Program Specification
— (Postgraduate)

Program Name:	**Master of Arts in Translation**
Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations):	**02311502**
Qualification Level:	**Level 7**
Department:	**English Language and Literature**
College:	**Languages and Translation**
Institution:	**Imam Mohammed Ibn Saud Islamic University**
Program Specification:	**New** ☐ **updated*** ☒
Last Review Date:	**18\11\2023**

*Attach the previous version of the Program Specification. [click here for the previous version](#)

Table of Contents

A. Program Identification and General Information:

1. Program's Main Location:

Imam Mohammed Ibn Saud Islamic University, Riyadh.

2. Branches Offering the Program (if any):

None

3. System of Study:

☒ **Coursework & Thesis :**	☐ **Coursework**

4. Mode of Study:

☒ On Campus	Distance Education	☐ Other ………………(specify)

5. Partnerships with other parties (if any) and the nature of each:

- Partnership Arrangement: **None**
- Type of Partnership:
- Duration of Partnership:

6. Professions/jobs for which students are qualified:

Academic Careers:
- Teachers of advanced translation courses at university
- Supervising postgraduate research on translation studies and practice
- Members of thesis defense panels locally and abroad
- Teaching positions in international universities where Arabic and English are a working language pair
- Academic Governance and Leadership
- University Administrative Positions
- Researcher
- Academic Consultant
- Quality Assurance officer

Public and Private Sectors:
- Government Advisors, translators
- Foreign Affairs personnel
- Technical Writers
- Editors
- Public Relations officers
- Intelligence Agencies
- Problem-Solving Experts
- Writing/Editing Consultants
- Cultural Advisors or Bilingual Advisors.

7. Relevant occupational/ Professional sectors:

Public and Private Sectors

8. Major Tracks/Pathways (if any):		
Major track/pathway	**Credit hours** (For each track)	**Professions/jobs** (For each track)
1. Translation Studies	48	- Teaching jobs in higher education (see section A:6 above) - In-house translation trainers in professional institutions
2. Interpretation	51	Trainee interpreters in community settings (e.g. conference, courts) (see section A:6 above)

9. Exit Points/Awarded Degree (if any):	
Exit points/Awarded degree	Credit hours
1.N\A	
2.	
3.	

10. Total credit hours: 48 hours Translation Studies
51 hours Interpretation

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

To provide students with high-quality, student-centered education, to help students develop advanced linguistic, cultural and technological skills, to foster research and creative solutions in translation, and to meet the evolving needs of the community in translation practice and research.

2. Program Goals:

By the end of the program study, the following goals are expected to be achieved:

1\To provide students with the opportunity to develop a sophisticated grasp and a critical awareness of modern interpretation\translation modelling and practice

2\To equip students with a thorough knowledge of interpretation\ translation-related disciplines enhancing their conceptual, analytic, and research competencies in translation teaching, research, and practice

3\To train students to use electronic tools and software packages available to professional translators

4\To help students engage in interpretation \translation projects and research undertaken for the realization of the KSA 2030 vision in terms of intercultural communication within the framework of national identity and Islamic civilization.

5\To encourage students to develop patterns of ethically correct professional behavior combined with leadership skills to face the needs and expectations of translation/interpreting employers and commissioners.

3-Program Learning Outcomes (PLOs)Translation Studies Track:

Knowledge and Understanding:	
K1	Indicate comprehensive awareness of translation theories, strategies, and skills
K2	Identify the interface between translation per se and a number of related linguistic theories indispensable to cross-linguistic transfer (e.g. semantics, contrastive linguistics)
K3	Describe the intercultural scope of the translational act per se underlying the surface cross linguistic shift
K4	Explain the major research paradigms in translation and interpreting studies in preparation for designing a research proposal and writing an MA thesis.
Skills:	
S1	Apply translation methods and techniques in a range of linguistic registers and text types to make theory-informed decisions and produce high quality target texts
S2	Evaluate parallel translational versions of the same source text using measurable benchmarking criteria from translation quality assessment models
S3	Practice translation theories and their applications in different contexts (i.e. didactic, technological, and communicational)

S4	Perform tasks with the aid of a range of specialized software packages for translation, glossary building, and terminology management
S5	Conduct innovative independent research under supervisory guidance (proposal and thesis writing)
S6	Perform a range of professional roles in the translation industry or the academy (e.g. prospective teaching career or freelance translation)

Values, Autonomy, and Responsibility:	
V1	Conduct research in accord with the ethical standards and best practices of the discipline (ISO standards 9100 and 17100 in translation and ISO 20109 in interpreting).
V2	Work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills,
V3	Indicate individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres
V4	Show autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (drawing optimal benefit from the Interpreting Internship and designing the Internship Research Project with maximum personal input).

