for program accreditation through QR:



#### Chapter Four: The mechanism of developing English Language and Literature program.

To establish and maintain the academic standards, the Department of Languages and Arts organises an orientation program. Faculty Orientation Program aims to familiarize new teaching staff with Northern Border University learning environment and provide opportunities for professional development, networking and collegiality. The program is run over five full days. The first day of this orientation program is "Teaching Essentials". It introduces new teaching staff to the essential information needed to successfully teach at Northern Border University. Topics include course coordination, assessment and evaluation procedures, academic advising, etc. The remaining days of New Faculty Orientation cover numerous practical workshop sessions, panel discussions, specific faculty information and social events. Sessions may cover topics such as: classroom challenges, understanding your students, delivering engaging lectures, using Blackboard in teaching, course design and lesson planning, etc

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The Professional Development Plan adopted by the Department of Languages and Translation includes the following categories:

1. **Discipline Development.** These professional development activities are designed to enhance professional knowledge and skills within each faculty member's specialization. Activities include, but are not limited to: - Attending conferences, seminars, or workshops - Participating in research or individual studies - Educational travel (domestic and international).

2. **Instructional Development.** These activities relate directly to teaching methodology or techniques, assessment techniques, etc. Examples of activities include conferences, workshops, seminars, and teleconferences on assessment; focus groups on teaching styles; or workshops on classroom research, teaching methods, or learning styles.

3. **Career Development.** The Postgraduate Deanship hosts an annual presentation and panel discussion that includes an overview of academic promotion process. Faculty seeking promotion learn about this important process from experienced faculty who have served on academic promotion committees or may have been recently promoted.

### Chapter Five: An overview of the performance indicators for the English Language and Literature program.

A performance indicator is defined as a visual measure that reports the amount of progress made towards a specific goal, and provides those interested in answering the following questions:

- Am I ahead of or behind in the task?
- How did I progress or fall behind on the task?
- What is the minimum that I have completed?

The indicator is considered processed information , not raw information. The indicator determines the right direction by measuring work performance step by step.

The English Language and Literature program measures the main performance indicators such as: (opinion polls, statistical data etc.,) according to the nature and objectives of each indicator, as well as determining the values for each indicator. You can

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refer to the following QR for more information on the key performance indicators for academic programs.



#### References

1. Education and Training Evaluation Commission - The National Center for Academic Accreditation and Evaluation.
2. The internal quality assurance system of the Northern Border University.