



International evaluation and accreditation

EVALUATION AND ACCREDITATION DOCUMENTS

Master of Arts in English Literature

College of Arts
King Saud University
Riyadh, Kingdom of Saudi Arabia

APRIL 2020

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High Council for evaluation of research and higher education

CONTENTS

Evaluation report	pages 3 to 12
Comments of the institution	pages 13 to 16
Accreditation decision	following pages



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EVALUATION REPORT

Master of Arts in English Literature

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King Saud University,
Riyadh, Kingdom of Saudi Arabia

OCTOBER 2019



The King Saud University has mandated the Hcéres to perform the evaluation of its MA in English Literature programme. The evaluation is based on the “External Evaluation Standards” of foreign study programmes, adopted by the Hcéres Board on October 4th, 2016. These standards are available on the Hcéres website (hceres.fr).

For the Hcéres¹ :

Nelly Dupin,
Acting President

On behalf of the experts committee² :

Julien Zarifian,
President of the committee

In accordance with the decree n°2014-1365, November 14th, 2014,

¹ The president of Hcéres "contresigne les rapports d'évaluation établis par les comités d'experts et signés par leur président." (Article 8, alinéa 5) — “countersigns the assessment reports made by the experts' committees and signed by their president” (article 8, alinea 5).

² The evaluation reports "sont signés par le président du comité". (Article 11, alinéa 2) — “are signed by the president of the committee” (article 11, alinea 2).

CONTENTS

I.	Study programme Identity Sheet	6
	Methods and results of the previous accreditation(s)	6
	Human and material resources dedicated to the programme	6
	Student population: evolution and typology over the last 4 years	6
II.	On-site visit description	7
	Composition of the experts panel.....	7
	On-site visit description	7
III.	Presentation of the study programme	8
	1 – Presentation of the study programme.....	8
	2 - Presentation of the programme's self-evaluation approach	8
IV.	Evaluation report	9
	1- Aims of the study programme	9
	2 – Position of the study programme	9
	3 – Study programme teaching structure	10
	4 – Programme management	10
V.	Conclusion.....	11
	Strengths.....	11
	Weaknesses	11
	Recommendations.....	12
VI.	Comments of the institution.....	13

I. STUDY PROGRAMME IDENTITY SHEET

University/institution: King Saud University

Component, faculty or department concerned: College of Arts

Programme's title: Master of Arts in English Literature

Training/speciality: English Literature

Year of creation and context: 1985

Site(s) where the programme is taught (Town and campus): Riyadh, Saudi Arabia, main campus (male and female campuses)

Programme director: Ibrahim Azizi, Assistant Professor, PhD. American Literature and Critical Theory

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

No previous international accreditation.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

Although every teacher of the Department is not expected to teach in the MA in English Literature, it can potentially count on the 98 teachers of the Department (40 for the Male campus and 58 for the Female campus). That includes, for the year 2018/2019, 4 Professors (3 males, 1 female), 8 Associate Professors (5 males, 3 females), 31 Assistant Professors (13 males, 18 females), 16 Lecturers (1 male, 15 female), 32 Teaching Assistants (12 males, 20 females) of Saudi nationality, in addition to 2 (1 male and 1 female) non-Saudi Associate Professors and 5 non-Saudi Assistant Professors (males only).

The male campus is older than the female one (which was built and opened in 2013), but both are perfectly designed and adapted, and well equipped. The female campus counts 54 teacher offices (for a total of 58 teachers), all computer-equipped, and 2 staff offices, in addition to 1 writing center, 1 English Club "headquarters", one Language Lab. The male campus has 30 teacher offices (for a total of 40 teachers), all computer-equipped, and 3 staff offices, in addition to 1 Language Lab. Both campuses are perfectly connected to the internet and students have computers and printers at their disposal (1 computer for every 5 students and 1 printer for every 177 students for the female campus; 1 computer every 2 students and 1 printer every 45 students for the male campus).

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

The figures relating to students registration show that the number of registered students has been considerably fluctuating and has been, at best, relatively low for a MA (partly due to a highly selective system of admission, in order to achieve high-level standards). In 2014-2015, no student was admitted and only one graduated (a female student). In 2015-2016, three students were admitted, all female students, and two graduated (female students as well). 2016-2017, twelve students were admitted (one male, eleven females) but no student graduated. In 2017-2018, five male students and six female students were admitted, but no student graduated (and three – one male, two females – withdrew).

II. ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

Dr Julien Zarifian, Associate Professor, University of Cergy-Pontoise (President)

Dr Gloria Awad, Associate Professor, University of Artois

Ms Mizgin Demir, student, University of Rouen

Dr Annick Rivens, Professor, University of Lille

Dr Sébastien Rouquette, Professor, University of Clermont-Auvergne.

Hcéres was represented by Dr Anne Vial-Logéay, science advisor.

ON-SITE VISIT DESCRIPTION

Date of the visit: September 29-31, 2019

Summary of the proceedings: The two campus (male and female) were visited, in addition to the male common first year campus. Meetings with professors, staff, students, and alumni were organized. The visit lasted three days. A meeting of the Hcéres team only took place at the end of each day of the visit. The meetings and visits relating to the MA in English Literature took place on the second day of the visit (Monday, September 30, 2019).

Organisation of the visit: On September 30, 2019, after visiting the campus and the classrooms, offices, and equipment of the Department of English, we had a meeting and respectively one-hour discussions with, separately, students, alumni, and professors.

Cooperation of study programme and institution to be accredited: Excellent. The Hcéres experts were taken in charge by a few KSU professors on the male and female campuses. The KSU team of professors perfectly organized the visit and did their best to satisfy the requests of the Hcéres team providing extra information when required.

People met: During the three above-mentioned meetings, we met between 5 and 10 students, alumni, and professors, respectively, one each campus, as well as students in charge of their respective associations on the female campus.

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

The Master's Degree in English Literature of King Saud University (the leading public university located in Riyadh, Saudi Arabia), is delivered by the Department of English Language and Literature of the College of Arts. It is delivered to both male and female students, and the courses take place both on the male and female campuses. This MA was established more than twenty years ago and has both a thesis track and a non-thesis track (established in 2015). It aims at training academicians capable of research and critical thinking, and capable of writing and publishing pieces of great intellectual and academic value, but also potentially usable in non-academic sectors and on the job market. The program is the oldest one of its kind in Saudi Arabia and even in the Gulf area (it was created in 1985) and aspires to reach leadership in research and studies in the field of English and American literatures. The MA in English Literature of King Saud University is not the only program in English Literature in Saudi Arabia, five others exist in the kingdom (one in Riyadh at Imam Mohammed Ibn Saud Islamic University, and four in other cities of the Kingdom, in Jeddah at King Abdulaziz University, in Mekka at Umm Al-Qura University, in Damman at Imam Abdulrahman bin Faisal University, and in Taif at Taif University).

2 - PRESENTATION OF THE PROGRAMME'S SELF-EVALUATION APPROACH

The self-evaluation process was taken seriously by the in charge staff. The self-evaluation report is a 27 page-long document, to which are added 18 annexes. Each section and subsection is carefully filled out and includes, most of the time, both data and qualitative analysis. In general, the information is relevant, detailed, and corresponds perfectly to the themes addressed in the section or subsection.

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

The goals of the programme are clearly stated and correspond to what one can expect from a MA in English Literature. The programme provides students with rigorous training and depth in the fields of the literature of the English-speaking world, English language, and literary criticism, in order to answer to the Saudi Arabia's needs for English language specialists. More concretely, it aims to foster students' creative and critical thinking and research skills in English literature, to the benefit of the students, but also to enrich the cultural national and regional environment through the graduates' engagement in literary studies, writing, translation, public lectures and media participation, to build bridges between the public and the private sectors through research and consultation in the field, and to a better understanding of the literature and intellectual culture of the English speaking world. Not much is said about the outcome of the programme in terms of jobs opportunities in the report, except that this program aims to train English literature specialists who will become researchers (after a PhD), writers/authors, apparently understood in the broadest sense of the word, and possibly teachers. However, one appendix document mentions possibilities for graduates to work in the media, propose cultural advice to government agencies, in addition to engagement in research and writing books and documents. It is to note that abilities in translation may be highlighted by the graduates, whereas a College of Languages and Translation exists at King Saud University. Students of the programme and of the College of Languages and Translation may be in situation of competition on the job market, which may be problematic although the managing team never mentions it.

