

MSA University
Faculty of Languages
Students Handbook
TEFL Pathway

2018 – 2019

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Upon exhausting these four attempts, if the student has still not passed the unit, they will fail the unit as a whole and will therefore be exited from the course. Should students have passed a minimum of 60 UK credits at level 6 (Year 4 at MSA), they will be considered for an ordinary degree.	35

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I. Introductions

1.1 About the Faculty of Languages

The Faculty of Languages was validated by Bedfordshire University, UK in 2014. It is the first of its kind in Egypt that provides its graduates with two certificates, one from the Supreme Council of Higher Education in Egypt and another one from the University of Bedfordshire. The Faculty of Languages is set up with a view to meet the demands dictated by a fast changing job market in the era of globalization. In such a world characterized by an ever increasing body of information and fast communication, the need arises for catching up with up-to-date information, understanding global culture and at the same time preserving a national identity.

The main aim of the faculty is to help students acquire deep knowledge and understanding of major concepts and acquire critical thinking, creativity and professional skills in the fields of English Language Studies; and to prepare them to become effective and dynamic in the job market. Staff of Languages, MSA, continuously develop their tools in order to bring British standards of education, through our partners at Bedfordshire University, to our students and proudly present our graduates to the international job market.

The courses offered by the Faculty of Languages are specifically designed to prepare students to be skilled readers and writers whose responses to contemporary cultural issues are well informed and balanced through a combination of units in the field of English Language Studies. Therefore, core units prepare the ground for diverse skills and offer possibilities for discussing the most recent trends in arts and humanities. **Translation** units represent one practical aspect of the courses as they provide extensive training in written, consecutive and simultaneous interpretation. Students should be able to handle the transfer of knowledge and information from one language to another with ease and confidence, presenting high quality translations that will keep a two-way-channel of understanding between speakers of English and Arabic languages. **Executive skills** units, on the other hand, offer extensive training in managerial skills that promote students' abilities in the business sector with a good grasp of modern theories of management. **TEFL** units offer students who plan to pursue a career in teaching English as a foreign language a view of the most up-to-date teaching methodology and testing techniques. These include new trends that contribute to students' creativity and pedagogical skills. Moreover, the students are trained in modern methods of testing and evaluation. Finally, the **Comparative Studies** units enhance students' aesthetic and artistic appreciation. They mainly focus on improving cognitive and intellectual skills through the comparative mode of learning techniques and widen the students' scope of artistic disciplines and creativity.

The faculty provides several advantages among which are the availability of laboratory facilities equipped with the latest computers and supporting software. Students at MSA will enjoy a student/faculty ratio that ranks among the best of all private and public universities. Students' support is provided in the form of contact hours, office hours, training, detailed feedback and supervision of projects.

The requirement for Bachelor of Arts (BA) degree from the Faculty of Languages includes 132 credit hours for each course, normally completed over four academic years. These are:

- BA (Hons) English Language Studies (Translation)
- BA (Hons) English Language Studies (TEFL)

- BA (Hons) English Language Studies (Comparative Studies)
- BA (Hons) English Language Studies (Executive Skills)

1.2 About MSA University

MSA University provides students with the best of British Higher Education in Egypt and the Middle-East Region. It also helps them acquire creative abilities and commitments to lifelong learning. We believe that our students graduate with developed writing, analytical and communication skills essential for them. MSA graduates prosper not just on their first job but through their entire career.

MSA University stresses on three vital traits to help develop the students' map of thinking to gain a competitive edge. Complexities in today's business environment are accelerated and amplified by digital media and tools.

At MSA, you learn how to utilize the triple "A" advantage, i-e, Agility, Adaptiveness and Alignment, to give your educational path a competitive edge in the digital age which is adopted by MSA Faculty members and the entire staff of administration. This unique approach at MSA is specially designed to graduate students with high abilities to meet the challenges of the 21st Century and start a career early after graduation making full use of the products of the information age.

MSA University provides several advantages among which are the availability of excellent laboratory facilities equipped with the latest in computers. The connection to the international sites through Internet is an integral part of MSA courses for all its students. In addition, all the courses offered are equipped with the latest technology and supporting software. Students at MSA will enjoy a student/faculty ratio that ranks among the best of all private and public universities. This personal faculty commitment is combined with the full range of resources available.

MSA University is committed to provide its graduates with the ability to compete and excel in an ever-changing dynamic world and to stand on equal footing with their peers, nationally and internationally, through its dedication to the pursuit of excellence in curricula, facilities, staff and students. **According to Central Agency for Public Mobilization & Statistics (CAPMAS), MSA University ranks as one of the universities with the highest employment rate of 95%. A common mission to use academic resources for the benefit of industry, commerce and the wider community. A wide scope of interaction between MSA students and huge companies so as to expose them to the marketplace, and prepare them for future career opportunities at these prominent businesses.**

1.3 About the University of Bedfordshire (UK)

The University of Bedfordshire was established in August 2006 by order of the Privy Council, following the merger between the University of Luton and De Montfort University's Bedford campus. The University has two main campuses; one in Luton and one in Bedford. The Luton campus boasts a seven-storey library, Postgraduate and CPD Centre, as well as an array of fantastic modern facilities to support each of the courses on offer at the Luton campus. The Bedford campus has academic roots that go back to the founding of Bedford Training College for Teachers in 1882 and Bedford Physical Training College in 1903. It is a three-storey building that offers high-quality teaching spaces, informal learning spaces, lecture theatres and a new student services centre.

Bedfordshire has a long pedigree and has been providing high quality courses in English language, linguistics and TEFL since the 1980s.

Bedfordshire has always had an excellent reputation for its linguistic-related courses at UG and PG level, and this has gained significant recognition over the past ten years.

National Student Survey results are typically high, as are internal (BUS) student survey results. Bedfordshire is rated a top-ten university for English Language and Linguistics and currently ranked 7th best university in the Complete University Guide subject league table for 2017, up from 14th place in 2015.

At the University of Bedfordshire there are supportive and highly experienced academics, great facilities and a stimulating curriculum that explain why Bedfordshire is routinely ranked as one of the top linguistics courses, especially for student satisfaction.

<https://www.beds.ac.uk/about-us/our-heritage> .

II. Aims of the Course:

Teaching English as a Foreign Language

The course of Teaching English as a Foreign Language (TEFL) is specifically designed to develop students' knowledge and skills in fields such as culture, arts, literature, teaching methodology, translation, linguistics and humanities in general. A primary goal is to prepare students to be skilled in responding to contemporary cultural issues in a balanced way. Therefore while language units enhance reading/writing and critical thinking skills, units in literature develop their knowledge and understanding of the most recent trends in arts through literary texts. Teaching methodology, ESP and testing units offer students who plan to pursue a career in teaching English as a foreign language an overall view of the most up-to-date teaching methods. These include new trends that contribute to students' creativity and pedagogical skills. Moreover, the students are trained in modern methods of testing and evaluation. Translation units represent practical aspects of the English language studies course as they provide training in teaching practices and also in types of translation from/into English. Students should be able to handle transfer of knowledge and information, presenting translations that will keep a two-way-channel of understanding between English Language and Arabic Language speakers. The students in the faculty of Languages are offered core units over four academic years. The students choose their pathway in the field of 'TEFL', which is composed of four units offered in their final two years, i.e. Years 3 and 4. Students aiming at a teaching career are offered the most up-to-date teaching methods and approaches. Besides teaching methodology courses, students are also trained in various methods of testing and evaluation and the latest trends in the field of teaching ESP.

