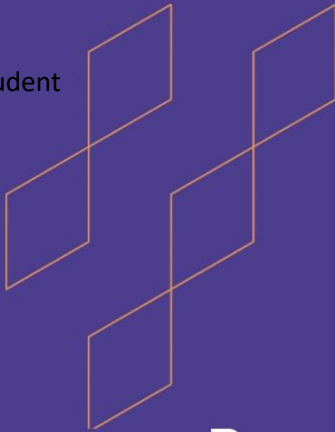




Student



Program Specification

— (Bachelor)

Program: **Bachelor of Translation**

Program Code (as per Saudi university ranking): **02311501**

Qualification Level: **Sixth**

Department: **Translation**

College: **College of Languages & Translation**

Institution: **Najran University**

Program Specification: **New** ☐ **updated*** ☒

Last Review Date: **17/3/2025**

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information	3
B. Mission, Objectives, and Program Learning Outcomes	4
C. Curriculum	5
D. Student Admission and Support:	15
E. Faculty and Administrative Staff:	18
F. Learning Resources, Facilities, and Equipment:	18
G. Program Quality Assurance:	19
H. Specification Approval Data:.....	24

A. Program Identification and General Information

1. Program's Main Location :		
College of Languages & Translation, Najran University Main Campus		
2. Branches Offering the Program (if any):		
No branches.		
3. Partnerships with other parties (if any) and the nature of each: None		
None		
4. Professions/jobs for which students are qualified		
-Graduates are prepared to work basically as translators and interpreters in the various fields and institutions. -To run translation companies and offices.		
5. Relevant occupational/ Professional sectors:		
-Public sector: Ministries of Culture, Media, Interior, Tourism, Defense, and Health, etc. -Private sector: translation companies, translation offices, Saudi Telecommunication companies, Islamic Call centers, etc.		
6. Major Tracks/Pathways (if any):		
NA		
Major track/pathway	Major track/pathway	Major track/pathway
1.		
2.		
3.		
...	...	...
7. Exit Points/Awarded Degree (if any):		
exit points/awarded degree	exit points/awarded degree	
1. Intermediate Diploma in Translation	One (60 hours)	
2.		
3.		

8. Total credit hours: **(130)**

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

Preparing students to be qualified graduates with knowledge and skills in translation and supporting research activities and community service through an advanced educational program.

2. Program Goals:

1. Provide students with the basic knowledge and skills in the field of translation.
2. Provide a supportive academic and educational environment.
3. Activate the program social responsibility via services and research activities.

Program objectives

1. Provide students with the knowledge and concepts required for a deep understanding of translation.
2. Support students with the required cognitive, practical, and communication skills.
3. Promote the desirable professional ethics and values in practicing knowledge.
4. Provide enough qualified teaching staff with the necessary competence and experience.
5. Supply easy access to adequate teaching and learning resources.
6. Offer diverse extracurricular activities, and efficient counseling and support services for the students.
7. Enhance the sense of social responsibility by engaging the students and the teaching staff in community service activities.
8. Enhance research productivity and quality.

3. Program Learning Outcomes*

Knowledge and Understanding

K1	Demonstrate deep knowledge of the English linguistic system.
K2	Outline the various theories of translation and interpretation.
K3	Distinguish various cultural stances associated with English.

Skills

S1	Master effectively (both written and spoken) communication skills in the source and target languages in different contexts.
S2	Demonstrate advanced composition skills in English.
S3	Translate and interpret between English and Arabic in a variety of specialized fields.
S4	Master cutting-edge translation and interpretation programs and tools.
S5	Conduct up-to-date research in the fields of translation and interpretation

Values, Autonomy, and Responsibility	
V1	Bear responsibility for self-study and self-improvement.
V2	Show self-confidence during the activities and tasks assigned.
V3	Have ethics of translation and interpreting professions.

Add a table for each track or exit Point (if any)

Program Learning Outcomes at Exit Point (after at least 2 years of study)*	
Knowledge and Understanding	
K1	Demonstrate deep knowledge of the English linguistic system.
K2	Outline the various theories of translation and interpretation.
K3	Distinguish various cultural stances associated with English.
K...	
Skills	
S1	Master effectively (both written and spoken) communication skills in the source and target languages in different contexts.
S2	Demonstrate advanced composition skills in English.
S3	Translate and interpret between English and Arabic in a variety of specialized fields.
S4	Master cutting-edge translation and interpretation programs and tools.
S5	Conduct up-to-date research in the fields of translation and interpretation
Values, Autonomy, and Responsibility	
V1	Have ethics of translation and interpreting professions
V..	