2 – POSITION OF THE STUDY PROGRAMME

The programme is proud to be a forerunner and leader in English Literature teaching and researching in Saudi Arabia and in the Gulf region. The fact that King Saud University is the most famous university in the country and that the Department of English is part of the prestigious College of Arts, the historical heart of higher education in the country, is an important element too. There are five other MA in English Literature in Saudi Arabia, which differ from the one at King Saud University in terms of format (number of credits, thesis track/non-thesis track), but we do not really know to what extent they differ in terms of contents or specialty. Benchmarking is presented as an essential aspect of the way the programme establishes its identity, and the current version of the MA was benchmarked against MA of Arizona State University (USA), New Mexico State University (USA), McGill University (Canada), and the University of Sydney (Australia). The link between the study programme and research is obvious and strong, although the thesis-track has not been hosting students these past four years, and materialized, in particular, by the fact that in the final semester of the program students are required to write a 12,000-16,000-word research project. The department, through the Academic Improvement Committee and the Joint Supervision Program, sometimes invites international academics to deliver conferences to which students participate. In addition, the college organizes an annual forum to allow graduate students to present their research projects. There also are opportunities for post-graduate students to become involved in joint research projects. The fact that many professors are leading Saudi researchers in their field, that the MA teaching is research oriented, and that the College of Arts publishes an academic journal, the *Journal of Arts*, whose offices are located next to the Department of English ones, helps making the link between research and teaching even more vivid. The programme does not currently have specific international partnerships, but plans on building some. It does not have apparent partnerships with businesses or associations. This lack of apparent national or international partnership is regrettable, especially for a dominantly non-thesis MA.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The courses structure is coherent and well thought. Throughout their MA, students have to take thirteen courses, of three hours each per week, and have, besides the courses, a lot of personal work and reading (no less than 24 hours per week). In addition to one methodology course (proposed in the first semester), the courses focus on different periods or genres of the American and British -and to a lesser extent, world literatures and are designed to help students define and sharpen their own academic interests. They alternate in a fairly harmonious way between British, American, world and comparative literature. Three of these thirteen courses are elective courses (in the semester 4), to be chosen from a fairly long list but focusing mainly on literature and thought in the English-speaking world. As in the case of the BA in English Language, one may regret that the history, values and culture of the English-speaking world are not discussed specifically. It seems difficult to address the literature(s) of a country without seriously taking into consideration the history and culture of its people. Not much is said about the elements of professionalization of the programme, and that is problematic for a MA degree, which is supposed to concretely equip the students for a job or starting a PhD. Teaching and learning methods involve the use of new technologies, male professors can teach to female students through video-conference, and the students are well accompanied, by an academic advisor who can help them with their academic difficulties. Transfer of credits from/to other programs is possible.

4 – PROGRAMME MANAGEMENT

The MA program in English literature relies on a team of professors of the English Department, through the Graduate Committee for English Literature. This committee gathers twelve professors in literature and is in charge of every aspect relating to the program and the students, such as programme modification, admission processes, making program guidelines for projects, monitoring students' evolution, providing orientations for new students, making teaching schedules, discussing students' projects proposals, and occasionally working on the committee website. The committee meets no less than six times during a semester, which proves its dedication to the programme. The teachers have to provide students with syllabuses with clear methods of assessment before the beginning of the courses. There are diverse assessment methods (one or several mid-term exams, around week 8, and a final exam, after week 14, which can take the form of projects, assignments, oral presentations, or examination questions), but every course requires at least one compulsory final paper. The number of students cannot, by decision of the team, exceed thirty (fifteen females, fifteen males). Due to the very selective nature of the training, it has never had more than twelve students per promotion (seven girls and five boys in 2017-2018), and there has even been one year with zero student (in 2014-2015). This low number of students is quite problematic and may, in the long run, even put into question the reason for being of the programme, especially on the male campus. The courses are evaluated every semester by the students attending it, and teachers have to take into account the students' views. No mention is made of foreign students, and students are not very much followed up after they graduate. However, an alumni committee in at the level of the department and currently is working on building a database with information about graduates and their working experience.

V. CONCLUSION

The Master's Degree in English Literature of King Saud University, delivered by the Department of English Language and Literature of the College of Arts, is delivered to both male and female students, and is thesis tracked but, since 2015, has also had a non-thesis track, which has become dominant. Based on a strong and diversified teaching team, and a solid management, this MA aims to develop students' creative and critical thinking and research skills in the field of literature.

Although the thinking concerning job opportunities after graduation is not led with enough dynamism, the programs aims to train English literature specialists who will become researchers (after a PhD), authors/writers, apparently understood in the broadest sense of the terms, possibly teachers, and could also find jobs in the media and culture fields.