III. Distribution of Credit Hours

University Requirements (12 credits)

ENG 101	English for Academic Purposes	3
ENG 102	Study Skills	3
ENG 201	Research Paper Writing	3
CS 100	Introduction to Information Technology	3

Faculty Concentration Requirements

(LN 24 credits) + (SFL 12 credits)

LN 100	Introduction to Linguistics	3
LN 102	Phonetics and phonemics	3
LN 203	Second Language Acquisition	3
LN 202	English Morphology and Syntax	3
LN 300	Pragmatics and Semantics	3
LN 301	Discourse Analysis	3
LN 400	Contrastive Analysis	3
LN 401	The State of the Art	3

SFL 100	Second Foreign Language	3
SFL 200	Second Foreign Language	3
SFL 300	Second Foreign Language	3
SFL 301	Second Foreign Language	3

(LIT 33 credits)

LIT 100	Introduction to Literature	3
LIT 200	Shakespearean Studies	3
LIT 201	Comparative Literature (1)	3
LIT 202	Topics in Romantic and Victorian Literature	3
LIT 203	Writings about Literature	3
LIT 300	Twentieth Century Literature(1)	3
LIT 406	Twentieth Century Literature (2)	3
LIT 304	American Literature (1)	3
LIT 400	Studies in Literary Theory	3
LIT 401	American Literature (2)	3
LIT 403	World Literature	3

(TR +TRN 18 credits)

TRN100	Introduction to Translation into English /Arabic	3
TR 200	Media Translation	3
TR 201	Translation of Literary Texts	3

TR 301	Consecutive Translation	3
TR 400	Simultaneous Translation	3
TRN401	Subtitling Translation	3

(AR 12 credits)

AR 100	Introduction to Arabic Morphology and Syntax	3
AR 101	Arabic Writing Skills (1)	3
AR 200	Arabic Writing Skills (2)	3
AR 302	Readings in Arabic Literature	3
R 400	Research Seminar	3

**Faculty Collateral Requirements
(6 Credits)**

HUM 120	The Rise of Western Civilization	3
PHIL 301	Philosophic Thinking	3

**Faculty courses
(12 credits)**

Course: Teaching English as a Foreign Language:

TEFL 301	{Methodology I}	3
TEFL 301	{Methodology II}	3
TEFL 403	{ESP}	3
TEFL 402	{Testing}	3

BA (Hons) in English Language Studies in (TEFL)

<i>1. Awarding Institution</i>	October University for Modern Sciences and Arts
<i>2. Teaching Institution</i>	Faculty of Languages- October University for Modern Sciences and Arts
<i>3. Course Accredited by</i>	Supreme Council of Egyptian Universities
<i>4. Final Award</i>	BA (Hons)
<i>5. Course</i>	English Language Studies (TEFL).
<i>6. UCAS Code</i>	N/A
<i>7. Relevant QAA Subject Benchmark</i>	Linguistics, English & Arabic Languages, Translation, English and Arabic Literatures, Cultural Studies, TEFL
<i>8. Academic Year</i>	2018/2019
<i>9. Mode of Study</i>	Fulltime

10. Criteria for admission to the course

The course accepts students who pass the National High School Certificate (Thanaweya Amma) or any equivalent high school certificate (IGSCE, American Diploma, Abitur, IB, French BACC or High School Certificates from other counties). Generally, the Egyptian Supreme Council for Universities declares the conditions for enrolling into different faculties at MSA. The minimum score for acceptance varies from one year to the other and is declared to all applicants prior their admission.

Accepted Formal English Language Qualifications for Enrollment at the Faculty of Languages-MSA

- MSA University applicants have to sit for an English Language Admission test (ELAT)
- Applicants for the Faculty of Languages are accepted if they score 55% or above in the ELAT.
- Applicants may be exempted from the ELAT for entry to a BA degree if they have passed IELTS with an overall grade of 6.
- All students across the board have to study three units of English for Academic Writing in which they acquire the following skills among others:
 - Argumentation
 - Critical Thinking
 - Different Writing Styles
 - Academic Honesty
 - Referencing
 - Study Skills in English

11. Reference Points

The following reference points were used in designing the course:

- Supreme Council of Universities Requirements for Accreditation of Faculties of English Language and Translation
- QAA Benchmarks in Linguistics, Translation, Education Studies, Literary and Cultural Studies & Related Studies.
- MSA University academic regulations
- MSA Faculty of Languages Quality Assurance Unit
- Guidelines of the Supreme Council of Higher Education in Egypt
- MSA academic mission and policies

12. Generic Learning Outcomes

This course aims at :

- 1- Demonstrate knowledge and understanding of texts, themes, literary devices and cultural influences in literary/ artistic and philosophic works in English from across the world in a range of genres and ages.
- 2 Apply knowledge of language and linguistics to the acquisition and analysis of languages including a second foreign language for personal and professional purposes.
3. Analyze, critique and resolve issues of language, style and terminology encountered in translation from and into Arabic/ English and prepare accurate translations of media, legal, literary and political language.
4. Undertake and present research using academic conventions and technology and demonstrating punctuality, time management and a systematic understanding of a chosen subject of study.
5. Present evidence based arguments using appropriate English orally and in writing and recognize the limits of your knowledge.
6. Apply knowledge and understanding of English language teaching and learning theory and methodology to prepare, deliver and evaluate lessons in general, business and academic English to learners of different ages
7. Apply conceptual understanding to the preparation and evaluation of English language tests and assessments

13. Detailed Intended learning outcomes: the course design aims to offer students the opportunity to acquire the following:

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. Linguistic features of English and Arabic languages in addition to another foreign language2. Terminology used for	<p>Teaching/learning methods</p> <p>Teaching approaches for each course vary in accordance with the nature of the unit. You are expected to be interactively involved in class discussions, and analytical practices. Literature and Linguistics units focus on the development of different ways of thinking: historical, analytical, critical and theoretic. Similarly, a</p>
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<p>translation of political, media, legal and literary texts.</p> <p>3. Literature from different periods and cultures</p> <p>4. Arabic literature and its genres</p> <p>5. The role of literary criticism in shaping literary interpretation and value</p> <p>6. Mainstream theories of TEFL</p>	<p>range of translation units are of practical and theoretical nature</p> <p>You are trained to enhance your interpersonal, professional and presentational skills through in-class activities and a range of assessment types. Included in the course are opportunities for learning a second foreign language of your choice to promote your communicative and professional skills.</p> <p>Throughout the course extensive use is made of the university’s E-Learning and the data base available through the electronic library. This provides you with information and materials for your study and facilitates interaction between staff and students.</p> <p>As the course proceeds, you will be expected to take on more responsibility for your learning as an independent and autonomous learner to prepare you for your future career. This is reflected in the increasing emphasis in levels 3 and 4 on autonomous study and assessment tasks that require independent research (with guidance from a tutor), on topics of your own choice.</p> <p>A range of assessment methods is used throughout the course. Assessment tasks include: essays, presentations, data collection and analysis, examinations, research projects and portfolios requiring you to produce a number of pieces of work in addition to other practical tasks. In encouraging your independence as a learner, the assessments in levels 3 and 4 lay greater emphasis on your ability to conduct your own research, collecting and analyzing your own data. For each assessment you will be given detailed, constructive and timely feedback. You should find an opportunity to learn and to develop your skills.</p> <p>The culmination of the course is your level 4 “Research /Seminar” project which entails designing and implementing a research project from start to finish on a topic of your choice. You are introduced to this activity from the very beginning in level 1 and through smaller scale research projects in levels 2 and 3.</p>
<p>B. Cognitive Skills:</p> <p>Students are expected to manifest the following abilities:</p> <p>1. Analyzing, criticizing and resolving issues related to Translation</p> <p>2. Demonstrate ability to reassess, analyze, criticize, confirm or refute conventions in texts of various disciplines and open-mindedness to new ideas</p>	<p>Teaching/learning methods:</p> <p>Students are provided with opportunities of examining, and replicating model lesson plans, observing live classes, undertaking simulated/real teaching practice and reviewing it in tutorials, analysis and evaluation of various EFL materials, profiling individual learners and offering feedback and remedial action, using language analysis courses, conducting language analysis tasks, written assignments, and practising oral delivery through presentations.</p> <p>Assessment</p>