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	5	10	7.70
	Elective	2	4	3.07
College Requirements	Required	0	0	0
	Elective	0	0	0
Program Requirements	Required	37	109	83.85
	Elective	-	-	0
Capstone Course/Project		1	4	3.07
Field Training/ Internship		1	3	2.31
Residency year		0	0	0
Others		-	-	0
Total		46	130	100

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

Exit Point Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	4	8	13.33%
	Elective	0	0	
College Requirements	Required	0	0	0%
	Elective	0	0	
Program Requirements	Required	18	52	86.67%
	Elective	-	0	
Capstone Course/Project		-	0	0%
Field Training/ Internship		-	0	0%
Residency year		-	0	0%
Others*		-	0	0%
Total		22	60	100%

2. Program Courses

* Include additional levels (for three semesters option or if needed).

** Add a table for the courses of each track (if any)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	120 Eng-3	English Grammar1	Required	-	3	Department
	111-TQF-2	Muslim Culture (1)	Required	-	2	University
	110 Eng -3	Listening & Speaking 1	Required	-	3	Department
	111- Eng -3	Reading 1	Required	-	3	Department
	112- Eng -3	Writing 1		-	3	Department
	101 ARB-2	Arabic Language Skills	Required	-	2	University
	-----	Elective Course	Elective	-	2	University
Level 2	121 Eng -3	English Grammar 2	Required	120 Eng-3	3	Department
	212 TQF-2	Muslim Culture (2)	Required	111 TQF-2	2	University
	113 Eng -3	Listening & Speaking 2	Required	110 Eng -3	3	Department
	114 Eng -3	Reading 2	Required	111 Eng -3	3	Department
	115 Eng -3	Writing 2	Required	112 Eng -3	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	201 ARB-3	Arabic Grammar	Required	-	3	Department
Level 3	220 Eng -3	English Grammar 3	Required	121 Eng -3	3	Department
	210 Eng -3	Listening & Speaking 3	Required	113 Eng -3	3	Department
	211 Eng -3	Writing 3	Required	115 Eng -3	3	Department
	212 Eng -3	Reading 3	Required	114 Eng -3	3	Department
	230 TRA-3	Introduction to Translation	Required	-	3	Department
	101 CIS-2	Digital Skills	Required	-	2	University
Level 4	221 Eng-3	Phonetics & Phonology	Required	-	3	Department
	231 TRA-2	Translation & Culture	Required	230 TRA-3	2	Department
	232 TRA-2	Terminology & Arabization	Required	-	2	Department
	233 TRA-3	Contrastive Linguistics	Required	-	3	Department
	234 TRA-3	Lexicology	Required	-	3	Department
	235 TRA-3	General Translation	Required	230 TRA-3	3	Department
	-	Elective Course	Elective	-	2	University
Level 5	320 Eng -3	Morphology & Syntax	Required	233 TRA-3	3	Department
	330 TRA-3	Translation & Text Analysis	Required	230 TRA-3	3	Department
	331 TRA-3	Translation Theories	Required	-	3	Department
	332 TRA-3	Translation & Editing	Required	-	3	Department
	333 TRA-3	Computer-Assisted Translation	Required	-	3	Department
	102 NAT-2	National Identity	Required	-	2	University
Level 6	334-TRA-3	Economic & Administrative Translation	Required	-	3	Department
	335-TRA-3	Tourism Translation	Required	-	3	Department
	336-TRA-3	Literary Translation	Required	-	2	Department
	321 Eng-3	Semantics & Pragmatics	Required	233 TRA-3	3	Department
	337-TRA-3	Audio-Visual Translation	Required	-	3	Department
Level 7	430-TRA-3	Media & Political Translation	Required	-	3	Department
	431-TRA-3	Scientific & Medical Translation	Required	-	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	432-TRA-3	Legal & Security Translation	Required	-	3	Department
	433-TRA-3	Religious Translation	Required	-	3	Department
	434-TRA-3	Research Methods in Translation	Required	-	3	Department
	435-TRA-3	Simultaneous Interpreting	Required	338-TRA-3	3	Department
Level 8	436 TRA-2	Translation Project	Required	434 TRA-3	4	Department
		Cooperative Training	Required	Passing all courses in previous levels	3	Department
	437 TRA-3					