The programme is proud to be a forerunner (it was created in 1985) of English Literature teaching and researching in Saudi Arabia and in the Gulf area and to be part of a prestigious university and college, and seems to be historically the leading programme (out of six Saudi MA in English Literature). It has not established specific international partnerships and does not seem very professionalized, but the link between the study programme and research is obvious, strong, and diversified.

This link is materialized, among other things, by the fact that in the final semester of the program students are required to write a research project, that the department sometimes invites international academics to deliver conferences to which the graduates participate or attend, that the college organizes an annual forum for graduate students, where they present their research projects. The structure of the courses is coherent and well thought.

Throughout the MA, students have a lot of personal work and reading. One regrets that, as in the BA programme, the history, values and cultures of the English-speaking world are not discussed specifically in the programme. It is difficult to really understand the literature produced in a country, without specific and sharp knowledge of its history.

The MA is concluded with research thesis of 12,000 to 16,000 words, which raises question about the training, as it is not much, even though it can be considered as an introduction to PhD. Not much is said about the non-thesis track. Not much is said either about the elements of professionalization of the programme, and that can be considered problematic for a MA.

The programme is managed by a solid team of professors of the English Department, through the Graduate Committee for English Literature. One serious issue that the team has to face is the recruitment of the students. The number of students cannot, by decision of the team, exceed thirty (fifteen females, fifteen males), but due to the very selective nature of programme, it has never had more than twelve students per promotion (seven girls and five boys in 2017-2018), and there has even been one year with zero student (in 2014-2015). This low number is quite problematic and may, in the long run, even put into question the very existence of the programme, especially if the gap between the female and male enrollment tolls maintains itself.

The self-evaluation was taken seriously by the in charge staff and the on-site visit was very fruitful and permitted to fill the few blanks left in the report, which mostly involved qualitative information about the outcomes of the programme in terms of jobs targeted, the international partnerships, and the teaching structure and the courses proposed.

STRENGTHS

- Strong and diversified team of Professors
- Strong link between teaching and research
- Serious management of the programme
- Interesting and diversified courses in English literature.

WEAKNESSES

- No specific international partnerships
- Lack of clear professionalization
- No courses in history or civilization of the English speaking world
- Very low and irregular number of students enrolled, and very few graduating.

RECOMMENDATIONS

- The teaching team should start a deep and collective reflection on the link between the programme and its outcomes in terms of job opportunities for the students, and to possibly adjust its courses according to the results of this reflection, especially for the non-thesis track
- Building specific partnerships with foreign universities and programmes should become a serious objective of the team, with the aim of providing students with opportunities of spending one semester abroad (preferably in English-speaking countries, but student exchanges with non-English speaking countries universities running English programmes should be considered too)
- The teaching team should consider introducing some courses directly dealing with the histories and cultures of English-speaking countries. Collaborations with the History Department may be considered with regards to these courses.
- The teaching team will take benefit from an analysis on the reasons why so little students enroll and successfully achieve their degree.

VI. COMMENTS OF THE INSTITUTION

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كلية الآداب
مكتب العميد

January 1, 2020

Dear Ms. Nelly Dupin,

We appreciate your efforts in the evaluation of the College of Arts' five academic programmes (1- *BA in English Language*, 2- *MA in English Literature*, 3- *MA in Applied Linguistics*, 4- *BA in Mass Communication*, and 5- *MA in Mass Communication*). We would like to express our sincere gratitude to the Expert Committee that visited and provided insight into the stance of our evaluated programmes. In response to the committee's evaluation reports, we believe that most of the highlights and recommendations provided will contribute to improving the programmes' quality, and thus improve the overall quality and efficiency of our graduates. The programmes will consider the content of the reports for future improvements.

Nevertheless, there are other points mentioned in the reports that we may have different views about or require clarification. These are as follows:

1- *BA in English Language*

Although the programme does not currently offer a Western culture focused course, Western critical thought and ideologies are studied in the ENG 362 Criticism course. This course is designed to introduce students to major schools of thought from Classical Greek criticism to the Modern and Postmodern. In the course, students are introduced to these schools chronologically, and are required to apply the frameworks to literary texts to cement their understanding of the differences and changes that occurred through history. The programme also offers an elective course about the history of the English language, ENG 421, which provides an overview of how historical events in England led to changes in the language throughout different periods. It brings focus to the political, social and intellectual factors that determine these changes.

