



Course Specification of English for Specific Purposes

I. Course Identification and General Information:						
1	Course Title:	<i>English for Specific Purposes (Theory & Practice)</i>				
2	Course Number & Code:	DR 54				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3				
4	Study level/ semester at which this course is offered:	3 rd Level / 5 th Semester				
5	Pre –requisite (if any):	DR 35; DR 43				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	BA in English Studies				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Department of English-Faculty of Languages				
10	Prepared by:	Abdulhameed Ashujaa				
11	Date of approval:					
II. Course description:						
This course introduces students to the emergence and development of ESP and exposes them to a range of styles (vocabulary, grammar, genres, etc.) used in academic and professional contexts. It also provides them with some information relevant to the teaching of ESP courses for non-English major students. Further, it enables them to recognize and use specific language styles in their prospective careers.						
III. Intended learning outcomes (ILOs) of the course:						
(A) Knowledge and Understanding:						
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.						
Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding			Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding			
After completing this program, students will be able to:			After completing this course, students will be able to:			
A5-	Demonstrate an informed understanding of the social, pragmatic and functional uses of language in various contexts in society.		a1-	Show an understanding of the origins of ESP and its development in relation to linguistics.		

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A6-	Demonstrate a sound knowledge of contemporary approaches to the study of language, its literature, culture and teaching.	a2-	Demonstrate knowledge of the special characteristics of ESP in contrast to general English.
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Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
completing this course, students will be able to:			
a1-	Show an understanding of the origins of ESP and its development in relation to linguistics.	<ul style="list-style-type: none"> ▪ Interactive lectures and presentations ▪ Discussions of reading Materials ▪ Describing texts 	<ul style="list-style-type: none"> ▪ Examinations (mid-term and final) ▪ Attendance and active participation ▪ Short oral/written quizzes ▪ Written assignments
a2-	Demonstrate knowledge of the special characteristics of ESP in contrast to general English.		

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B1-	Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different literary and non-literary texts.	b1-	Critically evaluate ESP texts and teaching materials to identify features of language use in certain areas, such as business, science, law, etc.
B2-	Analyze and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and topics in the various fields of English language and literature.	b2-	Make connections between relevant findings from register analysis, rhetorical analysis and discourse analysis, genre analysis, and the use and teaching of ESP discourse and skills.

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Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used	Methods of assessment
After completing this course, students will be able to:		
b1- Critically evaluate ESP texts and teaching materials to identify features of language use in certain areas, such as business, science, law, etc.	<ul style="list-style-type: none"> ▪ Interactive Lectures ▪ Class discussion ▪ In-class collaborative tasks ▪ Presentations ▪ Pair and Group work activities ▪ Problem solving activities 	<ul style="list-style-type: none"> ▪ Examinations (mid-term and final) ▪ Attendance and active participation ▪ Short oral/written quizzes ▪ Written assignments
b2- Make connections between relevant findings from register analysis, rhetorical analysis and discourse analysis, genre analysis, and the use and teaching of ESP discourse and skills.		

(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills
After completing this program, students will be able to:	After completing this course, students will be able to:
C5- Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts	c1- Employ strategies of analyzing ESP texts to highlight their features, using various techniques.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies/methods to be used	Methods of assessment
After completing this course, students will be able to:		
c1- Employ strategies of analyzing ESP texts to highlight their features, using various techniques.	<ul style="list-style-type: none"> - Interactive Lectures - Class discussion - In-class collaborative tasks - Presentations - Pair and Group work 	<ul style="list-style-type: none"> - Examinations (mid-term and final) - Attendance and active participation

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		activities -Problem solving activities	- Short oral/written quizzes - Written assignments
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(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D5-	Employ effective skills in research capability, creative thinking and interpersonal relationship skills	d1-	Use ESP-related skills and knowledge in developing their skills and producing career-oriented projects.
D6	Communicate proficiently and fluently in English in different academic, professional and social settings.	d2	Make use of ESP skills and knowledge in communicating in academic and professional contexts.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used	Methods of assessment
After completing this course, students will be able to:		Interactive Lectures - Class discussion - In-class collaborative tasks - Presentations - Pair and Group work activities - Problem solving activities	Examinations (mid-term and final) - Attendance and active participation - Short oral/written quizzes - Written assignments - Presentations - group mini-projects
d1-	Use ESP-related skills and knowledge in developing their skills and producing career-oriented projects.		
d2-	Make use of ESP skills and knowledge in communicating in academic and professional contexts.		

