

Program Specification

— (Postgraduate)

Program Name: **Doctor of Philosophy in Translation Studies**

Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations): **023116**

Qualification Level: **PhD Level 8**

Department: **Translation Department**

College: **College of Languages and Translation**

Institution: **Imam Mohammad Ibn Saud Islamic University**

Program Specification: New ☐ updated* ☒

Last Review Date: **1 October 2024**

*Attach the previous version of the Program Specification.

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A. Program Identification and General Information:

1. Program's Main Location:

University Campus: Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation - Othman Ibn Afan Rd. Exit 7. Riyadh, Saudi Arabia

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: None
- Duration of Partnership: None

6. Professions/jobs for which students are qualified:

The program's graduates aspire to the following career prospects:

Academic Careers

- Faculty at universities, and Higher education Institution (231001)
- **Evaluation and assessment manager (134515)**
- **curriculum and program manager (134514)**
- **Educational supervisor (134511)**
- **Translator (264301)**
- **Learning styles specialist (235101)**
- **Admission and registration specialist (235904)**
- **Professional trainer (232001)**
- **Editor (264203)**
- **manager (112004)**

7. Relevant occupational/ Professional sectors:

Public and Private Sectors:

- **Universities and higher education institutions**
- **Academic consultation units**
- **Research centers**
- **Translation units and centers**
- **Public and Private Training Coaching centers**
- **Foreign Affairs**
- **Public Relations**
- **Think Tanks**
- **Intelligence Agencies**



8. Major Tracks/Pathways (if any):

Major track/pathway		Credit hours (For each track)	Professions/jobs (For each track)
1.	N/A	-	-

9. Total credit hours: 50 credits hours



B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

To equip graduates with a solid foundation of the theoretical and practical aspects of translation studies, geared research skills and cutting-edge technological tools to professionally participate in translation community services.

2. Program Goals:

1. To provide graduates with the opportunity to develop a full command of modern translation theories and models along with their applicability potential.
2. To equip students with an academically accurate interdisciplinary background enhancing their conceptual, analytic, and research competencies in translation teaching, research, and practice
3. To train students to use cutting-edge electronic tools and software packages available to professional translators and translation.
4. To engage students in national translation projects 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 provide students with up-to-date knowledge of research paradigms in translation studies to help them progress to autonomous study in the phase of proposal design and dissertation writing.
6. Foster the development of ethically correct professional behavior among students, equipping them with essential teaching, consultancy, and leadership skills.

3. Program Learning Outcomes:*

Knowledge and Understanding:

- | | |
|----|--|
| K1 | Recognize major perspectives on translation theories, models, and strategies. |
| K2 | Identify the foundational interdisciplinary scope of translation studies (e.g., the interface between translation, semantics, pragmatics, semiotics, etc.) |
| K3 | Describe the role of cutting-edge technology used in translation practice and research (e.g., CAT software packages and concordances). |
| K4 | Explain the various research paradigms in translation studies and their correlative methodological instruments used in doctoral projects. |

Skills:

- | | |
|----|--|
| S1 | Apply translation strategies and skills to a range of text types and genres in concord with internationally recognized professional standards in a multicultural environment |
| S2 | Analyze translation output according to measurable benchmarking criteria with a view to generating a statement of quality assessment |
| S3 | Evaluate and apply translation theories, models, and strategies in educational settings (translation course design, teaching, and testing). |
| S4 | Practice designing and executing research projects in translation studies independently and confidently, using higher-order critical faculties to reach innovative findings |





S5	Perform a range of translation-related skills in the area of technology to undertake bilingual terminology management, use computer-assisted tools appropriately, and enrich the web content for the Arabic-English language pair.
Values, Autonomy, and Responsibility:	
V1	Conduct research in accord with the ethical standards and best practices of the discipline (e.g., ISO standards 9100 and 17100 pertaining to the core processes and methods required for the delivery of quality translation output), showing compliance with the university standards of academic integrity, ethical commitment, and professional dedication
V2	Work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills (either as translation teacher or translation)
V3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres.
V4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations inspired by the university corporate culture and Islamic values.