Exit Point Courses (60 hours)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	120 Eng-3	English Grammar1	Required	-	3	Department
	111 TQF-2	Muslim Culture (1)	Required	-	2	University
	110 Eng -3	Listening & Speaking 1	Required	-	3	Department
	111 Eng -3	Reading 1	Required	-	3	Department
	112 Eng -3	Writing 1		-	3	Department
	101 ARB-2	Arabic Language Skills	Required	-	2	University
Level 2	122 Eng -3	English Grammar 2	Required	120 Eng-3	3	Department
	114 Eng -3	Reading 2	Required	111 Eng -3	3	Department
	113 Eng -3	Listening & Speaking 2	Required	110 Eng -3	3	Department
	115 Eng -3	Writing 2	Required	112 Eng -3	3	Department
	201-ARB-3	Arabic Grammar	Required	-	3	Department
Level 3	230 TRA-3	Introduction to Translation	Required	-	3	Department
	101 CIS-2	Digital Skills	Required	-	2	University
Level 4	231 TRA-2	Translation & Culture	Required	230 TRA-3	2	Department
	232 TRA-2	Terminology & Arabization	Required	-	2	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 5	331 TRA-3	Translation Theories	Required	-	3	Department
	332 TRA-3	Translation & Editing	Required	-	3	Department
	333 TRA-3	Computer-Assisted Translation	Required	-	3	Department
	102 NAT-2	National Identity	Required	-	2	University
Level 6	334-TRA-3	Economic & Administrative Translation	Required	-	3	Department
	335-TRA-3	Tourism Translation	Required	-	3	Department
	337-TRA-3	Audio-Visual Translation	Required	-	3	Department

3. Course Specifications:

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

[Revised Updated Translation Program CSs April 2026](#)

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	---	S1	S2	S3	S4	S5	V1	--	-
120 Eng -3	English Grammar 1	I		I		I	I				I		
111- Eng -3	Reading 1	I		I		I	I				I		
112- Eng -3	Writing 1	I		I		I	I				I		
110 Eng -3	Listening & Speaking 1	I		I		I					I		

Course code & No.		Program Learning Outcomes											
		Knowledge and understanding				Skills					Values, Autonomy, and Responsibility		
		K1	K2	K3	---	S1	S2	S3	S4	S5	V1	--	-
121 Eng -3	English Grammar 2	I		I		I	I				I		
113 Eng -3	Listening & Speaking 2	I		I		I					I		
114 Eng -3	Reading 2	I		I		I	I				I		
115 Eng -3	Writing 2	I		I		I	I				I		
201-ARB-3	Arabic Grammar	I		I		I	I				I		
220 Eng -3	English Grammar 3	I		I		I	I				I		
210 Eng -3	Listening & Speaking 3	P		P		P					P		
211 Eng -3	Writing 3	P		P		P	P				P		
212 Eng -3	Reading 3	P		P		P	P				P		
230 TRA-3	Introduction to Translation		P	P				P	P		P		
221 Eng-3	Phonetics & Phonology	P									P		
231 TRA-2	Translation & Culture		P	P				P			P		
232 TRA-2	Terminology & Arabization	P	P	P				P			P		
233 TRA-3	Contrastive Linguistics	P	P	P			P				P		
234 TRA-3	Lexicology	P					P				P		
235 TRA-3	General Translation	P	P					P	P		P		
320 Eng -3	Morphology & Syntax	P									P		

Course code & No.		Program Learning Outcomes											
		Knowledge and understanding				Skills					Values, Autonomy, and Responsibility		
		K1	K2	K3	---	S1	S2	S3	S4	S5	V1	--	-
330 TRA-3	Translation & Text Analysis		P	P				P	P		P		
331 TRA-3	Translation Theories		P	P				P	P		P		
332 TRA-3	Translation & Editing		P	P				P	P		P		
333 TRA-3	Computer-Assisted Translation	P	P					P	P		P		
334-TRA-3	Economic & Administrative Translation		M	M				M	M		M		
335-TRA-3	Tourism Translation		M	M				M	M		M		
336-TRA-3	Literary Translation		M	M				M	M		M		
321 Eng-3	Semantics & Pragmatics	M		M							M		
337-TRA-3	Audio-Visual Translation		M	M				M			M		
338-TRA-3	Consecutive Interpreting		M	M				M			M		
430-TRA-3	Media & Political Translation		M	M				M	M		M		
431-TRA-3	Scientific & Medical Translation	M	M					M	M		M		
432-TRA-3	Legal & Security Translation		M	M				M	M		M		
433-TRA-3	Religious Translation		M	M				M	M		M		
434-TRA-3	Research Methods in Translation		M	M						M	M		