IV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Nr	Topic List / Units	CILOs (symbols)	Sub-topic List	Number	Contact
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				of weeks	hours
1	Introduction -	a1; a2	ESP and Linguistics (relations and links)	1	3
2	Development of ESP	a1; a2; b1;b2; c1;	Stages of development; factors leading to development; outcomes of development	2	6
3	Definitions of ESP	a1; a2; b1;b2; c1	Definitions by Hutchinson and Waters; Strevens; Robinson; Dudley-Evans	1	3
4	Differences between ESP and EGP	a1; a2; b1;b2; c1	Theoretical and practical differences and similarities, with class activities; teacher roles	1	3
5	Branches of ESP	a1; a2; b1;b2; c1	Discussion of Three major diagrams of ESP; academic branches; occupational branches	1	3
6	Register Analysis	a1; a2; b1;b2; c1; d1;d2	Definition; Features; Impact on ESP; Sample Teaching material based on this approach	1	3
7	Rhetorical and Discourse Analysis	a1; a2; b1;b2; c1; d1;d2	Definition; Features; Impact on ESP; Sample Teaching material based on this approach	1	3
8	Grammar in ESP	a1; a2; b1;b2; c1; d1;d2	The use of grammatical forms in ESP; examples from scientific and academic writing	1	3
9	The Use of Text Connections/ Metaphors in ESP	a1; a2; b1;b2; c1; d1;d2	Types of text connections; types of metaphors; class activities	1	3
10	Genre Analysis	a1; a2; b1;b2; c1; d1;d2	Definition; Features; Impact on ESP; Sample Teaching material based on this approach	1	3
11	Special types of language use	a1; a2; b1;b2; c1; d1;d2	Business Negotiations; Features, types and uses; Telex Language; Hospitality Language; Legal Language; Journalistic; Academic writings	2	6

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12	Needs analysis and course design	a1; a2; b1;b2; c1	Types of Needs analysis; approaches to ESP course design	1	3
Number of Weeks /and Units Per Semester				14	42

b- Training Aspect:

Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours	
1					
2					
Number of Weeks /and Units Per Semester					

V. Teaching strategies of the course:

Interactive Lectures; Class discussion; In-class collaborative tasks; Presentations; Pair and Group work activities; Problem solving activities

3-Assessment Methods:

Examinations (mid-term and final); Attendance and active participation; Short oral/written quizzes; Written assignments; Presentations; group mini-projects

VI. Assignments:

No	Assignments	Aligned CILOs (symbols)	Week Due	Mark
1	Search the internet to get four different definitions of Applied Linguistics with acknowledging the sources	a1	2	2
2	Based on internet search, write one comprehensive definition of LSP	a1; a2	3	2
3	Analyze a scientific text using Register analysis techniques	a1; a2; b1;b2; c1; d1;d2	7	2
4	Write 5 language functions with examples	a1; a2; b1;b2; c1	9	2
5	Analyze a scientific text using Rhetorical/Discourse Analysis techniques	a1; a2; b1;b2; c1; d1;d2	10	2
6	Prepare for a presentation on one ESP branch	a1; a2; b1;b2; c1; d1;d2	14&15	5
	Total			15

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VII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Quiz	5	5	5%	a1; a2; b1;b2;
2	Assignments & Presentations	2-15	15	15%	a1; a2; b1;b2; c1; d1;d2
3	Mid-semester exam	8	20	20%	a1; a2; b1;b2; c1
4	Final Exam	16	60	60%	a1; a2; b1;b2; c1
Total			100	100%	

VIII. Learning Resource (MLA style or APA style)s:

1- Required Textbook(s) (maximum two)

- Ashuja'a, A. (in press) *English for Specific Purposes- Theory and Practice*. Sana'a University, Yemen.
- Dudley-Evans, T. and MJ. St John. 1998. *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

2- Recommended Readings and Reference Materials

- 1- Hutchinson, T. and A. Waters. (1987). *English for Specific Purposes: A Learning-centred Approach*. Cambridge: Cambridge University Press.