<p>3. Evaluating, analyzing and integrating information about different cultures and languages</p> <p>4. Ability to solve problems, through definition of goals and needs, definition of tasks, plan formulation and implementation.</p> <p>5. Demonstrate the ability to practice and evaluate strategies related to teaching, testing and assessment</p>	<p>1. Unseen Examinations (levels 1, 2,3,4)</p> <p>2. Oral Presentations (levels 1, 2, 3, 4).</p> <p>3. Lesson Planning & Teaching Practice (levels 3,4),</p> <p>4. Performance in Teaching (levels 3, 4)</p> <p>5. Learner Profile (level 4),</p> <p>6. Research (level 4).</p> <p>7. Coursework : quizzes & assignments (levels 1,2,3,4)</p>
<p>C. Practical Skills:</p> <p>Students are expected to manifest the acquisition of the following skills:</p> <p>1. Demonstrate ability of selection and adaptation of materials for Translation</p> <p>2. Apply effective application of theory to optimize language learning (e.g. rule construction, error correction, addressing an audience)</p> <p>3. Evaluate, analyze, integrate and synthesize on-line resources</p> <p>4. Analyze issues related to simultaneous language transfer</p> <p>5. Demonstrate ability to maintain time management, punctuality and composure in stressful working conditions</p> <p>6. Produce scholarly work including research while maintaining academic honesty standards</p> <p>7. Applying adequate teaching methodology strategies, evaluation and assessment techniques</p>	<p>Teaching/learning methods:</p> <p>Students are provided the opportunities of the following:</p> <p>1. Undertaking teaching practice training through simulations, observing experienced practitioners; and profiling an EFL learner.</p> <p>3. Problem solving and presentation of solutions in written and oral forms</p> <p>4. Using computer software and internet communication with the tutors and fellow students</p> <p>5. Searching online for relevant information.</p> <p>Assessment</p> <p>1. Unseen Examinations (levels 1, 2,3,4)</p> <p>2. Oral Presentations (levels 1, 2, 3, 4).</p> <p>3. Lesson Planning & Teaching Practice/ simulations (levels 3,4),</p> <p>4. Research (level 4).</p> <p>5. Coursework : quizzes & assignments (levels 1,2,3,4)</p>

<p>D. Graduate Skills:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to optimize learning with respect to career development. 2. Demonstrate the ability to engage in team work 3. Demonstrate effective professional communication skills both oral and written 4. Demonstrate the ability to apply information technology skills 5. Demonstrate the ability to apply conceptual understanding and acceptance of cultural diversity 	<p>Assessment</p> <ol style="list-style-type: none"> 1. Teaching simulations (Levels 3,4) 2. Language practice exercises & reading recordings (Levels 1,2) 3. Research and oral presentation of findings (Levels 1,2,3 & 4) 5. Essays and research writing (Levels 1,2,3& 4) 6. Assignments and quizzes (Levels 1,2,3& 4)
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<p><i>14. Course structures and requirements, levels, units, credits and awards</i></p>
<p><i>14. 1. Overall structure of the course</i></p>
<p>The course is studied over four years full time regularly covered in 15-week semesters. Study is undertaken at levels 1, 2, 3 and 4; roughly corresponding to years of the course. The total credit hours required for a student to cover is 132 credit</p> <p>The TEFL course gives students hands-on experience of their respective fields. This entails filming their simulations. All units within the course, the levels at which they are studied, their credit ratings and corresponding contact hours are shown in the tables below.</p> <p>Details of each unit can be found at www.msa.eun.eg</p>

Four Year Plan (TEFL)

First Year

- Fall Semester

		Credits	Hours/w week
ENG 101	English for Academic Purposes	3	4.5
LIT 100	Introduction to Literature	3	4.5
LN 100	Introduction to Linguistics	3	4.5
HUM 120	The Rise of Western Civilization	3	4.5
CS 100	Introduction to Information Technology	3	6
AR 100	Introduction to Arabic Morphology and Syntax	3	4.5

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		Credits	Hours /week
ENG 102	English for Study Skills	3	4.5
SFL 100	Second Foreign Language I	3	4.5
LN 102	Phonetics and Phonemics	3	4.5
AR101	Arabic Writing Skills I	3	4.5
TRN 100	Introduction to Translation into and from English/Arabic	3	4.5

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• Spring Semester

TEFL (cont)

Second Year

- Fall Semester

		Credits	Hours/ week
LIT 200	Shakespearean Studies	3	4.5
LN 203	Second Language Acquisition	3	4.5
AR200	Arabic Writing Skills II	3	4.5
ENG 201	English for Research Writing	3	4.5
TR 200	Translation for Mass Media	3	4.5
LIT 203	Writings about Literature	3	4.5
		18	

- Spring Semester

		Credits	Hours/ week
SFL 200	Second Foreign Language II	3	4.5
LIT 202	Topics in Romantic & Victorian Literature	3	4.5
LIT 201	Comparative Literature I	3	4.5
LN 202	English Morphology and Syntax	3	4.5
TR 201	Translation of Literary Texts	3	4.5
		15	

TEFL (cont.)

Third Year

- Fall Semester

		Credits	Hours / week
LN 300	Pragmatics and Semantics	3	4.5
TR 301	Consecutive Translation	3	4.5
SFL 300	Second Foreign Language III	3	4.5
PHIL301	Philosophic Thinking	3	4.5
AR 302	Readings in Arabic Literature	3	4.5
TEFL 301	Methodology I	3	4.5
		18	

- Spring Semester

		Credits	Hours/ week
LIT 300	Twentieth Century Literature I	3	4.5
LN301	Discourse Analysis	3	4.5
LIT 304	American Literature I	3	4.5
SFL 301	Second Foreign Language IV	3	4.5
TEFL302	Methodology II	3	4.5
		15	

TEFL (cont.)