Course code & No.		Program Learning Outcomes											
		Knowledge and understanding				Skills					Values, Autonomy, and Responsibility		
		K 1	K2	K3	---	S1	S2	S3	S4	S5	V1	--	-
435-TRA-3	Simultaneous Interpreting		M			M		M					
436 TRA-2	Translation Project		M	M						M	M		
437 TRA-3	Cooperative Training							M	M		M		

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

Exit Point Learning Outcomes Mapping Matrix:

Course code & No.		Program Learning Outcomes											
		Knowledge and understanding				Skills					Values, Autonomy, and Responsibility		
		K1	K2	K3	---	S1	S2	S3	S4	--	V1	--	-
120 Eng -3	English Grammar 1	I		I		I	I				I		
110 Eng -3	Listening & Speaking 1	I		I		I					I		
111- Eng -3	Reading 1	I		I		I	I				I		
112- Eng -3	Writing 1	I		I		I	I				I		
121 Eng -3	English Grammar 2	I		I		I	I				I		
113 Eng -3	Listening & Speaking 2	I		I		I					I		
114 Eng -3	Reading 2	I		I		I	I				I		
115 Eng -3	Writing 2	I		I		I	I				I		
230 TRA-3	Introduction to Translation		P	P				P	P		P		
231 TRA-2	Translation & Culture		P	P				P			P		
232 TRA-2	Terminology & Arabization	P	P	P				P			P		

Course code & No.		Program Learning Outcomes											
		Knowledge and understanding				Skills					Values, Autonomy, and Responsibility		
		K1	K2	K3	---	S1	S2	S3	S4	--	V1	--	-
235 TRA-3	General Translation	P	P					P	P		P		
331 TRA-3	Translation Theories		P	P				P	P		P		
332 TRA-3	Translation & Editing		P	P				P	P		P		
333 TRA-3	Computer-Assisted Translation	P	P					P	P		P		
334-TRA-3	Economic & Administrative Translation		M	M				M	M		M		
335-TRA-3	Tourism Translation		M	M				M	M		M		
337-TRA-3	Audio-Visual Translation		M	M				M			M		

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

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

Knowledge and Understanding		Teaching Strategies
K1	Demonstrate deep knowledge of the English linguistic system.	Lectures Discussions Presentations
K2	Outline the various theories of translation and interpretation.	Lectures Discussions Presentations
K3	Distinguish various cultural stances associated with English.	Lectures Discussions Presentations
Skills		
S1	Master effectively (both written and spoken) communication skills in the source and target languages in different contexts.	Lectures Discussions Presentations Role-Playing

		Rubric for assignment
S2	Demonstrate advanced composition skills in English.	Lectures Discussions Presentations Rubric for assignment
S3	Translate and interpret between English and Arabic in a variety of specialized fields.	Lectures Discussions Presentations Rubric for assignment
S4	Master cutting-edge translation and interpretation programs and tools.	Lectures Discussions Presentations Rubric for assignment
S5	Conduct up-to-date research in the fields of translation and interpretation	Lectures Discussions Presentations Rubric for assignment
Values, Autonomy, and Responsibility		
V1	Have ethics of translation and interpreting professions	Self-learning strategies
--		

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 twice in the bachelor program's cycle and once in other degrees).

Knowledge and Understanding		Assessment Methods
K1	Demonstrate deep knowledge of the English linguistic system.	Midterm Exam Assignments Quizzes Final Exam Standardized Exam (Exit Exam)
K2	Outline the various theories of translation and interpretation.	Midterm Exam Assignments Quizzes Final Exam Standardized Exam (Exit Exam)
K3	Distinguish various cultural stances associated with English.	Midterm Exam Assignments Quizzes