2- MA in English Literature

The report points out concerns over the small number of students joining the programme. It is true that the number of students is low, however, the number has gradually increased over time. The programme also has both male and female students, even though the majority on the programme are female. It is believed that this reality reflects the fact that humanities in general is less attractive to students and that the number of male literature students is less than females in most universities.

The report suggests to include history courses in the study plan. Indeed, history is important for literature students. Although the programme does not have any dedicated history courses, students are given enough historical context to each literature course throughout the programme.

As for job opportunities and partnerships, the Saudi 2030 Vision is anticipating more opportunities for the graduates in different national and cultural domains. Our graduates are well-rounded in cultural issues and qualified to work in areas outside of teaching and translation. Under the umbrella of King Abdullah Institute for Research and Consulting, our staff and students have the opportunity to partner with various business entities in the country (<https://kai.ksu.edu.sa/en>).

Another point in the report is the job market and competition with the College of Translation. We believe our graduates maintain special characteristics to make them different than graduates from the College of Translation. Translation is one skill our students can perform besides their strong background in Western literature and cultures and humanities. Therefore, we do not see ourselves in direct competition with the College of Translation, whose curriculum focuses on the techniques, theory and practice of translation. Our graduates gain employment with foreign organisations working inside the country and with international organisations in a number of different fields (as highlighted in the report).

3- MA in Applied Linguistics

The report discusses the nature of the study plan as being too general and that graduates may not become "specialized enough". In response, it can be said that applied linguistics is by nature an interdisciplinary field focused on a range of topics, all of which serve the purpose of investigating real-life language issues. Courses offered in the programme seek to provide students with an abundance of information about the field of applied linguistics, but this is not



to the detriment of choosing an area of specialty. Students on both tracks can thus focus on a specific area of applied linguistics in courses like ENG 579 (Seminar), ENG 501 (Trends in Applied Linguistics), ENG 599 (Research Project), and ENG 600 (Thesis). In addition, the programme aims to prepare students to join Ph.D. programmes nationally and internationally. Therefore, having studied a wide range of areas in more depth will help to facilitate any decision making on what Ph.D. programme they will join. That said, the experts' argument is worth considering during the next programme modification.

Furthermore, the report argues that the name of the programme does not refer to English studies since it is taught in English and under the umbrella of the Department of English Language and Literature. Here, the name does not refer to English studies because English is only the medium of instruction, which is apparent in the title of the courses offered that do not refer to any language. The issues discussed in the courses refer to linguistic phenomena, which apply to all languages. For example, in the Language Policy and Planning course students are introduced to theories and frameworks governing language policy creation, interpretation and appropriation. These theories apply to all language policies worldwide. Another example is the Lexicography course that teaches and trains students into building mono- as well as *bilingual* corpora and dictionaries. Therefore, one of the gained learning outcomes is the ability to build dictionaries in Arabic, English, French or in any other language spoken (or learned in the future). In addition, it is common practice to offer Applied Linguistics programmes with similar titles without reference to any language while studying the linguistic phenomena of various languages.

It is further mentioned that "the thesis track attracts only a few students". It should be noted that students are admitted to the non-thesis track and only distinguished students are allowed to switch to the thesis track. This is due to the nature of this track, which requires proficiency in academic writing and strong determination.

4- BA in Mass Communication

The "lack" of a "scientific laboratory" has been stated as a concern by the experts. In response, the Aljazeera Research Chair for International Journalism is associated with the department and serve in offering opportunities for conducting research individually and collaboratively. In addition, the university encourages and funds research groups in Mass Communication as well as in other fields. These research groups promote the participation of student researchers with the aim to encourage knowledge and research expertise from professors to be passed on

to students. These groups, along with the research chair and the quality facilities offered by the department, college and university, can offer the advantage of scientific experience at both the student and staff levels. Therefore, all of this may compensate for the "lack" of a scientific laboratory at the department.

5- MA in Mass Communication

The report similarly highlights "the lack" of a scientific laboratory that can benefit the department. The response provided above (section 4) applies here and should suffice.

Finally, based on the five evaluation reports pertaining to the five academic programmes mentioned at the beginning of this letter, the College of Arts respectfully requests that the French High Council for Evaluation of Research and Higher Education (HCERES) proceeds with the accreditation process and informs us of their decisions.