Fourth Year

- Fall Semester

		Credits	Hours/ week
LIT 400	Studies in Literary Theory	3	4.5
LN 400	Contrastive Analysis between English and Arabic	3	4.5
TR 400	Simultaneous Translation	3	4.5
LIT 401	American Literature II	3	4.5
LIT 406	Twentieth Century Literature II	3	4.5
TEFL 403	English for Specific Purposes (ESP)	3	4.5
		18	

- Spring Semester

		Credits	Hours/ week
LIT 403	World Literature	3	4.5
R 400	Research Seminar	3	4.5
LN 401	The State of the Art	3	4.5
TRN401	Subtitling Translation	3	4.5
TEFL 402	Testing	3	4.5
		15	

Degree Requirements

A minimum of 132credits is required for obtaining BA (Hons) degree. Declaration of pathway takes place in the third year of study:

Title	Credit Hours	Compulsory/ Designated / Optional	New/Existing/ Deleted	School/ Partner (taught by)
University Requirements	12	C		
Faculty Concentration Requirements	102	C		
Faculty Collateral Requirements	6	C		
Designated Electives	12	D		
Total	132			

13.2. Levels and units:

Level 1			
Compulsory	Designated	Optional	Progression Requirements
Students must take all the following: ENG 101 CS 100 ENG 102 SFL I00 LIT 100 LN 100 TRN 100 Hum 120 LN 102 AR 100 AR101			For progression, a student must complete the prerequisite and maintain the required GPA in order not to be placed on probation where s/he will not be allowed to take the full normal load

Level 2			
Compulsory	Designated	Optional	Progression Requirements
Students must take all the following: ENG 201 SFL 200 LN 203 TR 200 TR 201 LIT 200 LIT 202			For progression, a student must complete the prerequisite and maintain the required GPA in order not to be placed on probation where s/he will not

LIT 203 LN 202 AR 200 LIT201			be allowed to take the full normal load
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Level 3			
Compulsory	Designated	Optional	Progression Requirements
Students must take all the following: SFL 300 LN 300 LN 301 TR 301 LIT 300 SFL 301 LIT 304 PHIL 301 AR 302	TEFL 301 TEFL 302		For progression, a student must complete the prerequisite and maintain the required GPA in order not to be placed on probation where s/he will not be allowed to take the full normal load

Level 4			
Compulsory	Designated	Optional	Progression Requirements
LN 400 LN 401 TR 400 TRN 401 LIT 400 LIT403 LIT 401 LIT 406 R 400	TEFL 403 TEFL 402		

Criteria for admission to the course:

Students who have passed the national Thanaweya Amma Degree, or any other equivalent High School Degree (IGCSE, GCSE, Abitur, IB, etc.) are generally accepted into the course. The Supreme Council of Higher Education decides the conditions of passing these degrees. The minimum percentage varies from one year to the other and is declared to all applicants during the summer prior to their admission to the university. MSA university also holds an English language English Language Admission Test.

Accepted Formal English Language Qualifications for Enrollment at the Faculty of Languages-MSA

- MSA University applicants have to sit for an English Language Admission test (ELAT)
- Applicants for the Faculty of Languages are accepted if they score 55% or above in the ELAT.
- Applicants may be exempted from the ELAT for entry to a BA degree if they have passed IELTS with an overall grade of 6.
- All students across the board have to study three units of English for Academic Writing in which they acquire the following skills among others:
 - Argumentation
 - Critical Thinking
 - Different Writing Styles
 - Academic Honesty
 - Referencing
 - Study Skills in English

Information about assessment regulations:

In addition to the regulations defined in the university regulations, students must pass all the compulsory units. Students must also undertake a graduation project to be defended in front of a committee of at least two examiners.

Particular support for learning:

MSA university supplies its students with the latest technical equipment. Laboratories and equipment are made accessible to students of the course. These labs and all other labs of the university are also equipped with audio-visual equipment and are internet friendly. Language and translation Support is available on-line in addition to the fact that the academic staff are available to see the students during published office hours and via e-mail.

Language and information technology support are offered on a one-to-one basis. Students who pass the Admission's test are required to take three compulsory courses of English to develop their English for academic writing skills. Students who need additional help are urged to contact the faculty to arrange for extra help or to attend extra sessions through the Writing Centre

As for IT services, the Faculty IT Services Unit provides support to all students in using computers, software kits and audio visual aids.

E- Learning and the University E- Library are also tools that supports students' research work and Independent Learning

Methods for evaluating and improving the quality and standards of learning:

These include the following:

- Alignment with National Accreditation Standards
- Moderation of exams by British partners
- Moderation of assessments by British partners
- Marking strategies
- Staff development workshops/training
- Course/ course reports
- Students' feedback in Board of Study Meetings
- Students' feedback forms
- Regular review and development of material

Future careers: how achieving the qualification will support future career development

The course as a whole develops insight into how critical/ analytical thinking and communication works and these insights would develop your own communication and professional skills, both written and spoken through the range of assessment tasks associated with the different units. Communication, critical thinking, problem solving and other interpersonal skills are precisely what employers require across a wide range of professions. The course also provides, through the translation units opportunities to gain insight into professional practice.

The course of English Language Studies (Comparative Studies) introduces you to research and academic writing from the first year, in years 3 and 4 you get involved in comparative studies in which you learn about the relationship between literary works and other forms of art like cinema and theatre. This should help you in planning for your graduate career, or postgraduate study plans. Experts and professionals who work in the field are invited to give talks and seminars through which you learn about various professional careers and job opportunities available in the job market.

Through the University Employment Fair which is held annually and the training that the University provides for senior students, you learn how to market yourself and how to apply for jobs in order to explore your chances in the job market.

The opportunity to explore some of the practical applications for your intellectual, analytical and communication skills is encouraged through the community service activities in the university especially charitable organizations.

After Graduation

Given the broad scope of the course, we anticipate that graduates will progress into a wide range of professional positions or postgraduate studies. Any career in which the ability to use English effectively at a professional level is required will be of interest. Specialist careers may involve working within the field of translation, English language teaching, communication, publication, media and arts, and management positions. Several of our graduates have previously found employment within the university as Teaching Assistants. The following list is indicative of fields graduates would work in:

- Arts & Cultural Affairs
- Media, Journalism and Publishing
- Education
- PR, Marketing and Advertising/ Management
- Civil Service and Administration Services
- Translation corporations

Please note: this specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the student subject/course handbook and the University Guide and Regulations

III. Assessment

The MSA Grading Scheme is as follows:

Letter Grade	Mark
A	$\geq 90-100\%$
A-	$< 85\% - \geq 89.9\%$
B+	$< 80\% - \geq 84.9\%$
B	$< 75\% - \geq 79.9\%$
B-	$< 70\% - \geq 74.9\%$
C+	$< 65\% - \geq 69.9\%$
C	$< 60\% - \geq 64.9\%$
C-	$< 56\% - \geq 59.9\%$
D+	$< 53\% - \geq 55.9\%$
D	$< 50\% - \geq 52.9\%$
Fail*	Less than 50 %

The 100 % mark for each unit is divided as follows

40 % coursework (assignments — research projects – term papers)

20 % midterm exam

40 % final exam

- Some Units of a practical nature may have different assessment patterns

Assessment Guide & Regulations:

The rules and regulations for assessment and progression are as follows:

University e- Calendar of Assessments:

There are five main periods of assessment during the academic year:

- middle of Fall semester
- end of Fall semester
- middle of Spring semester
- end of Spring semester
- end of the Summer semester

At the end of each period of assessment, the university's Assessment Board meets to approve the results of all courses and award qualifications.

University Assessment Board MSA/UoB:

1. Chair: University President

2. Members: Vice President, Dean of Faculty, Head of Quality Assurance Unit, MSA Control Unit representatives, Unit Leaders
3. Academic and Assessment Unit representatives from UoB

General Rules & Regulations

The academic load is the number of registered credits per student each semester. Credits acquired by students are based on the number of units passed from the academic load registered.

- The academic load is the number of registered credit hours per student each semester.
- Credits acquired by the student are based on the credits of the passed units from the academic load registered.
- Repeated units are counted once toward the calculation of accumulated credit hours. The best achieved GPA are used for calculating GPA.
- The cumulative GPA calculation starts from the first semester for each student and is updated each semester till his/her graduation.
- The semester GPA of the student is the weighted average of the grade points acquired in the units passed in that specific semester. It is calculated as follows:

Semester GPA =

Sum of the product (course credit hours for the semester x course GPA)

SUM of (course credit hours for the semester)

The number of credits used to calculate the Cumulative GPA is the number of credits registered by the student up to this date.