		Final Exam Standardized Exam (Exit Exam)
Skills		Outline the various theories of translation and interpretation.
S1	Master effectively (both written and spoken) communication skills in the source and target languages in different contexts.	Midterm Oral Exam Interviews Presentations Assignments Quizzes Final Oral Exam Surveys & Student Feedback
S2	Demonstrate advanced composition skills in English.	Midterm Exam Assignments Final Exam Standardized Exam (Exit Exam) Surveys & Student Feedback
S3	Translate and interpret between English and Arabic in a variety of specialized fields.	Midterm Exam Assignments Quizzes Final Exam Standardized Exam (Exit Exam) Surveys & Student Feedback
S4	Master cutting-edge translation and interpretation programs and tools.	Midterm Exam Assignments Quizzes Final Exam Surveys & Student Feedback
S5	Conduct up-to-date research in the fields of translation and interpretation	Assignments Presentations Projects Surveys & Student Feedback
Values, Autonomy, and Responsibility		
V1	Have ethics of translation and interpreting professions	Observation card/ rubrics.

D. Student Admission and Support:

1. Student Admission Requirements

The Translation Department has set clearly defined criteria for student admission and registration, approved by the Translation Department Council; they are as follows:

1. The applicant must hold a General Certificate of High Education or equivalent from within or outside the Kingdom.
2. The age of the applicant must not exceed 25 years for males and 30 years for females.
3. The applicant must pass all university or college-required tests.
4. The applicant must submit all documents required by Admission & Registration Deanship on time.
5. The applicant must score no less than 50% in the General Aptitude Test and Achievement Test.

6. a. The applicant must not have previously been academically or disciplinarily dismissed, taking into consideration Paragraph 4 of Article 20 in Study & Tests Regulations.
- b. The applicant must not be restricted or accepted in another educational institution.
7. Medical fitness is required for applicant's major; if not, Admission & Registration Deanship may change his/her admission to another major in conformity with his/ her health status or reject his/her admission.
8. Any other conditions specified by the University Council at the time of application.
9. Meeting any other requirements specified by the Translation Program.

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).

- Holding orientation for first-level students.
- Informing the students with rules of postponing study of some courses or semesters.
- Informing the student with his/her rights & duties inside the Faculty as well as rules & penalties in case of breaching the University's system and regulations.
- Urging the students to read the instructions declared by Students' Affairs Deanship and attending related seminars.
- Providing the students with academic advising guidebook.

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)

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advising:

Every Teaching staff is available 6 hours per week for student consultations (office hours, in addition to (4) hours for academic advising.

- 1- Selecting an academic advisor for the Program.
- 2- Selecting an academic advisor for each study level in the Program.
- 3- Students are divided according to their levels among faculty members for academic counseling and consultation.
- 4- Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
5. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
- 6- Complaints and suggestions file is assigned to a particular committee faculty member for discussion and problem solving.
- 7- Academic Advising icon is activated online through the University portal.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

Through the program academic advisors, the following procedures are implemented:

- Preparing an academic file including the student's data & having all data online.
- Informing the students with courses addendum & deletion timetable and ways of doing that manually & electronically.
- Declaring the teaching schedule for the students including time and place of lectures as well as solving any related problems.
- Being fully acquainted with courses names, codes & prerequisites.
- Declaring the University annual study calendar and study start date for both semesters.
- Following-up the academic progress of students.
- Educationally & academically guiding & helping the students.
- Being acquainted with the students' problems especially those affecting his/her academic progress & working on solving them.
- Informing the student with his/her rights & duties inside the college as well as rules & penalties in case of breaching the University's system and regulations.
- Guiding & helping low-grade or academically weak students.
- Examining, following-up and guiding frequent absentees.
- The Program declares all teaching staff academic advising and office hours to facilitate contacting the teaching staff members at specified times.

As for psychological and social consulting services, since the program teaching staff are neither specialized social workers nor psychiatrists, students suffering from psychological and social problems are referred by their concerned academic advisors to Psychological Counseling Center located at the Preparatory Year Building. Additionally, students have access to "Arshidni" Platform (<https://www.nu.edu.sa/ar/web/university-guidance-and-guidance-department/arshad>), a service provided by the University Guidance and Counseling Department. This platform offers both remote and in-person consultations covering educational, psychological, professional, social, health, legal, and technical matters, ensuring that students receive expert guidance while maintaining confidentiality.

As for professional consulting services, the College Graduates Unit is Setting and following-up a plan by for professional development in the light of beneficiaries' virtual needs. Besides, the students get a field professional training in the expected work locations and concerned public institutions.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

For low achievers, disabled students the following procedures are implemented: -

- Arranging extra remedial classes;
- break learning into small steps;
- administer probes;
- supply regular, quality feedback;
- use diagrams, graphics and pictures to augment what they say in words;
- provide ample independent, well-designed intensive practice.

