



**ACTION PLAN FOR IMPLEMENTATION OF STRATEGY OF UBT  
FACULTY of ENGLISH LANGUAGE 2024-2027**

Faculty of English Language intends to use the following action plan to implement the strategic outcomes and measure its progress in achieving those strategic outcomes:

Strategic goals for the English Language Students are to develop English Language proficiency to a level where they can effectively communicate in academic, professional, and social settings so once they graduate they may report feeling more confident in their ability to communicate in English in interdisciplinary fields.

Strategic Goals	Metrics	Actions	Target	Timeframe
Monitoring progress of the Faculty and to take the necessary measures to remain stable, and process orientation.	Monitor the average grade point average of students to gauge their academic performance. Track the percentage of students passing courses to ensure a healthy progression.	<ul style="list-style-type: none"> <li>• Define and communicate key performance indicators (KPIs) and metrics for student and faculty performance, curriculum quality, student engagement, and other relevant areas.</li> <li>• Implement a robust data collection system to gather information on student performance, faculty activities, and other metrics identified.</li> <li>• Establish effective mechanisms for collecting feedback from students, faculty, and stakeholders.</li> <li>• Set up a curriculum review committee to assess the relevance of courses to industry standards.</li> <li>• Provide ongoing professional development opportunities for faculty members.</li> <li>• Support attendance at conferences, workshops, and seminars to enhance teaching and research capabilities.</li> <li>• Strengthen student support services such as academic advising, career counseling, and mentorship programs.</li> <li>• Monitor the effectiveness of these services in promoting student success.</li> <li>• Regularly assess the integration of technology in teaching and learning.</li> <li>• Implement and monitor initiatives to enhance diversity and inclusion within the faculty.</li> <li>• Maintain open communication channels with students, faculty, alumni and industry stakeholders.</li> <li>• Identify potential risks to the stability and progress of the faculty.</li> <li>• Develop and periodically update a strategic plan that outlines the long-term vision, goals,</li> </ul>	Overall, process orientation is crucial to ensure that the faculty is continuously monitoring, evaluating and making necessary changes to achieve the goals and objectives.	2021-2024 2024-2028

		<p>and action steps for the Faculty of English Language.</p> <ul style="list-style-type: none"> <li>• Medium-Term: Semesterly reviews of curriculum effectiveness and faculty performance.</li> <li>• Long-Term: Annual assessments of overall progress against strategic goals.</li> </ul>		
<p>Observing closely Key Performance Indicators</p>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Attendance</li> <li>• Improvisation rate</li> <li>• Students Failure</li> <li>• Career Employment</li> <li>• Employability rate:</li> <li>• Graduate satisfaction:</li> </ul>	<ul style="list-style-type: none"> <li>• Measure the academic performance of students in the program, such as grades and test scores, and to determine the effectiveness of the curriculum and instruction.</li> <li>• Measure the students engagement in the program, including attendance at classes and other activities to identify potential issues with student engagement or retention.</li> <li>• Measure the rate at which students are able to apply the knowledge and skills learned in the program to new and unfamiliar situations, to evaluate the program's ability to prepare students for real-world challenges.</li> <li>• To measure the percentage of students who fail to meet the academic requirements of the program, such as failing a class or not completing the program.</li> <li>• To measure the number of graduates who find employment or continue their education after completing the program, to determine the program's ability to prepare students for successful careers.</li> <li>• The percentage of graduates who get employed after the completion of the program.</li> <li>• The satisfaction level of the graduates with their education and how well the program prepared them for their career.</li> </ul>	<p>Student performance is evaluated on different bases.</p>	<p>2021-2024 2024-2028</p>

		By regularly monitoring these metrics, program administrators can identify areas of strength and areas that need improvement, and take action to enhance the quality of the program and ensure that it is meeting the needs of its students.		
Appropriate program evaluation mechanisms	<ul style="list-style-type: none"> <li>• Graduates' surveys, Employment outcome data,</li> <li>• Reports</li> <li>• Program Review</li> </ul>	<ul style="list-style-type: none"> <li>• Employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved.</li> <li>• Reports are provided to program administrators</li> <li>• Study program is reviewed periodically as part of a strategic review process. This includes quality of learning and teaching and the feedback from the students.</li> </ul>		2021-2024 2028

<p>Improvement of teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.</p>	<ul style="list-style-type: none"> <li>• The Quality Office</li> <li>• Institute for the Development of Education and Academic Affairs (IDEAA),</li> <li>• . Training programs in teaching skills</li> <li>• Staff Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• These two offices take roles in observing and monitoring the development of the program such as the:             <ul style="list-style-type: none"> <li>a) Structure for developing critical thinking in curriculum development;</li> <li>b) Reading, writing and discussing in each subject;</li> <li>c) Team learning;</li> <li>d) Teaching and assessment planning, etc.</li> <li>e) Consider all stakeholder inputs (personnel, candidates, industry, experts, public body, agencies, relevant stakeholder influence);</li> <li>f) Academic staff development</li> </ul> </li> <li>• Staff mobility, training, and individual capacity building workshops</li> <li>• To measure the quality of teaching</li> </ul>	<p>Teachers And Student performance</p>	
<p>The results of the academic staff evaluation</p>	<ul style="list-style-type: none"> <li>• The academic staff, The candidates and The management</li> </ul>	<p>The results of the evaluation, are taken closely into account for the purpose of promoting and extending the contract.</p>	<p>Teaching, administration and management staff</p>	<p>2021-2024 2024-2028</p>
<p>Entry qualifications, a suitable design of the curriculum, a student workload</p>	<ul style="list-style-type: none"> <li>• The curriculum</li> </ul>	<p>The curriculum is appropriate for: new secondary school graduates, professionals seeking to upgrade their skills and professionals from other fields seeking a change in careers</p>	<p>Teachers And Students</p>	<p>2021-2024 2024-2028</p>
<p>Communication within University</p>	<ul style="list-style-type: none"> <li>• Communication resources</li> </ul>	<p>Teachers use new it resources (e-mail, personal web page, topics, bibliographies and other resources in electronic format and communication with students)</p>		<p>2021-2024 2024-2028</p>

		and auxiliary materials, such as whiteboard, flipchart and video-projector		
<ul style="list-style-type: none"> <li>5. 1. Outcome Erasmus involvement</li> </ul>		<ul style="list-style-type: none"> <li>An increase in the students' ability to use English in academic and professional settings, such as in class discussions or presentations, and in internships or work experience.</li> <li>An increase in the students' cultural awareness and intercultural communication skills, as a result of interacting with native English speakers and other international students</li> <li>A greater understanding of the academic and cultural differences between the home and host countries.</li> <li>The student's ability to effectively integrate and adapt to the host country's culture.</li> <li>A greater understanding of the academic and professional opportunities available in the host country, which may lead to future study or work opportunities.</li> <li>Development of a good network of international contacts.</li> <li>Improved employability in international work environment.</li> <li>A more positive attitude towards different cultures, languages and people.</li> </ul> <p>A better understanding of the globalized world.</p>		<p>2021-2024 2024-2028</p>