*3-Program Learning Outcomes (PLOs)Interpreting Track *:

Knowledge and Understanding:	
K1	Indicate comprehensive awareness of interpreting models, strategies, and skills.
K2	Identify the interface between interpreting per se and a number of related disciplines. indispensable to cross-linguistic transfer (e.g. memory theories, cognitive linguistics, speech segmentation, non-verbal communication)
K3	Describe the intercultural scope of the interpreting act underlying the surface cross linguistic shift as affected by dialectal, idiolectic, and other sociolinguistic variables of source speech
K4	Explain major research paradigms and norms of professional drafting in interpreting studies in preparation for designing the Interpreting Internship and the Internship Research Project.

Skills:	
S1	Apply interpreting methods and strategies in a range of professional modes and settings (community, escort, simultaneous, consecutive, sight)
S2	Produce accurate and commercially viable interpreting output across a wide range of text types and register varieties
S3	Perform interpreting tasks in an ISO-compliant environment (e.g. 24019:2020 for simultaneous interpreting)
S4	Perform tasks with the aid of a range of specialized software packages for interpreting, glossary building, and terminology management
S5	Practice cross-linguistic and inter-cultural communication in a range of interpreting settings with the aid of a repertoire of problem-solving strategies and devices acquired. during the formal training period.
S6	Conduct innovative independent internship and research activities under supervisory guidance (Interpreting Internship and Internship Research Project

Values, Autonomy, and Responsibility:	
V1	Conduct research in accord with the ethical standards and best practices of the discipline (ISO standards 9100 and 17100 in translation and ISO 20109 in interpreting).
V2	Work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills,
V3	Indicate individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres
V4	Show autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (drawing optimal benefit from the Interpreting Internship and designing the Internship Research Project with maximum personal input).

* Add a table for each track (if any)

C. Curriculum:

Translation Studies Track

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Courses	Required	9	36	% 57
	Elective	4 courses (credit hours of the course 2) 2 courses (credit hours of the course 4)	8	%17
Thesis	Required	1	4	% 8
	Elective			
Total		12	48	%100

Interpretation Track

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Courses	Required	12	43	84%
	Elective	-	-	-
Interpreting Research Project		1	4	8%
Thesis (if any)		-		
Interpreting Internship		1	4	8%
Total		14	51	%100

* Add a separated table for each track (if any).

2. Program Courses:

Translation Studies Track

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Co-Requisite Hours	Credit Hours
Level 1	TRA 6103	Research Methods in Translation	Required	-	-	4
	TRA 6180	Theories of Translation	Required	-	-	4
	TRA 6181	Translation and Technology	Required	-	-	4

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses		Credit Hours
Level 2	TRA6186	Legal Translation	Required	TRA 6103 TRA 6180 TRA 6181	-	4
	TRA 6187	Translation Quality Assessment	Required	TRA 6103 TRA 6180 TRA 6181	-	4
	TRA 6183	Terminology and Localization in Translation	Required	TRA 6103 TRA 6180 TRA 6181	-	4
Level 3	TRA6182	Medical Translation	Required	TRA 6183 TRA 6186 TRA 6187	-	4
	TRA6188	Translation Pedagogy	Required	TRA 6183 TRA 6186 TRA 6187	-	
	Elective Courses https://drive.google.com/drive/folders/1IVA36D1y_Xw0jrrl9zDg658tQ7gcrhaY	Electives * The student must complete eight elective credit hours approved by the English Department from courses available in the College of Languages and Translation or from courses of the College of Arabic.	Electives	TRA 6183 TRA 6188	-	8
Level 4	TRA 6201	Dissertation Proposal	Required	TRA 6182 TRA 6186 TRA 6187	-	4
		Electives [Elective Courses](#)	Elective		-	4
Level 5	TRA 6299	MA Dissertation Project	Required	TRA 6201	-	4

Interpreting Track

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	TRA 6180	Theories of Translation	Required	-	4
	TRA 6181	Translation and Technology	Required	-	4
	TRA6193	Interpreting (Sight & Summary)	Required	-	3
Level 2	TRA 6194	Consecutive Interpreting	Required	TRA 6180 TRA 6181 TRA 6193	3
	TRA6183	Terminology and Localization in Translation	Required	TRA 6180 TRA 6181 TRA 6193	4
	TRA 6186	Legal Translation	Required	TRA 6180 TRA 6181 TRA 6193	4
	TRA 6195	Discourse Analysis for	Required	TRA 6183	3