For gifted and talented students, they are honored and given credit certificates at Department Ceremony to encourage them maintain their excellent academic achievement and creativity.

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	--	1	1	
Associate Professor	4	1	--	2	2	
Assistant Professor	8	2	---	1	1	
Lecturer	4	2	--	1	1	
Teaching Assistant	--	3	--	1	1	
Technicians and Laboratory Assistant	1	--	--	2	2	
Administrative and Supportive Staff	6	--	--	-	-	
Others (specify)	--	--	--	-	-	

The needed numbers of faculty members, technicians and employees are determined by the concerned Head of the Department.

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) Using Internet databases to determine some learning resources that can be helpful in teaching the Program courses and they are included in each course specification.
- 2) A contract is made between the University and an accredited bookshop, and a similar list of textbooks & references needed to be prepared or copied with sufficient numbers for the students before the beginning of the academic year.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

(Library, laboratories, classrooms, etc.)

- Two highly-equipped language laboratories in each section.
- College library

- Classrooms are equipped by sophisticated overhead projectors (data shows)
- Many First Aid kits
- English Language & Translation Club

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

There is a number of health and safety arrangements in the college classrooms and labs such as First Aid kits, fire extinguishers, central air-conditioning, etc.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.

[Quality System Guide.pdf](#)

2. Procedures to Monitor Quality of Courses Taught by other Departments

Formal Communication with Heads of these departments.

3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

The Translation Program is only offered at Najran University main campus, with no other branches or locations. Since the inception of Translation Program, offered in both Male and Female Sections, the Department administration follows the university approved policies and procedures in both Male and Female Sections to ensure the unified use of the program study plan, program specification, course specifications, textbooks and materials in both sections. To achieve this end, the program administration uses the following means:

- Correspondences Tracking Systems (CTS)
- Site visits to both sections
- University emails of teaching staff
- Observations through visiting Quality Corner in both sections.

4. Assessment Plan for Program Learning Outcomes (PLOs),

Assessing Program Learning Outcomes is essential, and every academic program measures these outcomes using a variety of assessment components. The Translation Program, as well, assesses its learning outcomes through oral presentations, assignments, quizzes, midterm exams, final exams, and observation. **The Program Learning outcomes are assessed based on the concerned Advanced level courses (6-8) according to the following criteria in the following assessment plan:**

- a) 80% of students should achieve 70% of the intended knowledge and skills learning outcomes.
b) 90% of students should achieve 80% of the values intended learning outcome.

Program Learning Outcomes		Assessment Methods	Timeline: three years	Person(s) Responsible	Criteria for Success	Use of Results
Knowledge						
K1	Demonstrate deep knowledge of the English linguistic system.	Assignments and/or quizzes. Midterm exam Final exam	Cycle-based	Quality unit	Demonstration of key concepts and terminology related to the English language	Identify areas for improvement in teaching methods and curriculum
K2	Outline the various theories of translation and interpretation.	Assignments and/or quizzes. Midterm exam Final exam	Cycle-based	Quality unit	Demonstration of ability to outline the various theories of translation and interpretation.	Identify areas for improvement in teaching methods and curriculum
K3	Distinguish various cultural stances associated with English.	Assignments and/or quizzes. Midterm exam Final exam	Cycle-based	Quality unit	Demonstration of ability to distinguish various cultural stances associated with English.	Identify areas for improvement in teaching methods and curriculum
S1	Master effectively (both written and spoken) communication skills in the source and target languages in different contexts.	Assignments and/or quizzes. Midterm written/ oral exam Final written/ oral exam	Cycle-based	Quality unit	Demonstration of ability to master effectively (both written and spoken) communication skills in the source and target languages in different contexts.	Identify areas for improvement in teaching methods and curriculum
S2	Demonstrate advanced composition skills in English.	Assignments and/or quizzes. Midterm exam Final exam	Cycle-based	Quality unit	Demonstration of ability to write grammatically correct, fluent, coherent and	Identify areas for improvement in teaching methods and curriculum