Cumulative GPA =

Sum of the product (unit credit hours x course GPA)

SUM of (unit credit hours)

IV. Study Skills and Related Issues

Time Management

At University students are likely to be submitting academic work with other demands such as family commitments. In order to achieve a successful balance it is important to plan. One way of managing these demands that works effectively for many students, whatever their level of study, is to draw up a list of tasks to be carried out in order to complete academic work successfully (attending classes, collecting information, reading, note taking, writing and so on) then plot these on a weekly timetable working backwards from assignment deadlines (these can be found in the unit sites).

Students will obviously need to construct this timetable in such a way as to accommodate the other demands, always allowing some extra time to cope with unexpected matters, such not being able to find the right book or journal when needed, computer malfunctions, extra shifts at work or family illness.

Note-taking in Class

In lectures and seminars, it is good practice to take notes even if handouts are provided. Students might, for example, jot down their understanding of what is being said or repeat some of the examples given to illustrate key points. The very act of writing will help students to concentrate as well as to fix the ideas and issues in your memory and assist understanding.

Where handouts are not provided, should not try to take down everything the lecturer says but concentrate on key issues. The lecturer will often assist in this process by putting the main points on E-Learning. Students should not limit their notes to the points on the slides though. Students should note the examples or words and phrases that particularly convey the meaning. As knowledge and understanding of the subject grows, and as students are practised at note taking, they will probably take fewer, more focused notes.

Students should build the task of writing up or word processing notes as soon after the lecture or seminar as possible into their timetable. This will assist understanding by further fixing the ideas and issues in mind and highlighting any areas of confusion to clear up through further reading or directly with the lecturer concerned.

Note-taking for Assignments

Students will also need to make notes of the reading when preparing for assignments. When writing an essay, report, or seminar paper, for example, students might undertake some initial general reading to work out an overall approach to tackling the issues involved.

Use the reading suggested in the unit reading list suggested by teaching team. At this point, students might need to take only brief notes to record the sources and the key points addressed. Students should not be tempted to simply copy from the book, journal or Internet site unless they intend to quote directly from that source. They should focus only on the essential points, and try to express in one's own words the essence of ideas and issues expressed and their relationship to the assignment topic addressed.

The easiest way is to construct an overall list of full references, then in one's own notes. The last name of the author, publication date and page number should be recorded. This is essential so that one can identify the source if one wants to return to it and critically so that students reference correctly in completed assignment.

Guidance on Proof reading

Proof reading is the process whereby the final draft of a piece of academic work is checked for errors in grammar, style, formatting and spelling for amendment before submission. It is recommended that students proof read their own work as a matter of good practice.

Asking a fellow student or other individual to proof read work, a student should ensure that this does not involve editing the text to make significant changes to terminology or the ideas presented. There is an important difference between grammar and spelling, which it is acceptable to amend, and knowledge and understanding which must be one's own. This guidance is designed to illustrate what is acceptable.

Students are responsible for the academic work submitted. Any errors or academic offences within a piece of work submitted for marking will be considered the responsibility of the student and not that of the proof reader.

What is acceptable?

If someone else proof reads an assessment they should do so well in advance and only be checking for the following:

- Typing errors
- Spelling
- Punctuation
- Formatting
- Inconsistencies in presentation
- Clarity of argument
- Referencing errors (such as missing quotation marks or citations, and missing sources in the reference list where a citation has been used in the text)

A proof reader should identify any of the above errors on the draft so that you can then check and make corrections should you wish to do so. The proof reader should not make the changes for you or suggest alternatives. Thus the following are not acceptable and may lead to an academic offence.

What is not acceptable?

- Rewriting text to change the meaning
- Rewriting text to change an argument
- Rearranging the structure of the assignment
- Suggesting alternatives
- Correcting errors that are factual or calculated from data (although the errors may be pointed out)
- Correcting plagiarism
- Changing the vocabulary

Referencing

Referencing - an essential skill

For assignments students are expected to reference everything read and used, whether this is a direct quote or a paraphrase (using your words to describe what others have written or said). This could include a whole range of resources such as books, articles, web pages, pictures, film, performances, blogs, and sound recordings.

Assessment

Assessment Tasks

Assessment is not just about ‘grading’ your performance but is an integral and important developmental part of learning. Preparation for assessment, undertaking the set tasks and using the feedback provided helps to develop and demonstrate skills as well as evidencing knowledge and understanding.

Tutors will provide details of the specific tasks for each unit. Students may also be provided with additional assessment briefings, and staff will use the teaching time to explore what is expected within each assignment and how it links to the course and unit learning outcomes.

For every assessment, staff will indicate what is required of students, how it will be marked and details of when the assessment is due to be submitted.

Writing in Academic English

Academic English:

- is usually formal in tone and impersonal in style
- avoids contractions or shortened forms of verbs, such as won’t, doesn’t or it’s
- avoids using a linking word such as ‘and’ or ‘but’ at the beginning of a sentence
- avoids personal pronouns such as I, me, you, your
- may use the passive form of verbs
- avoids verbs that are composed of multiple words, such as ‘give up’, ‘put up with’
- tends to employ a cautious way of explaining findings, using expressions such as ‘may’, ‘it is possible that...’, ‘could’
- may use specialised vocabulary.

Coursework Submission

Each Unit's E-Learning area will explain exactly how tutors expect students to submit assignments. This will usually be online through Turnitin, which is a tool that checks submissions for matches to work on the Internet and to the work of other students.

Each assessment brief will also carry details of the learning outcomes work will be expected to meet, how is it expected to be delivered, the format, the presentation, the deadline date and information about how to receive the essential feedback on the work . If students are unclear about assessment requirements or submission procedures, they should ask their tutor either in the taught sessions or in their office hours.

See the Mitigating Circumstances section below for advice about not being able to meet a deadline. Do note that lecturers are not able to extend deadlines.

Exams

The University recognises that during students’ time at University they may experience serious and exceptional circumstances that are unavoidable and affect their ability to complete an assessment or sit an exam.

Lecturers **cannot** grant an extension on an assignment or a re-assessment opportunity for an exam. To request an extension or reassessment students must submit a completed Mitigating Circumstances Application Form and provide appropriate independent evidence.

Mitigating Circumstances Application Forms accompanied by appropriate evidence must be submitted to the Dean’s office before or on the

submission date for the assessment. If the application is not submitted before the assessment submission date, applications will normally be refused.

Mitigating Circumstances

Coursework must be handed in by the date and time specified. This will be given to you in your unit handbooks, on the assessment brief and/or on E-Learning.

Late work without formal agreement is not accepted, and will be deemed a fail and marked at 0 (no work submitted). We are very firm about this because working to deadlines is an important life skill which we encourage you to develop during your studies.

Sometimes things out of control can affect a student's ability to meet a deadline. If a student believes that s/he is likely to miss a deadline for a valid reason (see below for reasons considered valid under mitigating circumstances) then they should refer directly to the instructors. Only they can make the decision. It is important to realise that your lecturers are not able to extend published deadlines.

What are mitigating circumstances?