Level 3		Interpreting		TRA 6186 TRA 6193	
	TRA 6182	Medical Translation	Required	TRA 6183 TRA 6186 TRA 6193	3
	TRA 6104	Research Methods in Interpreting	Required	TRA 6183 TRA 6186 TRA 6193	3
Level 4	TRA 6296	Simultaneous Interpreting	Required	TRA 6104 TRA 6182 TRA 6195	3
	TRA 6298	Interpreting Pedagogy	Required	TRA 6104 TRA 6182 TRA 6195	4
	TRA 6297	Interpreting Quality Assessment	Required	TRA 6104 TRA 6182 TRA 6195	3
Level 5	TRA 6290	Interpreting Research Project	Required	TRA 6296 TRA 6297 TRA 6298	4
	TRA 6295	Interpreting Internship	Required	TRA 6296 TRA 6297 TRA 6298	4

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

Click here for courses specifications (Translation Track)

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance
(I = Introduced   P = Practiced   M = Mastered).

Course code & No.	Program Learning Outcomes Translation Studies Track													
	Knowledge and understanding				Skills						Values, Autonomy, and Responsibility			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3	V4
TRA6103	M			M			M		M		M	M	M	M
TRA6180	M	M	M				M	P		P	M			
TRA6181	P	P				P		P		P	P	P	P	
TRA6183	P	P	P		M			P		P	P	P		P
TRA6186	P	P			P	P		P		P	P	P		
TRA6187	M	M	M	M		M	M	P			M			M
TRA6182	P	P			P	P		P		P	P	P		
TRA6188	P	M		P			M		M	M		P	P	P
TRA6201		M	M	M			M		M	M	M	M	M	M
TRA6299		M	M	M	M	M		M	M	M	M	M	M	M

Course code & No.	Program Learning Outcomes Interpreting Track													
	Knowledge and understanding				Skills						Values, Autonomy, and Responsibility			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3	V4
TRA6180	M	M	M				M	P		P	M			
TRA6181	P	P				P		P		P	P	P	P	
TRA6193	P	P	P		P	P	P		P			P	P	
TRA 6183	P	P	P		M			P		P	P	P		P
TRA6186	P	P			P	P		P		P	P	P		
TRA6194	P	P	P	M	P	P	P		P			P	P	
TRA6104	M	M			M			M		M	M	M	M	M
TRA6182	P	P			P	P		P		P	P	P		
TRA6195	M	M	M		M			M		M	M	M		M
TRA6296	P	P	P	M	P	P	P		P			P	P	
TRA6297	M	M	M	M	M		M			M	M	M	M	M
TRA6298	M	M	M	M	M			M		M	M	M	M	M
TRA6290	M	M	M	M		M	M	M	M	M	M	M	M	M
TRA6295		M	M	M	M	M	M	M	M	M	M	M	M	M

* Add a separated table for each track (if any).

5. Teaching and learning strategies applied to achieve program learning outcomes:

Describe teaching and learning strategies, to achieve the program learning outcomes in all areas.

Teaching Method	Description	Activities
1. Teacher-centred Learning	Students attend regular lectures to receive knowledge, concepts, and theories. Typically, a lecture is a presentation or demonstration meant to provide students with an overview of a topic. Although students do not typically raise questions in the middle of a lecture, there is sometimes an opportunity to do so near the end.	Lecturing, tutorials, seminars workshops
2. Discussion	Class discussion that follows a predetermined set of questions designed to lead students to specific realizations or conclusions, or to assist them in achieving a specified learning outcome.	Direct, specific, or open-ended questions that are connected to learning outcomes and include varied cognitive processes, classroom discussions
3. Self-Learning Or Student-based learning	The student should be an active knowledge-seeker who can also be self-responsible and self-leader; thus, obtaining the main components of (self-learning) necessary for achieving academic progress. In self-learning style, the lecturer's role is to guide, motivate, and facilitate the student's learning process.	Assignments, independent reading, class work, homework, writing, presentations and projects that were not presented or explained during the lecture.
4. Project-based Learning	Students employ course information to create project typically linked with cooperative learning. Students may be requested to provide a formal presentation. on the project's findings.	Presentations , group work projects, research projects
5. Enquiry-based Leaning	Enquiry-based learning, like Problem-based learning, emphasizes that a small group of students should lead the	worksheets, data sets analysis,

		teaching session, and encourages them to direct their own lines of inquiry by asking open-ended questions.	evidence evaluation, applying findings to a situation or problem and synthesizing resolution, answering probing questions about a given research study, asking and answering "What will happen if ?"…
6.	Problem-based learning	Students are given a real-life problem or scenario to examine alternative solutions. while determining what skills or knowledge are required to properly manage the problem.	Investigate and evaluate research studies, collaborate. in groups/teams to solve an open-ended topic
7.	Fieldwork	Students learn how to do research and make informed professional decisions in real-world settings.	Field Translation (practising interpretation) in private and public centres.
8.	E-learning and online classroom strategies	The program employs a wide diversity of technology tools to be used in the teaching and learning process. With technology tools, instructors can enhance online communication and collaboration between them and their students at convenient times. This strategy falls under the learning outcomes related to values and skills domains.	Using Teams and Blackboard electronic platforms for receiving and assessing students` homework and weekly assignments

6. Assessment Methods for program learning outcomes:

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least once in the program's cycle).