					cohesive essays in English.	
S3	Translate and interpret between English and Arabic in a variety of specialized fields.	Assignments and/or quizzes. Midterm exam Final exam	Cycle-based	Quality unit	Accurate and fluent translation of texts from English to Arabic and vice versa, demonstrated through clear and coherent writing and/or speaking	Identify areas for improvement in teaching methods and curriculum
S4	Master cutting-edge translation and interpretation programs and tools.	Assignments and/or quizzes. Midterm exam Final exam	Cycle-based	Quality unit	Effective use of translation and interpretation programs and tools.	Identify areas for improvement in teaching methods and curriculum
S5	Conduct up-to-date research in the fields of translation and interpretation	Assignments Presentations Projects	Cycle-based	Quality unit	Effective use of research methodology	Identify areas for improvement in teaching methods and research methodology
V1	Bear responsibility for self-study and self-improvement.	Observation card/ Rubrics	Cycle-based	Faculty	Clear articulation of ethical principles and values, evidence of critical evaluation and reflection, and demonstration of ethical decision-making skills	Identify areas for improvement in curriculum or teaching methods to better promote ethical behavior and decision-making
V2	Show self-confidence during the activities and tasks assigned.					
V3	Have ethics of translation and interpreting professions.					

For assessing Translation Project, we have created rubrics to ensure fairness of correction. The rubric is as follows

1. Review & evaluation of the first part completed by each individual student.
2. Review & evaluation of the second part completed by each individual student.
3. Review & evaluation of the third part completed by each individual student.
4. Assessment of the whole project through presentations by individual students, comments of the instructor then submission of the project for final assessment.
5. Correction by at least 2 faculties and a presentation by the student.

*Assessment tools:

Oral Presentations – Students deliver structured spoken presentations on a given topic, demonstrating their understanding, communication skills, and ability to organize and articulate ideas clearly. This method assesses both subject knowledge and presentation abilities.

Assignments – It includes tasks, especially outside class, such as essays or projects. These evaluate critical thinking, research skills, and the application of concepts in written form.

Quizzes – Short, frequent tests covering recent course material to assess comprehension and retention. They provide immediate feedback and encourage consistent student engagement.

Midterm Exam – A formal written exam conducted midway through the course, evaluating students' understanding of the material covered up to that point. It helps identify learning gaps before the final assessment.

Final Exam – A comprehensive assessment at the end of the course, measuring overall knowledge and competency of the subject. It is generally weighted 50% and determines the final grade.

Rubrics – A structured scoring guide used to evaluate student performance consistently and objectively across various assessments, such as oral presentations, assignments, quizzes, and exams. It outlines specific criteria for assessment, performance levels (e.g., Excellent, Good, Fair, Poor), and descriptors that define expectations for each level.

6. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of Teaching	Students, graduates, alumni, faculty, program leaders	Surveys, interviews, visits	Beginning of semesters, end of semesters, end of academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Overall Program Evaluation	students, graduates, other faculty members' visits/ peer reviewing, independent advisors and/or evaluators, employers and other stakeholders	Surveys, interviews, visits, writing reports	Beginning of semesters, end of semesters, end of academic year
Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of Teaching	Students, graduates, alumni, faculty, program leaders	Surveys, interviews, visits	Beginning of semesters, end of semesters, end of academic year
Overall Program Evaluation	students, graduates, other faculty members' visits/ peer reviewing, independent advisor and/or evaluators, employers and other stakeholders	Surveys, interviews, visits, writing reports	Beginning of semesters, end of semesters, 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 (4) years).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Students' Evaluation of quality of learning experience in the program	3.75	Surveys & questionnaires	By the end of the semester
2	KPI-P-02	Students' evaluation of the quality of the courses	4	Surveys & questionnaires	By the end of the semester
3	KPI-P-03	Completion rate	90%	Statistical data	By the end of the semester

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
4	KPI-P-04	First-year students retention rate	80%	Statistical data	By the end of the semester
5	KPI-P-05	Students' performance in the professional and/or national examinations	NA	Statistical data	By the end of the semester
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	50%	Statistical data	By the end of the semester
7	KPI-P-07	Employers' evaluation of the program graduates' proficiency	3.75	Surveys & interviews	By the end of the semester
8	KPI-P-08	Ratio of students to teaching staff	20:1	Statistical data	By the end of the semester
9	KPI-P-09	Percentage of publications of faculty members	60%	Statistical data	By the end of the semester
10	KPI-P-10	Rate of published research per faculty member	1:1	Statistical data	By the end of the semester
11	KPI-P-11	Citations rate in refereed journals per faculty member	1:1	Statistical data	By the end of the semester

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	Translation Department Council
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