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

C. Curriculum:

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	12	36	72%
	Elective	N/A	N/A	N/A
Graduation Project (if any)	-	-	-	-
Thesis (if any)	Required	1	14	28%
Field Experience(if any)	N/A	-	-	-
Others	Required (Comprehensive exam)	1	0	
Total		14	50	100%

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





2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	TRA7103	Research Methods in Translation Studies	Required	None	3	Program
	TRA 7180	History of Translation Theory	Required	None	3	Program
	TRA 7184	Advanced Translation Workshop	Required	None	3	Program
Level 2	TRA 7185	Discourse Analysis for Translation	Required	TRA 7103 TRA 7180 TRA 7184	3	Program
	TRA 7186	Lexical Semantics for Translation	Required	TRA 7103 TRA 7180 TRA 7184	3	Program
	TRA 7189	Contrastive Linguistics for Translation	Required	TRA 7103 TRA 7180 TRA 7184	3	Program
Level 3	TRA 7281	Translation and Technology	Required	TRA 7185 TRA 7186 TRA 7189	3	Program
	TRA 7283	Translation and Localization	Required	TRA 7185 TRA 7186 TRA 7189	3	Program
	TRA 7288	Translation Pedagogy	Required	TRA 7185 TRA 7186 TRA 7189	3	Program
Level 4	TRA 7287	Translation Quality Assessment	Required	TRA 7281 TRA 7283 TRA 7288	3	Program
	TRA 7291	Corpora in Translation Studies	Required	TRA 7281 TRA 7283 TRA 7288	3	Program
	TRA 7292	Seminars in contemporary Translation Theory	Required	TRA 7281 TRA 7283 TRA 7288	3	Program
Level 5	TRA 7301	Comprehensive Exam	Required	TRA 7287 TRA 7291 TRA 7292	0	Program
Level 6	TRA 7399	Dissertation	Required	TRA 7301	14	Program

* 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)

[Program and Course Specs - Google Drive](#)





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												
	Knowledge and understanding				Skills					Values, Autonomy, and Responsibility			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3	V4
TRA 7103	M	-	P	M	-	-	M	M	M	M	P	-	P
TRA 7180	M	P	-	-	-	M	M	M	-	M	P	P	-
TRA 7184	M	M	-	-	P	-	P	-	P	M	M	M	-
TRA 7185	M	M	-	-	M	M	-	-	P	M	P	M	M
TRA 7188	M	M	-	M	-	M	-	M	P	M	M	M	M
TRA 7189	M	M	P	-	M	-	P	P	M	M	M	M	M
TRA 7281	M	M	M	M	P	M	-	P	P	M	P	M	-
TRA 7283	M	M	-	M	P	M	-	-	P	P	M	M	-
TRA7288	M	-	-	M	-	M	M	P	-	-	M	M	M
TRA 7287	M	M	-	M	P	M	M	P	P	M	M	M	M
TRA 7291	M	-	M	M	P	-	P	P	-	M	M	-	M
TRA 7292	M	M	-	M	P	M	-	M	-	M	P	M	-
TRA 7301	M	-	M	M	M	-	M	P	-	M	M	M	M
TRA 7399	M	I	M	M	P	P	M	P	P	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.

1. Lecturing: Lecturing happens in a way that leads graduate students to recognize their times of tensions, uncertainties of their knowledge areas, and ambiguous or unresolved aspects in their course fields. This strategy falls under the learning outcomes related to the knowledge and values domain.
2. Knowing What and Knowing How strategies: By implementing this strategy, instructors improve their students' awareness of the most up-to-date theories, topics, and research relevant to their field. This strategy falls under the learning outcomes related to the skills domain.
3. Teaching for Understanding Strategy: This strategy falls under the learning outcomes related to the knowledge domain.
4. 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.



5. Problem-Inquiry- Based Learning Strategy: Several examples fall under this strategy such as project work, online conference courses based on e-Learning contexts, workshops, and seminars. All these examples fall under the domains of skills and values domains.
6. Independent learning strategy: in which PhD candidates take full command of learning certain concepts by researching, reading, independently looking for knowledge via all possible venues.
7. Project based learning strategy: in which candidates collaborate or work individually on specific translation projects/ research topics to reach the required project outcomes.
8. Extracurricular component comprises a set of community-oriented activities enriching students acquired academic knowledge, skills and values.

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- Develop assessment instruments: The assessment instruments will be used to measure the students' achievement of the PLOs. In this case, the Quality and Development Unit at the Translation Department selects some courses to be used in the assessment process for PLOs.
- 2- Determine the assessment schedule: The assessment should take place at the end of the three-year 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, Translation Studies PhD 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.

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 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 by laws](#)

[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 defense.

[Supervision Policy](#)

More information: [The executive regulations of the organized bylaw for postgraduate studies](#)

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.

All information related to the thesis defense in the PhD Translation Program can be found in this [link](#).

[Defense](#)

More information: [The executive regulations of the organized bylaw for postgraduate studies](#)

H. Student Admission and Support:

1. Student Admission Requirements:

University Enrolment Requirements:

1. Saudi nationality or an official grant on an exchange program if not a Saudi.
2. A university degree obtained from a Saudi or other recognized university.
3. Good behavior and medical fitness.
4. Two letters of recommendation delivered by the candidate's former instructors.
5. Employer's permission if applicable.