To assess the attainment of the program learning outcomes, direct and indirect methods are used.

Indirect Assessment:
• Course evaluation surveys
• Faculty evaluation surveys
• Employer evaluation surveys
• Graduate students' surveys
• Student Satisfaction surveys

- Program Evaluation surveys
- Program Learning outcome surveys
- Peer Reviews

Direct Assessment:
- Graded home assignments
- seminar discussions or presentations
- Midterm and Final Exams
- Research papers
- Book reports
- Group work

Procedures to assess PLOs and improve the quality of the program can be described as follows:

1. Define Program Learning Outcomes (PLOs): The first step is to clearly define the PLOs that will be assessed. This includes reviewing existing PLOs to ensure they are specific, measurable, achievable, relevant, and time-bound (SMART).

2. Develop Assessment Instruments: Assessment tools are developed to measure students' achievement of the PLOs. In the Master of Arts in Translation program, the Quality Assurance and Development Committee has selected specific courses from both the Translation Studies and Interpreting tracks for PLO assessment.

3. Determine the Assessment Schedule: The assessment is scheduled to take place at the end of each course every semester. This ensures that students have completed all required courses and have had ample opportunity to acquire the necessary knowledge, skills and values .

4. Analyse the Results: The assessment data is analysed to determine the level of achievement for each PLO. This involves calculating average scores and identifying the percentage of students meeting the target proficiency. The program aims for 90% of students to achieve at least 85% proficiency.

5. Interpret the Results: The analysis is interpreted to identify strengths and areas for improvement within the program. These insights help inform potential revisions to the curriculum and instructional methods.

6. Implement Improvements Based on Results: The findings are used to guide enhancements to the program. This might involve curriculum updates, changes in teaching methods, or adjustments in assessment strategies to better align with the PLOs and boost student performance.

7. Report the Results: The assessment results are presented to the department council and communicated to stakeholders, including faculty,

administrators, and accreditation bodies. This reporting demonstrates the program's effectiveness and alignment with the established PLOs.

D. Thesis and Its Requirements (if any):

1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

After successfully completing all theoretical courses in the study plan, students are allowed to register for the Dissertation. The program follows the general guidelines and regulations for academic dissertations at higher studies programs articulated the Deanship of Higher studies at Imam Mohammad Ibn Saud Islamic University. The student is assigned an academic advisor who organizes regular meetings and academic advisory with the student until the topic of the dissertation is selected and a research proposal is submitted for approval. A scientific committee headed by the Chair of the Department with the College's Vice Dean for Higher Studies as a member sends the proposal to two specialized reviewers who evaluate the proposal and provide feedback for the students. Once the proposal is revised and officially approved, the committee assigns a dissertation supervisor following the guidelines and regulations of the Deanship of Higher Studies. The dissertation supervisor must hold an associate or professorship degree in the specialization of the students.

Extra information related to the thesis and its requirements in Translation Studies Program can be found in this link:

Thesis Registration Bylaws
https://drive.google.com/file/d/1AQVMsGgBsj6iBR-dffDQviOE6UQ_qMFX/view

Dissertation composition guidelines

Dissertation official templates

2. Scientific Supervision:

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/ mechanisms of the scientific supervision and follow-up)

As part of the course, each student will be allocated a research supervisor who will provide academic support and supervisory advice until the ultimate completion of the research project. Supervisory work covers all the successive stages involved in the completion of the dissertation:

1) Documentation and data collection stage: The student is fully guided and supported by the

supervisor in gaining official access to databases and library resources inside and outside the KSA.

2) Writing up stage: The student is expected to fix a clear completion schedule approved by the supervisor to meet official deadlines. The supervisor is legally required to provide period-timed reports on the student's progress.