Yours sincerely,

Professor Naif bin Thunaian Al Saud

Professor of Mass Communication

Dean of the College of Arts, KSU

Dr. Suliman Mohammed Alnasser

Associate Professor of Applied Linguistics

College of Arts Vice Dean for Development & Quality



International evaluation and accreditation

ACCREDITATION DECISION

Master of Arts in English Literature

College of Arts
King Saud University
Riyadh, Kingdom of Saudi Arabia

APRIL 2020

SCOPE OF THE ACCREDITATION GRANTED BY HCERES

HCERES has built its evaluation process based on a set of objectives that higher education institution study programmes must pursue to ensure recognised quality within France and Europe. These objectives are divided up into four fields among which are the accreditation criteria.

As for the “External Evaluation Standards”, the accreditation criteria have been specifically designed for foreign programmes. The accreditation criteria were adopted by the Board on June 2016 and are available on the HCERES website (hceres.fr).

The accreditation committee, meeting his accreditation decision, has wholly taken into account the final evaluation report of the study programme. This accreditation decision is the result of a collegial and reasoned process.

The accreditation decision issued by HCERES shall not grant any rights whatsoever, whether in France or abroad. The decision on training programme accreditation confers an accreditation label and does not infer recognition of the accredited qualifications. The HCERES accreditation process therefore has no impact on the qualifications recognition process in France.

FULFILLMENT OF ACCREDITATION CRITERIA

FIELD 1: AIMS OF THE STUDY PROGRAMME

Accreditation criterion

The objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined and communicated. Students and other stakeholders are aware of outcomes in terms of job opportunities and further studies.

Assessment of criterion

The academic goal of the Master of Arts (MA) in English Literature is to provide students with rigorous training in the fields of the literature of the English-speaking world, English language, and literary criticism, in order to answer to the Saudi Arabia's needs for English language specialists. It also aims to foster students' creative and critical thinking, as well as strong research skills in English literature. These goals are well thought and designed, and coherent with what can be expected of a programme of this type. It trains English literature specialists who will become researchers (after a PhD), writers/authors. Some of the graduates also find jobs in the teaching and media fields, as well as in governmental agencies. Although graduates do not experience difficulties to find a job, the programme's focus on professional outcomes should be far more visible.

- The academic objectives of the programme are well designed and coherent with the nature of the programme

- The link between the academic thread of the programme and the outcomes in terms of job opportunities is not visible enough

FIELD 2: POSITION OF THE STUDY PROGRAMME

Accreditation criterion

The study programme has set a comprehensive positioning suited to its objectives and including a clear link with research, scholarly partnerships and/or with the economic and social world, national and/or international partnerships.

Assessment of criterion

The MA in English Literature is proud to present itself as a forerunner and leader in English Literature teaching and researching in Saudi Arabia and in the Gulf region. There are five other MA in English Literature in Saudi Arabia, which differ from the one at King Saud University in terms of format (number of credits, thesis track/non-thesis track), but it is not really possible to know to what extent they differ in terms of contents or specialty. Benchmarking is presented as an essential aspect of the way the programme establishes its identity, and the current version of the MA was benchmarked against MAs of several world leading universities. The link between the study programme and research is obvious and strong, and is an asset of the programme. It is materialized, in particular, by the fact that in the final semester of the program students are required to write research project (although a non-thesis track also has existed since 2015). It is also materialized by the fact that the department, through the Academic Improvement Committee and the Joint Supervision Program, invites international academics to deliver conferences to which students participate (at least once a year, but the frequency varies). In addition, the college organizes an annual forum to allow graduate students to present their research projects. There also are opportunities for post-graduate students to become involved in joint research projects. The fact that many professors are leading Saudi researchers in their field, that the MA teaching is research oriented, and that the College of Arts publishes an academic and peer-reviewed journal, the *Journal of Arts*, helps making the link between research and teaching even more vivid. The negative point is that the programme does not have specific international partnerships (although it plans on building some). In the same vein, the programme does not present any specific partnerships with businesses or associations either, and that should be considered negative, especially with regards to the non-thesis track, which necessarily needs to be professionalized and open to the socio-economic world.

- **The programme is well established at the national and regional academic levels, and even presented as a leader in its field**
- **The articulation between the programme and the research is particularly strong**
- **The level of the relations with the socioeconomic world and internationalization, through specific partnerships needs to be improved**

FIELD 3: STUDY PROGRAMME TEACHING STRUCTURE

Accreditation criterion

The study programme includes a set of teaching units that are coherent, gradual and adapted to all kind of students. The study programme allows students to acquire additional skills that are useful for employment or further study.