NB: The candidate is not authorized to concurrently enroll in two programs

Translation Department Enrolment Requirements:

1. Holding a BA and MA degrees in one of the following majors with a minimum GPA of (3.75 out of 5.00):
 - a. BA/MA in English Language.
 - b. BA/MA in English Literature.
 - c. BA/MA in English Language and Literature.
 - d. BA/MA in English Language and Linguistics.
 - e. BA/MA in English Language and Translation.
2. At least 80 points in the Post-Graduate General Aptitude Test (Qiyas)
3. A minimum IELTS academic score equal to (7) or its TOEFL equivalent (especially in writing and reading skills).
4. A model of a student's research production, which can be either a paper presented to the MA courses or the MA thesis.
5. A statement letter (written in English) on the purpose of the study.
6. Passing the program admission test and admission interview.
7. Selecting the best candidates having prior experience and training record in case of equal candidates' scores or excess in the number of applicants to the program.
8. C.V.

[For details of program requirements](#)

[For details of university higher studies admission requirements](#)

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 PhD Program of Literature at Imam Mohammad Ibn Saud Islamic 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

[Handbook Guide for Postgraduate students at IMSIU](#)

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.

For more information click [Guide Book For New Students](#)

And [University Students Guide](#)

[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 Counselling:

In collaboration with the English department, the QAAD 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 needed 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:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial assistance.
2. In the student-mentoring unit, a faculty member is assigned to about 3-4 doctoral students as an academic advisor. Academic Advisors meet with the assigned students individually or in groups at least four times during the academic semester. These meetings provide valuable opportunities for information exchange and suggestions as to how the advisors can improve the student's educational experience.

3. Faculty members are also available two times a week to give consultations and advice to students during their office hours. The students may visit instructors in their offices or call them on the phone



or other multimedia means. Accommodations for one-on-one consultations are also available if students need them.

4. The **Special Needs Unit** in the college is responsible for providing accommodations and facilities that fit students of disabilities. Committee members work with special needs students by identifying their individual problems and working on fulfilling his/her academic requirements.

5. Talented and gifted students are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department.

[Academic Guidance Handbook for Students](#)

6. Social and psychological consultation is provided for students through *Enaya Unit* under the Deanship of Students' Affairs which arrange for confidential counselling appointments by certified specialists. For more details, [Enaya Unit](#)

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.

[Center to Support Students with Special Needs](#)

- 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. Students can apply to this service on the following [link](#)

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	2	<ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics and/or professionals in translation and interpreting - Recognized supervisory skills and contributions 	1	1	2
Associate Professor	4	4	<ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics and/or professionals in translation - Recognized supervisory skills and contributions 	2	2	4
Assistant Professor	6	6	<ul style="list-style-type: none"> - Specialist background in translator studies - Combined profile (academic and professional experience in translation/interpreting) - Specialists in discourse analysis, machine-aided translation, translation pedagogy, localization of terminology 	3	3	6
Lecturer	4	4	<ul style="list-style-type: none"> - Experience in tutorial work - Current enrollment in postgraduate programs 	2	2	4

Teaching Assistant	4	4	-Experience in tutorial work - Current enrollment in postgraduate programs	2	2	4
Technicians and Laboratory Assistant	2	2	- Professional skills in computer-assisted translation technology - Experience in equipment installation and maintenance	1	1	2
Administrative and Supportive Staff	2	2	Student mentoring skills	1	1	2
Others (specify)	-	-	-	-	-	-

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.)

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 subscribes 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. Open Access to all journals is available through the Saudi Digital library.
5. The University has partnerships with electronic platforms, for educational purposes, such as WEBEX, Blackboard, and Microsoft Office 365.
6. The library consistently updates and tracks with what comes new to the field in the form of books and journals.

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

- 1- Libraries: The program is served has at its disposal the university library. The availability of a rich library with highly reputed online databases makes it easy for PhD students to widen their knowledge and engage in research activities that are closely related to their PhD program.
- 2- Lecture Halls and Labs: The English department has enough lecture halls and labs to host the students seeking admission to the program. The classrooms contain the necessary teaching equipment as white boards, projectors, and touch screen monitors.





3- 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. Procedures to ensure a healthy and safe learning environment:

According to the nature of the program

Much attention is being paid to issues of health and safety standards to better the environmental quality of the campus. The university has an excellent geographical location in that it is relatively far away from the over crowdedness and pollution of the city. The campus will soon be part of the state's big environmental project that is meant "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/>). Such project will be much to the advantage of PhD students.