3) Final submission stage: The student submits the final version of his dissertation. The supervisor writes an official declaration that the dissertation has been completed and that it meets accepted scientific standards. The letter entails an official request for organizing Dissertation

Supervision Policy
https://drive.google.com/file/d/1AQVMsGgBsj6iBR-dffDQviOE6UQ_qMFX/view

3.Thesis Defense/Examination:

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

The Scientific Committee works with the student's supervisor to establish a defense panel. At least one member of the defense panel must hold full-professorship degree. Furthermore, at least one member of the defense must be external (from a different university). All these guidelines are articulated by the Deanship of Higher Studies following the Unified Regulations Guide of Higher Studies in Saudi Arabia.
More information:

The executive regulations of the organized bylaw for postgraduate studies
Defense

H. Student Admission and Support:

1. Student Admission Requirements:

General admission requirements pursuant to the university by-laws regulating higher studies in general:

The applicant to this program should fulfill the following requirements:

1. Saudi nationality or beneficiary of an official scholarship on an exchange program for non-Saudis
2. Holder of a university degree (Saudi or other recognized university)
3. Commendable ethical behavior and medically fit
4. Two letters of recommendation delivered by the applicant's former instructors

5. Employer's permission if applicable

NB: The student is not authorized to simultaneously enroll in two programs.

Admission requirements for enrolling in the English department (Translation Studies Track or Interpreting Track):

a) BA in English language and literature in the following tracks (no less than BA *with honors*):
   ▪ English language
   ▪ English literature
   ▪ English language and literature
   ▪ English language and linguistics
   ▪ English language and translation

b) The applicant completed the following BA courses:
   ▪ Introduction to translation
   ▪ At least two courses in written translation
   ▪ At least one course in interpreting (for applicants to the interpreting track)
   ▪ At least two courses in Arabic language

c) At least 80 points in the general test designed for assessing the competencies of applicants to admission to university.

d) Minimum IELT score equal to (6.5) or its TOEFL equivalent (especially in writing and reading skills)

e) Pass in the Program Admission Test and in the admission interview

f) Selection of the best candidates having prior experience and training record in case of equal applicant scores or excess in number of applicants to the program.

For more details

2. Guidance and Orientation Programs for New Students:

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

Before the start of classes, the academic advising team at the graduate studies office at the College of Languages and Translation arranges for an orientation program, which is scheduled for all new postgraduate students. The main goals of the orientation program are listed below:

1-   Acquainting the newly admitted students with the general academic university regulations, policies, and services.

2-   Familiarizing them with the specific regulations and the registration process of the MA Program of Translation at Imam Mohammad Ibn Saud University.

3-   Introducing the students to their rights and responsibilities. The students are also oriented on adding and dropping classes and receiving refunds deadlines

4-   Introducing them to the University Life on the campus through making tours and visits to university facilities such as the library, parking lots, playgrounds students' activities centers, etc. during these tours, the advising team locates the classrooms for them before classes begin.

Upon the completion of the orientation program, postgraduate students receive a package that includes:

1-   The Student Handbook, The Student ID Card, with terms and conditions.

2-   The Academic Calendar.

3-   Location maps to the building facilities and classrooms.

4-   A booklet on how to create an email, Banner, and blackboard accounts.

5-   Security documents explaining to the students how to receive security stickers for their cars.

6-   Healthcare booklet

Form more information click here for : Translation Studies Handbook

3. Student Counseling Services:

(Academic, professional, psychological and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level)

Academic Counseling:

In collaboration with the English department, the QADU prepares a yearly counseling calendar for students. The counseling program is meant to help students in matters related to students' diverse activities within the university and if need be to respond favorably to their psychological needs. The Unit uses digital means in its counseling mission; making thus relevant information and data available to students with easy and rapid access. Here are some hints about the functioning of the student counselling system in the program:

- The General Academic Advisory Office, in both the Male and Female Sections, provides personal counselling on a case-by-case basis. For students requiring more intensive individual counselling, they are referred to the Student Advising Unit at both campuses, where they can access social, psychological, and financial support services.

- In the Student Mentoring Unit, a faculty member is assigned as an academic advisor to around 3-4 master's students. Advisors meet with these students individually or in groups at least four times each semester. These sessions offer valuable opportunities for feedback and suggestions to enhance students' academic experiences.

- Faculty members hold office hours twice a week, where students can seek advice and consultations. Students can visit faculty offices, contact them by phone, or use other communication platforms. One-on-one consultations are also available when needed.

- The Special Needs Unit in the college is dedicated to providing accommodations and support for students with disabilities. The unit works closely with students to identify their specific needs and ensure they receive the necessary academic accommodations.

- Talented and high-achieving students are encouraged to engage in research, participate in seminars, contribute to community service initiatives, and take part in mentoring sessions and other enrichment activities offered by the department.

For more detail, see here:

[Academic Guidance Handbook for Students](#)

4. Special Support:

(Low achievers, disabled, and talented students).

The University has well-established units (belongs to Deanship of Student Affairs) that provide academic advising, social care, and guidance services to students (e.g. low achievers, disabled and talented):

• Low achiever students: Both remedial work and some particular tests are given to low achiever students to improve their low achievement. Many efforts are made to help these students overcome what impedes their high achievement and take advantage of the learning process.