Examples of circumstances that would justify special consideration include:

- Serious personal injury, broken limbs, or a medical condition requiring hospital attention or with an incapacitating effect.
- An acute illness that makes it impossible to complete the required task.
- Being a victim of a serious crime during the period immediately preceding assessment.
- The serious illness or death of a close relative

Normally not acceptable are:

- The death or illness of a distant relative.
- Financial problems, including payment of fees to the University.
- Transport difficulties such as public transport strikes, road works or private transport breakdowns.
- Confusion over time, date location of the examination, or assignment hand-in date on the part of the candidate when this has been clearly notified, and has not posed any problem to other students in the group.
- Work pressure as a full-time student.
- Cases where medical certificates are retrospective, i.e. dated/issued after you have recovered from the illness claimed.
- Any claim not supported by independent and reliable evidence.
- Computer problems such as viruses, memory stick failure/loss, printer problems, network problems.
- Problems with receiving/submitting referral work and results.
- Problems handing in an assignment to the designated place by the deadline.
- Collecting data/more data for an assignment.

Essential Advice:

If a student submits a claim for mitigating circumstances, s/he should not assume it will be accepted. Students need to do their best to get work prepared because it is their responsibility to complete assignments/sit exams in order to progress on their course.

Academic Offences

Academic offences include a range of actions designed to deceive and gain an unfair advantage over other students. This is unethical and threatens the integrity of our assessment procedures and the value of the University's academic awards.

Students' academic performance will be assessed on the basis that anything submitted for assessment is the student's own work..

It is the student's responsibility to ensure that s/he is not vulnerable to any allegation that may breach these regulations (for example sharing assignments with friends in such a way that they can copy work and claim it as their own).

Penalties for students found to have committed an academic offence may include failure in a unit or an element of a unit which may mean that s/he have to repeat the unit and bear the associated financial cost.

Types of Academic offences/Plagiarism:

- Verbatim (word for word) quotation without clear acknowledgement
- Cutting and pasting from the Internet without clear acknowledgement
- Paraphrasing the work of others by altering a few words and/or changing word order
- Unauthorised collaboration between students
- Use of material written by professional agencies or other persons
- Submit work for assessment that you have already submitted before (partially or in full)

Other Forms of Plagiarism/ Bad Practice

- Term Paper Commercial Centers

In keeping with the principle that all material submitted to a course should be the student's own work, any student who makes use of the services of a commercial/ term paper centers is liable to disciplinary action.

- Bad Practice

Not all cases of plagiarism arise from a deliberate intention to plagiarize. Sometimes students may ignore intentionally or unintentionally taking down citation details of a source(s) while taking notes, or they may be genuinely ignorant of Referencing Styles. However, these excuses do not offer any guarantees against a charge of plagiarism. In other words, there may still be an academic penalty for Bad Practice.

Academic Honesty Policy

The Faculty of Languages, MSA University, encourages students to explore new horizons through research work. Accordingly, in an attempt to ensure the

proper use of sources and maintain academic standards, the Faculty of Languages adopts the following policy:

- It is expected that students are the sole authors of their work. Students should always distinguish their knowledge and writings from information derived from sources. The term “sources” includes material published in print or online. Quotations must be placed properly within quotation marks and must be fully and properly cited in accordance with a referencing style. In addition, all paraphrased or summarized material must be acknowledged completely. Please refer to the research skills acquired in ENG 102 unit for further elaboration.
- The responsibility for learning the proper forms of citation is the responsibility of the student (refer to acquired knowledge in ENG 102 & ENG 201). Students are expected to be familiar with the APA/MLA Citation Guidelines to be able to use sources for research activities. Students who have queries about the preparation of academic work should refer/consult their instructor before the work is prepared or submitted.

General Remarks

- It is the student’s responsibility to find out about referencing Styles in their discipline, to take adequate notes, and to avoid close paraphrasing especially after completing the Academic Writing Units provided by the Faculty of Languages.
- Unit handbooks would also help students learn how to avoid common errors.
- If ever in doubt about referencing, paraphrasing or plagiarism, students have to refer to their tutors/ The Writing Centre.

V. IV. Professional and/or Statutory Body Requirements

MSA courses are accredited by the Supreme Council for Higher Education. Students who graduate from MSA can join the appropriate Syndicate for this profession with no additional exams.

Awarding institutions are MSA University- University of Bedfordshire (UK)

The interdisciplinary content and nature of these courses is anticipated in the respective QAA Subject Benchmark Statements for English, Linguistics, and Languages, cultures and societies

Details may be found at:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>

The course meets the QAA Quality Code for Higher Education descriptors for level 6 on the FHEQ

<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Timetables and Accessing Records

Timetables

The university schedule is published on the MSA web-site at the beginning of each semester and students can access this schedule anytime.

Students are provided with a detailed timetable at the end of the registration period at the beginning of the semester. A student can take a replacement copy from the Faculty Registrar at any time. Printed copies of the Examination schedule is available one week before exam periods.

Accessing records

Students can access their own grades either by taking an informal copy of their four/five year plan or by ordering a formal transcript from the Faculty Registrar.

Feedback to Students

Feedback on assessment performance is a vital communication process between instructor and student. Constructive feedback facilitates learning and subsequently enhances marks and grades.

Provision of feedback for a certain assessment must be provided before students undertake another. Although the subsequent assessment component will probably not assess the same learning outcomes as other course assessments, feedback on technique may be just as important as the particular subject content.

Feedback on Coursework

Oral and written feedback will be given following the submission of assignments. Feedback on coursework is to be provided through written comments and marking criteria (rubrics). Feedback is also to be provided through group discussions and group work. Student contribution to class discussions is to be noted as evidence relating to participation, preparation and attendance.

Feedback on Examinations

Generally students may not be given specific feedback on written midterm and final examinations. The instructor may provide generic feedback with the whole class for each exam after it has been held, as a means of improving future performance.

Proposition of Research Projects

Research Projects are a form of coursework which involves the submission of a substantial project before graduation. Different approaches are taken in different subject areas.

A research project occurs at the end and forms the major part of the final grade. Effective and continuous feedback must be provided for each step of the students' work.

Students need guidance to plan and monitor their progress. Generally if the proposal and action plan is realistically developed and approved this will provide excellent support for the student, therefore time spent at the initial stage to get this right will pay benefits later on.

Students need guidance and support during the process of writing a dissertation; this usually takes the form of individual/group tutorials with the instructor. Generally students require more and longer meetings at the beginning of the process, to discuss and receive guidance on challenging issues. Supervisors may hold open meetings with their dissertation students to solve the initial general/common problems of getting started.

Feedback in performance is given to the students during the final presentation.

Viewing Scripts

Students are not allowed to view the scripts of the mid-term and final examinations. Instructors correct the answer sheets with secret code in both midterm and final examinations so that the identity of the student remains completely anonymous thus insuring that the assessment is truly objective and with no doubt reflects the students' true academic standard. Each answer sheet is marked by two examiners.

Marking, Second Marking and Marking Moderation

All assessments are moderated to ensure that grades have been recorded accurately. Instructors mark answer sheets with secret codes to insure that the marking process was totally unbiased.

External examiners review exams and answer sheets with instructors to insure the fairness and objectivity of the assessment process.

A sample of all answer sheets are to be remarked. Second marking is undertaken by an internal examiner other than the unit examiner, a rationale is provided in both cases of approval or changing of grades.

Grade Checking and Appeals Process on MSA University

Provisions

For complaints concerning academic issues at MSA University, students may submit appeals either to check on the accuracy of grades or to complain about unfair grades. Please refer to the Examination and Grading system.

A student may submit an appeal to be exempted from certain rules or regulations such as assigned academic load or disqualification actions or unit prerequisites.