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.](#)

Committee name	Responsibilities
The Quality Assurance and Development Committee	<ol style="list-style-type: none"> 1. Ensuring that overall quality of the Translation Studies PhD program is maintained. 2. Preparing annual program reports, program specification, and 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 PhD program.
The Academic Advising Committee	<ol style="list-style-type: none"> 1. Providing Academic advising services to students in the Translation Studies PhD 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 Program's Committee	<ol style="list-style-type: none"> 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 Program's Curriculum Committee	<ol style="list-style-type: none"> 1. Reviewing the Translation Studies PhD program's curriculum and making necessary changes. 2. Reviewing the Translation Studies PhD program's courses and their learning outcomes. 3. Reviewing Translation Studies PhD program's PLOs.
Research Committee	<ol style="list-style-type: none"> 1. Supervising other research groups in Translation Department 2. Reviewing and approving research proposals and projects 3. Performing Research Seminars.

Furthermore, the department head in collaboration with the vice dean, 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](#)

[Quality Assurance English Version](#)

[Quality Assurance Organizational Handbook for Colleges and Institutes](#)

2. Program Quality Monitoring Procedures:

The Quality and Development Unit at the Translation Department 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 and Development Unit 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](#)

University [Quality Assurance Manual](#)

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 Translation Studies Program has chosen the course TRA 7399 to be used in the assessment process for PLOs.
2. Determine the assessment schedule: The assessment should take place at the end of the three-year 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. Administer the assessment: The assessment should be administered in a proctored environment to ensure the integrity of the results. The test should be timed and structured to ensure that all students have an equal opportunity to demonstrate their knowledge and skills.
4. 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, Translation Studies PhD program strives to ensure that all students attain a level of 90% or above in their proficiency

5. 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.
6. 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.
7. Report the results: The results should be reported to stakeholders, including faculty, administrators, and accreditation bodies, to demonstrate the effectiveness of the program and its alignment with the PLOs. The report should include a summary of the results, areas of strength and weakness, and any actions taken based on the results.

6. Program Evaluation Matrix:

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.)

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students. Faculty peers, independent reviewers, alumni	Surveys, peer classroom observation, independent reviewers	During the academic year
Efficient learning	Students, employers	Surveys and statistical KPI Analysis sheets	During the academic year
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis sheets	During the academic year
Assessment	Students, independent reviewers, administrative staff, stakeholders	Surveys and random joint grading of sample papers	End of the term
Employability	Potential employers: governmental agencies and private business	Surveys, interviews, alumni, assessment of the Department Head	Beginning of the academic year
Stakeholders' satisfaction	Graduates, alumni, employers, Governmental agencies and 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)



7. Program KPIs: *

The period to achieve the target (four) 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)	End of the academic year
2	KPI-PG-2	Students' Evaluation of quality of learning experience in the program	3.9	Surveys and periodic self-study	After completion of the program requirements
3	KPI-PG-3	Students' evaluation of the quality of the courses	4.5	Electronic surveys	By the end of each academic semester
4	KPI-PG-4	Students' evaluation of the quality of scientific supervision	4.4	Program periodic self-study report	By the end of every semester (for students who registered for TRA 7399)
5	KPI-PG-5	Average time for students' graduation	4 years	KPI Analysis Sheet (Calculation)	By the end of the academic year
6	KPI-PG-6	Rate of students dropping out of the program	5%	KPI Analysis Sheet (Calculation)	By the end of the academic year
7	KPI-PG-7	Graduates' employability	80%	KPI Analysis Sheet (Calculation)	One year post graduation
8	KPI-PG-8	Employers' evaluation of the program graduates' competency	4.5	KPI Analysis Sheet (Calculation)	Annually
9	KPI-PG-9	Students' satisfaction with the provided services	4	Electronic surveys	Biannual- By the end of each academic semester
10	KPI-PG-10	Ratio of students to faculty members	2:1	Data collection	Annual- At the beginning of the academic year



No .	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	Prof. 34% Assoc. 66% Assist 0%	Data collection	Annually- by the end of academic year
12	KPI-PG-12	Proportion of faculty members leaving the program	5%	Data collection	Annually, by the end of academic year
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	4	Survey	Annually, by the end of academic year
14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	4	Periodic program self-study report d	Annually, by the end of the academic year
15	KPI-PG-15	Percentage of publications of faculty members	70%	KPI Analysis Sheet	Annually, By the end of the academic year
16	KPI-PG-16	Rate of published research per faculty member	1:1	KPI Analysis Sheet	Annually, By the end of the academic year
17	KPI-PG-17	Citations rate in refereed journals per faculty member	2:1	KPI Analysis Sheet	By the end of the academic year
18	KPI-PG-18	Percentage of students' publication	30%	KPI Analysis Sheet	By the end of the academic year
19	KPI-PG-19	Number of Patents, innovative products, and awards of excellence	1	KPI Analysis Sheet	By the end of the academic year

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	Translation Department Council
Reference No.	Meeting minutes (5)
Date	5/4/1446 Corresponding to 8 - 10 - 2024