• Disabled students: Students with special needs have been taken into consideration by the university and the college in a number of respects, most notably easy access to the premises, curriculum design and course delivery mode. There is also a dedicated center to support students with disabilities and help them to pursue their education and access available resources in the academic environment as all other students.

• Talented Students: Special attention is also given to talented students, as there are some regulations for choosing the talented students as in obtaining GPA of 4.8 and higher, never dropping or failing a course.

In addition to services provided at the university level, the department has an academic advising committee that provides relevant services to students in its academic program at both undergraduate and postgraduate levels.

(For further details check again point 4 in the previous section: *Special Needs Unit*).

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff:

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	2	-	- Recent publications in the field - Professional renown as academics and/or professionals in translation and interpreting - Recognized supervisory contributions	1	1	2
Associate Professor	4	-	- Recent publications in the field - Professional renown as academics and/or professionals in translation and interpreting -Recognized supervisory contributions	2	2	4
Assistant Professor	6	-	- Specialist background in translator and interpreter training - Combined profile (academic and professional experience in translation and interpreting -Specialists in discourse analysis, machine-aided translation, translation pedagogy,	3	3	6

			localization of terminology			
Lecturer	4	-	- Experience in tutorial work Current enrollment in postgraduate programs	2	2	4
Teaching Assistant	4	-	- Experience in tutorial work Current enrollment in postgraduate programs	2	2	4
Technicians and Laboratory Assistant	2	-	Experience in interpreting equipment installation and maintenance	1	1	2
Administrative and Supportive Staff	2	-	Student mentoring skills	1	1	2

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

Required Textbooks:

- Almanna, Ali. (2018). The Nuts and Bolts of Arabic-English Translation: An Introduction to Applied Contrastive Linguistics. Newcastle (UK): Cambridge Scholars Publishing.

- Claudio Fantinuoli and Federico Zanettin (ed.). (2015). New Directions in Corpus-Based Translation Studies (Translation and Multilingual Natural Language Processing 1). Berlin: Language Science Press.

- Cooper, Robert; Mikhailov, Mikhail. (2016). Corpus Linguistics for Translation and Contrastive Studies: A Guide For Research. New York: Routledge

- Cruse, David, Alan. (2004). Meaning in Language: An Introduction to Semantics and Pragmatics. (2nd ed.). Oxford Textbooks in Linguistics Series. Oxford: Oxford University Press.

- H. G. Saldanha, Gabriela & Sharon O'Brien. (2014). Research Methodologies in Translation Studies. London: Routledge.

- House, J. (2015). Translation quality assessment: Past and present. New York: Routledge.

-Ke, Ping. (2019). Contrastive Linguistics. Peking University Linguistics Research 1

Series. Singapore: Springer.

- Kenny, Dorothy. (2017). Human Issues in Translation Technology. New York & London: Routledge.

- Maylath, Bruce & Kirk St. Amant. (2019). Translation and Localization: A Guide for Technical and Professional Communicators. New York & London: Routledge, Taylor & Francis Group.

- Munday, Jeremy. (2016). Introducing Translation studies: Theories and applications. (4th edition). New York and London: Routledge.

- Rosemary Mitchell-Schuitevoerder. (2020). A Project-Based Approach to Translation Technology. London: Routledge

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Reference Materials:

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E-learning Resources:

1. The university operates two central university libraries in its campus, which are

Prince Sultan Library for Science and Knowledge and the King Abdullah City's

Central Library.

2. Subscriptions to paper and online periodicals are annually updated in accordance

with emerging program needs.

3. References such as Journals: a list of the academic journals has been developed

and recommended by the faculty members. A comprehensive search of the

available journals according to their scientific impact index has been carried out

and the University subscript a list that includes more than thirty-five journals

from a different publication.

4. Electronic Journals: E-Journals, full-text articles archives, and up to date

databases are available at the University library.

5. Saudi Digital Library: Open Access to all articles, journals, books, etc. is

available through the Saudi Digital library.

6. The University has partnerships with electronic platforms, for educational

purposes, such as WEBEX, Blackboard, and Microsoft Office 365.

7. The library consistently updates and tracks what comes new to the field in the form of books

and journals.

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

1.   Rich University Library: The program has at its disposal the university library and a modern

medical center. The availability of a rich library with highly reputed online databases makes it easy

for MA students to widen their knowledge and to engage in research activities that are closely related to their MA program.