Internships and projects are included in the study programme curriculum. So are Information and Communication Technologies in Education (ICTE) and education innovations. The study programme prepares students for the international environment.

Assessment of criterion

The global structure of the courses is well designed and courses are diversified. Throughout their MA in English Literature, which includes a thesis and a non-thesis track, students have to take thirteen courses, of three hours each per week, and have, besides the courses, a lot of personal work and reading. In addition to one methodology course (proposed in the first semester), the courses focus on different periods or genres of the American and British – and to a lesser extent, world – literatures and are designed to help students define and sharpen their own academic interests (three of these thirteen courses, in semester 4, are elective ones). One can regret that the histories and cultures of the English-speaking world are not dealt with specifically, as it is difficult to address literature and intellectual question, without a deep understanding of the societies that produce them. The research project is presented as an important part of the programme, but it is done, practically speaking, in one semester only, and counts for three study units (out of 39), which is not enough. Not much is said about the non-thesis track (which may be explained by the fact that the number of students enrolled in the MA has been extremely low and we may assume that none has taken this non-thesis track yet). Meanwhile, on a positive note, teaching and learning methods involve the use of new technologies, and male professors can teach to female students through video-conference. Not much is mentioned either about the programme's professionalization and internationalization, and that is problematic for a MA.

- **The structure of the programmes is well designed and courses are diversified**
- **Courses on history and civilization of English-speaking countries should be added to the programme**
- **The programme lacks an international dynamic**
- **Professionalization should be made more visible**

FIELD 4: STUDY PROGRAMME MANAGEMENT

Accreditation criterion

The study programme is implemented by a formally identified and operational teaching team including stakeholder and student participation. It is carried out by an educational team which benefits from clear and up-to-date data. Methods for checking knowledge are explicitly stated and communicated to students. Teaching and practical professional units are expressed in terms of skills. Anti-fraud measures have been implemented.

Assessment of criterion

The MA program in English literature relies on a solid and consistent team of professors of the English Department, through the Graduate Committee for English Literature. This committee gathers twelve professors in literature and is in charge of every aspect relating to the program and the students, such as programme modification, admission processes, making program guidelines for projects, monitoring students' evolution, providing ordinations for new students, making teaching schedules, discussing students' projects proposals, and occasionally working on the committee website. It is not said how often the committee meets. Assessment methods are diversified and the students are well informed about them. The teachers provide students with syllabuses with clear methods of assessment before the beginning of every course. There are many assessment methods (one or several mid-term exams, around week 8, and a final exam, after week 14, which can take the form of projects, assignments, oral presentations, or examination questions), but every course requires at least one compulsory final paper. Students are asked to evaluate, every semester, anonymously, the courses that they attend. The number of students cannot, by decision of the team, exceed thirty (fifteen females, fifteen males). Due to the very selective nature of the training, it has never had more than twelve students per promotion (seven females and five males in 2017-2018 – female students systematically outnumbering their male counterparts) over the past five years, and there has even been one year with zero student (in 2014-2015). This low number of students is quite problematic, and may, in the long run, even put into question the reason for being of the programme, especially on the male campus.

- ***The teaching team is strong and diversified, and the programme is well managed***
- ***Students are well informed about their programme and about the assessment methods***
- ***The extremely low number of students (especially male students) enrolled may prove problematic on the long run, if no change occurs in this field***

FINAL DECISION

Considering the accreditation criteria analysis detailed above, the accreditation committee issues the following decision:

“Five-year unreserved accreditation decision”

and draws attention to the following points:

- The teaching team should start a deep and collective reflection on the link between the programme and its outcomes in terms of job opportunities for the students, and to possibly adjust its courses according to the results of this reflection, especially for the non-thesis track
- Building specific partnerships with foreign universities and programmes should become a serious objective of the team, with the aim of providing students with opportunities of spending one semester abroad (preferably in English-speaking countries, but student exchanges with non-English speaking countries universities running English programmes should be considered too)
- The teaching team should consider introducing some courses directly dealing with the history and cultures of English-speaking countries. Collaborations with the History Department may be considered with regards to these courses.
- The teaching team will take benefit from an analysis on the reasons why so little students enroll and successfully achieve their degree.

SIGNATURE

For HCERES and on behalf of



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Nelly DUPIN,

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Date: Paris, April 15th, 2020

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