3- Essential References

- Alousque, I. N. (2016). Developments in ESP: from register analysis to a genre-based and CLIL-based approach. *Revista de Lenguas para Fines Específicos* <http://dx.doi.org/10.20420/rlfe.2016.0096>ISSN: 2340-8561
- Badea, S. (2016). ESP Developments: Stages and Core Concepts. *MULTICULTURAL REPRESENTATIONS. Literature and Discourse as Forms of Dialogue*. Arhipelag XXI Press, Tîrgu Mureş.

4- Electronic Materials and Web Sites etc.

- <https://www.laurenceanthony.net/abstracts/ESParticle.html>
- <http://www.onestopenglish.com/esp/>
- <https://www.uwinnipeg.ca/elp/esp/overview.html>
- <https://www.teachingenglish.org.uk/article/english-specific-purposes>

5- Other Learning Material:

- Scientific texts will be provide to students to practice various approaches to language analysis.



IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

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Course Plan of English for Specific Purposes

I. - Information about Faculty Member Responsible for the Course:

Name of Faculty Member	Abdulhameed Ashujaa	Office Hours					
Location & Telephone No.	777330104	SAT	SUN	MON	TUE	WED	THU
E-mail	ashujaa2@gmail.com		2		2		

II. Course Identification and General Information:

1-	Course Title:	<i>English for Specific Purposes (Theory & Practice)</i>					
2-	Course Number & Code:	DR 54					
3-	Credit hours:	C.H				Total	
		Th.	Seminar	Pr.	F. Tr.		
		3	-	-		3	
4-	Study level/year at which this course is offered:	3 rd Level / 5 th Semester					
5-	Pre –requisite (if any):	DR 35; DR 43					
6-	Co –requisite (if any):	None					
7-	Program (s) in which the course is offered	BA in English Studies					
8-	Language of teaching the course:	English					
9-	System of Study:	Regular					
10-	Mode of delivery:	Interactive Lectures					
11-	Location of teaching the course:	Department of English-Faculty of Languages					

III. Course Description:

This course introduces students to the emergence and development of ESP and exposes them to a range of styles (vocabulary, grammar, genres, etc.) used in academic and professional contexts. It also provides them with some information relevant to the teaching of ESP courses for non-English major students. Further, it enables them to recognize and use specific language styles in their prospective careers.

IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Show an understanding of the origins of ESP and its development in relation to linguistics.
2. Demonstrate knowledge of the special characteristics of ESP in contrast to general English.
3. Critically evaluate ESP texts and teaching materials to identify features of language use in certain areas, such as business, science, law, etc.
4. Make connections between relevant findings from register analysis, rhetorical analysis and discourse analysis, genre analysis, and the use and teaching of ESP discourse and skills.
5. Employ strategies of analyzing ESP texts to highlight their features, using various techniques.
6. Use ESP-related skills and knowledge in developing their skills and producing career-

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oriented projects.