2.	Modern Medical Center on Campus: The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services.

3.	Lecture Halls and Labs: The English department has enough lecture halls and laboratories to host the students seeking admission to the MA in translation studies and interpreting. The program administration is working now on acquiring special interpreting equipment for the course (INT 710): soundproof booth that meets ISO standards regarding ventilation, lighting, safety, simultaneous interpreter (SI) consoles/control panels, amplifiers, microphones, headsets, and onsite technician operating systems at all times.

3. Procedures to ensure a healthy and safe learning environment:
(According to the nature of the program)

The program administration is jointly working with the university authorities to improve the health and safety standards on campus in terms of space optimization and environmental quality. The campus is actually lucky because its geographical location falls within the spatial scope of the huge governmental project in progress called The Riyadh Sports Boulevard (or Green Belt) which is one of four major government-sponsored projects intended to "encourage the citizens of Riyadh to follow a healthy lifestyle, exercising and participating in different sports, particularly, walking, cycling and horse riding. A rich cultural, environmental, and recreational ambience will be created by events and activities, which are aligned with the goals of the Kingdom Vision 2030" (https://www.riyadhalmasar.sa/en/). The program administration expects this project to benefit the students seeking enrolment in the MA in translation and interpreting studies.

The program also has its own procedures to ensure a healthy environment, and this includes.
• Clear Policies and Guidelines: the program has established clear policies and guidelines that outline expectations for behavior, academic integrity, safety protocols, and any other relevant aspects. Communicate these policies to all students and faculty members to ensure everyone understands their responsibilities.
• Safe Physical Environment: Maintain a safe physical environment by regularly inspecting facilities, classrooms, laboratories, and common areas for any potential hazards or safety concerns. Promptly address and rectify any identified issues to ensure the well-being of students and staff.
• Emergency Preparedness: Develop and communicate emergency response protocols, including evacuation procedures, location of emergency exits, and contact information for relevant authorities. Conduct periodic drills or training sessions to ensure that everyone is aware of the procedures to follow during emergencies.

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to quality assurance manual.

The program quality assurance system is monitored via a number of standing committees.

Each committee is entrusted with some duties and responsibilities.

The Committee	The Responsibilities
The Quality Assurance and Development Committee	1. Ensuring that overall quality of the MA of Arts in Translation program is maintained. 2. Preparing annual program reports, program specification, supervise the process of preparing the self-study report. 3. Reviewing course specifications, and reports to ensure the quality and the effectiveness of course delivery. 4. Reviewing the quality requirements submitted by teaching staff at the end of each semester. 5. Managing the continuous improvement processes related to the Translation Studies MA program.
The Academic Advising Committee	1. Providing Academic advising services to students in MA of Arts in Translation program. 2. Collaborating with students' affairs section to manage issues related to students' registration. 3. Receiving different requests submitted by students and resolve them according to the regulations. 4. Directing students to the competent authority in case they are not able to resolve the problem. 5. Following up the student's attendance status. 6. Preparing a report at the end of the semester that includes current status, recommendations and suggestions to improve the quality of services offered by the academic advising unit.
Post Graduate Committee	1. Receiving applications from applicants for masters and doctoral programs.

	2. Follow-up and complete all forms required for masters and doctoral programs and student affairs registered therein.
The Curriculum Committee	1. Reviewing the curriculum of MA of Arts in Translation and making the necessary changes. 2. Reviewing program courses of MA of Arts in Translation and their learning outcomes. 3. Reviewing PLOs of MA of Arts in Translation program.
Research Committee	1. Supervising other research groups in the English and Translation Department 2. Reviewing and approving research proposals and projects 3. Performing Research Seminars.

Furthermore, the department head in collaboration with the vice dean for quality and development, and the college dean, seek to ensure program quality by conducting frequent departmental meetings to facilitate and solve any department or program issues.
Click this electronic link for access to the Quality Assurance Manual

2. Program Quality Monitoring Procedures:

The Quality Assurance Deanship includes multiple processes to monitor program quality and evaluate and develop the program learning outcomes. These Quality Assurance procedures include:
1. Appointing course coordinators for each course.
2. The coordinators hold regular meetings with the instructors of the different sections of each course. The primary purpose of this session is to make sure course specifications are being followed and that exams cover the same content and range of the learning outcomes.
3. The KPIs of PLOs and CLOs are assessed at the level of instructors through peer review, course reports, course evaluation surveys, student evaluation surveys to their instructors, and students' experience surveys.
4. The program obtains assessments of the overall quality of the program and achievement of its
intended learning outcomes from different resources:
● Current students and graduates of the program.
● Graduate Satisfaction Surveys
● Student Satisfaction Survey
● independent advisors and evaluator(s)
● Faculty, Employers, Advisory Committee, and other stakeholders Surveys
5. Based on the results obtained from the different resources above, special reports are written about each survey. Action plans are written based on data analysis. The action plan with recommendations is passed from the quality Assurance Deanship to the Program Head to close

the Quality Loop according to the action plan report.