MSA complaints procedures ensure that the student's opinion is taken into consideration and that issues are appropriately investigated.

- Students submit their complaints/appeals to the students' affairs office/programme leader.

- Students must submit their complaints within one month of the occurrence of the action otherwise MSA is under no obligation to consider this complaint.
- The processing of these complaints is the responsibility of the office of Students' Affairs/programme leader.
- In case of checking on the accuracy of grades of scheduled exams (Midterm or final) the programme leader with the help of the control unit, checks that all answers in the exam script are marked and checks also on the calculation of the total mark.
- In case of submitting appeals to complain about unfair grade (usually in coursework assignments), the programme leader discusses the issue with the concerned staff member(s).
- The programme leader ensures also that the student's assignment is given to a third marker for verification or modification (if applicable)
- Feedback is given to the student promptly.
- If the student is satisfied with how the complaint is handled, the complaint is filed.
- If the student is not satisfied with how the complaint is handled, the issue is escalated to the Faculty Dean.
- If the student is still unsatisfied the issue can be presented to the University President for final decision

Marking Check Forms / Academic Appeal Forms are available at the Administration office of the faculty

Academic Appeals for University of Bedfordshire Provisions

An academic appeal is a request for review of an Examination Board or Academic Progress Panel (APP) decision related to assessment, progression and/or an award at UoB. Where a complaint from a student at MSA is specified as having an impact on assessment, progression and/or award, it is treated as an academic appeal. There are two valid bases for submitting an academic appeal:

- a) Exceptional extenuating circumstances; or
- b) Operational problems impacting on academic outcome.

MSA follows the regulatory framework of the University of Bedfordshire as follows:

- MSA students and local tutors are made aware at induction that Academic Appeals Policy is available online.
- Appeals will not be considered if they do not meet the criteria specified in the academic appeals policy of UoB.
- Appeals must be received by the Student Adjudication Team within 15 working days from the date on which the student receives formal notification of a decision of an Examination Board. Academic

appeals are only valid in respect of Examination Board decisions already made.

- The appeals procedure must be followed after an Examination Board has taken a decision. It is only through the appeals process that issues relating to an Examination Board decision can be resolved.
- Any student who wishes to appeal against the decision of the Examination Board submits the following form to the University's Adjudication Team via adjudication@beds.ac.uk

Stage 1 - Academic Appeal Form

The outcome of the appeal is communicated directly to the student by the Adjudication Team via the UoB Student email. If a student at MSA is not satisfied with the outcome at stage one of the Academic Appeals Procedure, the student may request that an Appeal Review Panel reviews the case, through the stage two procedure. This can only be legitimately requested on the basis of new and significant information or evidence being presented, and is requested by means of submission of the following form to the Adjudication Team:

Stage 2 – Academic Appeal Form

The stage 2 decision is also communicated to the student directly by the Adjudication Team via the student's UoB email address. No further appeals can be made against this decision.

Appeals from MSA students are not considered if they do not meet the criteria specified in the academic appeals policy, and students are notified accordingly by the Adjudication Team.

UoB Referral and Retake Attempts

- As per UoB Academic regulations, a student potentially has 4 attempts at passing a unit as follows. Students are notified with their referral during the cohorts prior to their graduation from University of Bedfordshire:
- 1st attempt – The student complete all assessments for the first time
- 2nd attempt – If the student fails any assessment(s) with a mark of under 40%, they are offered a referral attempt for the failed assessment to be completed in the next semester.
- 3rd attempt - If the student fails or waives the right to the referral assessment(s) and again fails with a mark of under 40% (the maximum pass mark a student can receive for a referral assessment) – They will have failed the whole unit and must complete a retake of the whole unit in a future semester
- 4th attempt – If the student fails any assessment(s) in the retake attempt of the unit, they will be offered their 4th and final chance at a referral attempt at the failed assessment(s) (of the retake unit).

Upon exhausting these four attempts, if the student has still not passed the unit, they will fail the unit as a whole and will therefore be exited from the course. Should students have passed a minimum

of 60 UK credits at level 6 (Year 4 at MSA), they will be considered for an ordinary degree.

Feedback from Students

Attending to Students' Non-Academic Complaints

A Non-academic complaint is any complaint submitted by the student that hinders his/her learning experience in general, this can relate, but not limited to, extracurricular aspects, logistics, teaching and learning experience...etc. Any other complains related to academic grades are considered academic appeals. Non-Academic complaints also include administrative procedures IT facilities, library, transportation services, social events, sports activities, equipment usage and labs, scheduling, internship opportunities, community services etc.

These issues are handled through one or more of the following procedures:

1- Open Door Policy

MSA adopts an open-door policy for addressing students' academic and non-academic complaints. Some complaints may be resolved immediately, while other issues are handled by concerned central departments/ units at MSA University.

- Students are asked to make an appointment to meet the Dean/ Head of Students Affairs of the Faculty to raise academic/non-academic concerns.
- A student fills in a complaint form in case the complaint cannot be immediately resolved or requires follow up and actions taken by MSA central departments/ units.
- The complaint form allows students to suggest or recommend 'applicable' solutions if they can.
- The Dean/ Head of Students Affairs of the Faculty refers to the concerned departments/ units to discuss the issue and find solutions.
- The student may revisit the office of the Dean/ Head of Students Affairs within 7 working days to get feedback.

2- Complaints & Recommendations Box

Students use these boxes for sending complaints that do not usually require prompt actions. Some complaints are submitted anonymously.

- Based on the criteria and regulations of the National Authority for Quality Assurance and Accreditation in Egypt, each faculty at MSA University has two "Complaints & Recommendations" boxes placed in the corridors of the faculty.
- Keys of boxes are the responsibility of an elected member in the 'Complaints' Committee', that is supervised by the Head of Students Affairs.
- The 'Complaints' Committee' consists of faculty and administrative staff members selected by the Students Affairs Unit of each faculty.

- Boxes are opened on a weekly basis by the committee. Some recommendations are discussed during “Faculty Council meetings” to make decisions concerning the issues.
- Complaints are sent to the concerned departments/ units to address issues and take actions.
- The Complaints Committee may attempt to meet students who place signed complaints inside boxes to discuss issues further or provide feedback on actions taken, in case of signed complaints.

Valid anonymous complaints are considered after appropriate investigation

3- Boards of Study

The purpose of the Board of Study is to provide a forum for discussion between student and staff involved in all aspects of a course. Students elect student members of the board at start of each semester/ academic year, to ensure that all the various interests on the course are adequately represented. Each course holds a board of study meeting once per semester. The membership includes:

- Student representatives;
- Subject/course leader;
- Academic staff aligned to the delivery of the course or courses; and
- Support services representatives.

A student representative represents the course or year group and is responsible for notifying the board of issues which have been brought to them by him/her. The student representative should be aware of the function of the board of study, and should ensure that representatives are alerted in good time to matters of concern, or to suggest initiatives.

At MSA, minutes are made of the discussion and decisions of each board meeting, and this is circulated among members with outcomes. The reports are included with the school annual monitoring report for consideration by the University. The points raised at the meeting are carefully recorded for issues arising, and the action taken upon them.

Student representatives

Student members of the Boards are elected at the start of each semester, to ensure that all the various interests on the Course are adequately represented. Each Course is required to have a Boards of Study meeting once per Semester, between weeks 6 and 8. There should be 2 students per year, per Course to represent the student body.