7. Make use of ESP skills and knowledge in communicating in academic and professional contexts

V. Course Content:

A – Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Introduction: ESP and Linguistics (relations and links)	1 st	3
2	Development of ESP (1): Stages of development	2 nd	3
3	Development of ESP (2): Factors leading to development; outcomes of development	3 rd	3
4	Definitions of ESP: Definitions by Hutchinson and Waters; Stevens; Robinson; Dudley-Evans	4 th	3
5	Differences between ESP and EGP: Theoretical and practical differences and similarities, with class activities; teacher roles	5 th	3
6	Branches of ESP: Discussion of Three major diagrams of ESP; academic branches; occupational branches	6 th	3
7	Register Analysis: Definition; Features; Impact on ESP; Sample Teaching material based on this approach	7 th	3
8	Mid-Term Exam	8th	3
9	Rhetorical and Discourse Analysis: Definition; Features; Impact on ESP; Sample Teaching material based on this approach	9 th	3
10	Grammar in ESP: The use of grammatical forms in ESP; examples from scientific and academic writing; The Use of Text Connections/ Metaphors in ESP: Types of text connections; types of metaphors; class activities	10 th	3
11	Genre Analysis: Definition; Features; Impact on ESP; Sample Teaching material based on this approach	11 th	3
12	Special types of language use (1): Business Negotiations; Features, types and uses; Telex Language;	12 th	3
13	Special types of language use (2): Hospitality Language; Legal Language; Journalistic; Academic writings	13 th	3
14	Needs analysis and course design: Types of Needs analysis; approaches to ESP course design	14 th	3
15	Students' group presentations	15 th	3
16	Final Exam	16th	3
Number of Weeks /and Units Per Semester		16	48

b- Training Aspect:

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Order	Training Tasks	Week Due	Contact hours
1			
2			
Number of Weeks /and Units Per Semester			

VI. Teaching strategies of the course:

Interactive Lectures; Class discussion; In-class collaborative tasks; Presentations; Pair and Group work activities; Problem solving activities

VII. Assessment Methods:

Examinations (mid-term and final); Attendance and active participation; Short oral/written quizzes; Written assignments; Presentations; group mini-projects

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Quiz	5	5	5%
2	Assignments & Presentations	2-15	15	15%
3	Mid-semester exam	8	20	20%
4	Final Exam	16	60	60%
Total			100	100%

Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark
1	Search the internet to get four different definitions of Applied Linguistics with acknowledging the sources	2	2
2	Based on internet search, write one comprehensive definition of LSP	3	2
3	Analyze a scientific text using Register analysis techniques	7	2
4	Write 5 language functions with examples	9	2
5	Analyze a scientific text using Rhetorical/Discourse Analysis techniques	10	2
6	Prepare for a presentation on one ESP branch	14&15	5
Total			15

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VIII. Learning Resource (MLA style or APA style)s:	
1- Required Textbook(s) (maximum two)	
	<ul style="list-style-type: none"> Ashuja'a, A. (in press) <i>English for Specific Purposes- Theory and Practice</i>. Sana'a University, Yemen. Dudley-Evans, T. and MJ. St John. 1998. <i>Developments in English for Specific Purposes: A multi-disciplinary approach</i>. Cambridge: Cambridge University Press.
2- Recommended Readings and Reference Materials	
	2- Hutchinson, T. and A. Waters. (1987). <i>English for Specific Purposes: A Learning-centre Approach</i> . Cambridge: Cambridge University Press.
3- Essential References	
	<ul style="list-style-type: none"> Alousque, I. N. (2016). Developments in ESP: from register analysis to a genre-based and CLIL-based approach. <i>Revista de Lenguas para Fines Específicos</i> http://dx.doi.org/10.20420/rlfe.2016.0096ISSN: 2340-8561 Badea, S. (2016). ESP Developments: Stages and Core Concepts. <i>MULTICULTURAL REPRESENTATIONS. Literature and Discourse as Forms of Dialogue</i>. Arhipelag XXI Press, Tîrgu Mureş.
4- Electronic Materials and Web Sites etc.	
	<ul style="list-style-type: none"> https://www.laurenceanthony.net/abstracts/ESParticle.html http://www.onestopenglish.com/esp/ https://www.uwinnipeg.ca/elp/esp/overview.html https://www.teachingenglish.org.uk/article/english-specific-purposes
5- Other Learning Material:	
	- Scientific texts will be provide to students to practice various approaches to language analysis.
IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or

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	assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.