Click this electronic link for access to *the Program Quality Monitoring Procedures.*

3. Procedures to Monitor Quality of Courses Taught by other Departments:

N\A

4. Procedures Used to Ensure the Consistency between within the main campus:

(including male and female sections).

N\A

5. Assessment Plan for Program Learning Outcomes (PLOs):

- Procedures to assess PLOs and improve the quality of the program can be described as follows:

1.   Develop assessment instruments: The assessment instruments will be used to measure the students' achievement of the PLOs. In this case, the Quality Assurance and Development Committee

for the Program has chosen some courses to be used in the assessment process for PLOs.

2. Determine the assessment schedule: The assessment should take place at of the two-years program. This will ensure that students have completed all the required courses and have had sufficient time to develop the necessary knowledge and skills.

3.Analyze the results: The assessment results should be analyzed to determine the level of achievement

of each PLO. This will involve calculating the average score for each PLO and determining the percentage of students who achieved the desired level of proficiency.The

program strives to ensure that 90% of students attain a level of 85% or above in their proficiency

4. Interpret the results: The results should be interpreted to identify areas of strength and weakness in

the program. This will help to inform improvements to the curriculum and instructional methods.

5. Take action based on the results: The results should be used to inform improvements to the program.

This may involve changes to the curriculum, instructional methods, or assessment methods to better

align with the PLOs and improve student achievement.

6. Report the results: The results of the program learning outcomes should be discussed in the department council.

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation, interviews with independent experts	End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis Sheet	End of term
Assessment	Students, independent reviewers, administrative staff	Surveys and random joint grading of sample papers	End of term
Partnerships	Administrative staff, stakeholders, faculty members, governmental agencies, private business	Surveys, interviews, program self-study report, alumni	Annual (beginning of academic year)
Employability	Potential employers: governmental agencies & private business	Surveys, interviews, program self-study report, alumni	Annual (end of academic year)
Stakeholders' satisfaction	Advisory Committee, governmental agencies & private business	Surveys	Annual (end of academic year)
Program leadership	Alumni, independent reviewers, international ranking schemes	Surveys, program self-study report, KPI Analysis Sheet	Annual (end of academic year)

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)

7. Program KPIs:*

The period to achieve the target (two) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of achieved indicators of the program operational plan objectives	75%	Quantitative indicators (annual statistics; KPI Excel Sheet)	**Annually**
2	KPI-PG-2	Students' Evaluation of quality of learning experience in the Program	80%	Qualitative indicators: surveys and periodic self-study	**Triannual**
3	KPI- PG-3	Students' evaluation of the quality of the Courses	80%	Electronic surveys	**Triannual**
4	KPI-PG-4	Students' evaluation of the quality of scientific supervision	75%	Program periodic self- study report	**Triannual**
5	KPI-PG-5	Average time for students' graduation	2 years	KPI Analysis report	**Annually**
6	KPI-PG-6	Rate of students dropping out of the program	10%	KPI Analysis report	**Annually**
7	KPI-PG-7	Graduates' Employability	75%	KPI Analysis report	**Forthcoming (to be effective after a 3-year span to assess employed students)**
8	KPI-PG-8	Employers' evaluation of the program graduates' competency	75%	KPI Analysis report	**Forthcoming (to be effective after a 3-year span to assess employed students)**
9	KPI-PG-9	Students' satisfaction with the provided services	****	Electronic surveys	**Triannual**
10	KPI-PG-10	Ratio of students to faculty members	5:1	Common Dataset Form	**Triannual**

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
11	KPI-PG-11	Percentage of faculty members' distribution based on academic Ranking	85%	Common Dataset Form	**Annually**
12	KPI-PG-12	Proportion of faculty members leaving the program	5%	Common Dataset Form	**Annually**
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	****	KPI Recommendation and Approval report	**Triannual**
14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and Equipment	****	Periodic program self- study report	**Triannual**
15	KPI-PG-15	Percentage of publications of faculty members	70%	KPI Analysis report	**Annually**
16	KPI-PG-16	Rate of published research per faculty Member	2:1	KPI Analysis report	**Annually**
17	KPI-PG-17	Citations rate in refereed journals per faculty Member	50%	KPI Analysis report	**Annually**
18	KPI-PG-18	Percentage of students' publication	40%	KPI Analysis Sheet Annually	**Annually**
19	KPI-PG-19	Number of patents, innovative products, and awards of excellence	20%	Analysis Sheet Annually	**Annually**

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	Department Council
Reference No.	Minutes 13
Date	6\7\1445 corresponding to 20\12\2023