Dates

Board of Study meetings are to be held on the following dates. Student representatives are to attend:

Semester 1 November
Semester 2 March

Students are also able to raise a formal complaint directly with the University, using the University's Student Complaints Procedure if they are not satisfied with the way that their complaint has been handled by MSA or if the complaint is about the University.

The complaint is raised at Stage 2 of the [Student Complaints Policy](#) and Procedure handbook. Students wishing to complain to the University submit a Formal Complaint Form directly to the Student Adjudication team at adjudication@beds.ac.uk.

Attendance Requirements

The contact between the instructor and student is the most effective method of learning. Class discussions and comments enhance students' understanding for the course content and give a new dimension to the learning experience. For these reasons, students are required to satisfy certain attendance requirements. Students who fail to attend 75% of all lectures and tutorials for a certain course are deprived from the final exam and automatically fail the unit. The maximum number of absences allowed for any student is 9 times including all lectures and tutorials. This includes absences for medical reasons and emergencies.

Policy on Late Arrival

Late arrivals disrupt the class and deprive other students from the required degree of concentration. Students are only allowed into the class during the first five minutes. Otherwise, they miss the class and are recorded as absent.

During the midterm and final examination periods, students are allowed to step in during the first 15 minutes of the exam time.

Quality Assurance of a Course

Students have a very important role in enhancing courses, feeding back on a regular basis via unit and course feedback forms, Boards of Study, and other mechanisms. Student feedback also plays a major role in course monitoring and review.

Unit Evaluation Forms and Course Evaluation Questionnaire

Both unit and course feedback forms are distributed among students throughout the academic year. The aim of this feedback process is to elicit views on the quality of all the units taken, and on the experience of being a student on a course of study.

Unit forms, which examine each unit in some detail, are distributed at the end of each semester. Course questionnaires, which invite comment on a course in general, are distributed at the end of the first and final year. Both sets of forms are completely anonymous.

Students can expect to receive a report on any issues that have been raised. The report would also describe the measures taken to resolve any problems. All reports would be an item for discussion during Boards of Study and would, be reported upon where necessary during the annual monitoring process. The whole feedback process would also be reviewed on a regular basis, to ensure that that it is effective in helping provide good quality experience for students.

Career Advice, Opportunities and Placement

MSA is keen to provide its students with competitive courses that aim to prepare them to compete effectively in the job market. The academic advisors and tutors co-operate closely with the Career Placement Office which provides feedback on the skills required by the job market in a specific course. The office also provides feedback on points of strengths of MSA graduates and comments on areas that require improvement. This continuous effort insures that courses are up-to-date and relevant to the needs of both national and international employers.

The Career Placement Office organises periodical job fairs that aim to provide students with exceptional work opportunities. The office also contacts new employers to increase the number and to improve the standard of the portfolio of companies recruiting MSA graduates.

Student Support

MSA considers one of its main goals is to provide a unique, friendly and pleasant atmosphere for its students. Staff members and students interact together constantly as members of one large family. Support and guidance is provided to students mainly from the Faculty Registrar and Student Affairs. The services include:

- Advice on solving problems and the procedures to be followed.
- Enrolment and fees payment.
- Registration procedure.
- Advice on career placement and training opportunities.
- Disability support and guidance.
- Attendance excuses.
- Receive appeals and complaints.
- Counselling.
- Enrolment/Graduation Certificates.
- Provide advice on any issue that concerns students' welfare other than the above.

Subject Advice and Educational Guidance

MSA's main mission is to provide a well-rounded unique learning environment for the students. MSA has introduced many methods to provide academic advice and aid to all students through the following channels:

Academic advisor

Academic advisors are available for students to offer advice and guidance during registration of courses. They also provide information to students about the different pathways within the faculty. The assistants are also available to offer advice and support at any time.

Teaching assistants are available to offer extra help to students. They work with students either individually or in small groups according to their individual needs.

Information for Students with Disabilities

As an educational institution and employer, MSA recognises the equal rights of individuals and groups to be free from discrimination on the bases of sex, marital status, nationality, disability, and political and religious belief. The University accepts its responsibility in relation to these rights for people who are undertaking activities as part of their study or employment with MSA.

Thus, within this context, MSA supports any student with any form of physical disability who would require special tutorial help in academic reading and writing. Students with physical disabilities are taken into consideration not only in respect to examination arrangements but also in attendance and in the marking of coursework and examination papers, provided that the student has reported it at an early stage. Disability that may require consideration and when necessary, MSA offers one to one deemed tutorial help.

MSA is committed to a continuous course of upgrading its estate in order to improve accessibility for the disabled by incorporating provisions for wheelchair users. Thus this new campus includes the establishment of ramps, lifts, and toilets for disabled persons.

English Language and Learning Support

MSA is an English Language medium instruction university. Students are required to sit for an English Language Placement Exam. Students who fail to meet the standard required join an Intensive English Language Course at the beginning of their studies at MSA. Students register in 1 to 3 units with this intensive course.

Students who pass the Placement Exam from the first attempt or those who pass the Intensive Course are required to take three to four units developing and upgrading their language skills.

Students who need additional help and who have finished all the University language requirements are urged to contact the English Language Department to arrange for extra help or to attend the extra group sessions.

VI. Information & Learning Resources Services

Learning resources and support are provided by MSA through different channels:

IT Central Services

It controls and monitors the work of different faculty IT Services Units. It also co-ordinates between these units in the use of shared resources. The unit is also responsible for maintaining the IT infrastructure in the university.

Faculty IT Services Unit

This unit is responsible for providing hardware and software packages for the faculty requirements; as well as maintenance of equipment. It is also responsible for equipping all computers with different operating systems platforms, database management systems, programming languages, software development kits, and education software tools to provide suitable training for different fields of specialisation.

It is also responsible for providing support to all instructors and students in using the audio-visual aids provided by the university.

Library Services

MSA library keeps books and periodicals ordered by university faculties. Video, cassette tapes, and CD ROMs are provided for all subjects. A computer lab is annexed providing access to the Internet.

Health and Safety

You have the same health and safety responsibilities as any other employee at MSA and you must take reasonable care of your own health and safety and those of other people.

Care Programme for Students with Special Needs

MSA University is fully aware of the crucial role education plays in the lives of students with special needs. MSA University believes that education introduces these students to areas of knowledge and experience that are bound to help them

in many aspects of life. In addition, education can offer these students a chance to find the independence they seek.

Processes of Addressing Cases of Students with Special Needs

- Dealing with students with special needs is the responsibility of admissions department, medical unit of MSA University, and the Unit of Students' Affairs.
- The admissions staff holds a short interview with students with special needs to know about the type of disability and ask parents/ guardians to provide medical reports about their cases.
- Reports are sent to the Medical Unit of MSA University that checks the medical documents and clarifies the case to the Head of Students' Affairs of the faculty of concern.
- The Head of Students Affairs holds a meeting with a special committee that consists of academic and administrative staff to make decisions/ recommendations concerning the following issues:
 - 1- Acceptance / rejection of the student's enrollment at the faculty
 - 2- Action plans to provide special support related to academic and non- academic issues in case of acceptance (see the attached form)
 - 3- Follow up reports on a student's performance/progress throughout the 4 levels

Exceptional measures are handled by the faculty as follows:

- The student/ parent fills in a "Self-Assessment Questionnaire Form".
- The signed /scanned "Self-Assessment Questionnaire Form" should be dealt with as a confidential document that should be sent to UoB link tutor of the faculty.
- The link tutor of the faculty sends a scanned copy of MSA Students' Support form that is signed by members of the committee to be considered and endorsed by UoB.