

Program Quality Assurance Manual

Bachelor of Arts in Translation Program at King Khalid University

Introduction

The quality assurance manual for the Bachelor of Arts in Translation program at King Khalid University is a comprehensive document that outlines the policies, procedures, and best practices designed to uphold academic integrity and educational excellence. This manual provides a detailed overview of the program's objectives, assessment and evaluation mechanisms, and continuous improvement initiatives, among other critical aspects.

The study of English encompasses a broad range of competencies, including literary analysis, critical thinking, creative writing, and cultural literacy. The Bachelor of Arts in Translation program at King Khalid University is devised to equip students with a rich blend of theoretical knowledge and practical skills pertinent to various fields within English studies. Delivered by a faculty of experienced scholars, the program combines rigorous academic coursework with opportunities for practical application.

To guarantee that the Bachelor of Arts in Translation program not only achieves but surpasses its stated goals and furnishes students with an exceptional educational journey, a comprehensive quality assurance system is implemented. This system is tailored to continuously evaluate the program's effectiveness and introduce improvements where necessary, aiming to enhance student academic achievements and career readiness.

This quality assurance manual acts as a thorough resource detailing all aspects of the program, including curriculum development, evaluation methods, and strategies for ongoing enhancement. It is intended as a key reference for students, faculty, and stakeholders, fostering transparency, ensuring accountability, and confirming that the program consistently provides high-quality education.

By presenting an elaborate overview of the program's administrative and academic frameworks, this manual plays a crucial role in maintaining the continued success and growth of the Bachelor of Arts in Translation program at King Khalid University. Its comprehensive account of policies, procedures, and best practices serves as a guidepost for academic excellence, thereby affirming that the program remains a leader in offering an outstanding educational experience to its students.



Program Organization and Administration

At the forefront of the program organization is the Vice Dean of Academic Affairs, who is responsible for overseeing the program's academic and administrative operations. The Vice Dean works closely with the Chair of the English Department, who is responsible for ensuring the program aligns with the department's objectives and curriculum standards.

The Program Coordinator plays a crucial role in the administration of the program, serving as the primary point of contact for students and coordinating program-related activities and initiatives. The Program Coordinator works closely with the faculty to ensure students receive high-quality instruction and support.

The faculty for the program is comprised of experienced and knowledgeable scholars and professionals who are experts in their field. The faculty works closely with students, providing guidance and support throughout the program and ensuring that students receive a comprehensive education that prepares them for success in the field.

In addition to the academic departments and faculties, the program also has an advisory committee, made up of industry professionals and experts, that provides valuable input and recommendations on the program's content and goals. The committee plays a critical role in ensuring that the program remains relevant and responsive to the changing needs of the industry.

Overall, the program's organization and administration is designed to provide students with the resources, support, and guidance they need to succeed in the program and achieve their academic and professional goals.

Faculty and Staff

The program is staffed by a team of highly qualified faculty and staff who are dedicated to providing students with a rich and engaging learning experience. The faculty and staff have diverse backgrounds and expertise, and they are committed to maintaining high standards of quality in the program.

Curriculum and Instruction

The program begins with a strong focus on basic language skills, including phonetics, phonology, grammar, reading comprehension, and writing. As students progress through the program, they will develop more advanced skills in academic reading and writing, vocabulary building, and critical analysis of literary texts.

In Semester 5 of Year 3, students are introduced to specialized areas of translation, building on their foundational knowledge. *Media Translation* (TRN3332-3) focuses on the intricacies of translating content for various media formats, a crucial skill in today's digital age. *Tourism and Business Translation* (TRN3333-3) equips students with the expertise needed to handle translation tasks in the growing sectors of tourism and business, which are vital to the economy. *Consecutive Interpreting* (TRN3341-3) offers practical training in oral translation, teaching students to interpret



spoken language in real-time, a skill that is invaluable in diplomatic and business settings. Additionally, *Translation Technologies* (TRN3351-3) introduces students to the latest tools and software used in the industry, preparing them for the technological demands of modern translation work. This semester also includes courses in *Volunteering Skills* and an *Elective Course* of the student's choice, allowing for personal and professional growth beyond the core curriculum.

Moving into Semester 6 of Year 3, the program continues to expand students' translation skills into more specialized fields. *Scientific Translation* (TRN3334-3) prepares students to handle complex scientific texts, which require precise language and terminology. *Religious Translation* (TRN3335-3) focuses on the unique challenges of translating religious texts, where accuracy and cultural sensitivity are paramount. *Simultaneous Interpreting* (TRN3342-3) further develops students' interpreting skills, training them to translate spoken language in real-time, often in high-pressure environments such as conferences. *Audio-visual Translation* (TRN3352-3) explores the translation of multimedia content, including subtitling and dubbing, which are increasingly important in a globalized media landscape. The semester also includes *Training 1: Job Preparation Skills* (MHR0401-4), which equips students with essential skills for entering the job market, ensuring they are well-prepared for their professional careers.

In Semester 7 of Year 4, the curriculum becomes even more specialized. *Legal Translation* (TRN4336-3) focuses on translating legal documents, a highly specialized field that requires a deep understanding of legal terminology and practices. *Literary Translation* (TRN4337-3) introduces students to the nuances of translating literature, where maintaining the style, tone, and cultural context of the original text is essential. The *Translation Project* (TRN4338-3) allows students to apply their skills in a comprehensive translation task, drawing on all the knowledge and techniques they have acquired throughout the program. Additionally, *Semantics and Pragmatics* (ENG4346-3) provides students with an advanced understanding of meaning in language, essential for effective translation and interpretation across different contexts. This semester also includes a course on *Standardized English Tests Preparation* (ENG4314-3), ensuring that students are well-prepared for any necessary language proficiency certifications required in their future careers.

Level 8 returns to alignment with the BAE program, focusing on practical application and professional preparation. The final semester emphasizes *Cooperative Training* (ENG4660-8), where students gain real-world experience in professional translation settings, further preparing them for their careers. This hands-on experience is critical for bridging the gap between academic learning and professional practice, equipping students with the skills and confidence needed to excel in the translation industry.

Overall, the Bachelor of Arts in Translation program is meticulously designed to prepare students for a wide array of career opportunities in translation, interpretation, localization, and related fields. This program is particularly aligned with the ambitious goals of Saudi Arabia's Vision 2030, and it plays a crucial role in supporting the development of the Asir region. By producing highly skilled translators, the program contributes to the region's growth and its integration into the global marketplace. Through a blend of theoretical knowledge, practical application, and specialized training, the program ensures that students graduate with the skills needed to succeed in a competitive and evolving global environment.



Student Admissions and Retention

The Bachelor of Arts in Translation program at the College of Languages and Translation at King Khalid University is a cornerstone of academic excellence, designed to empower students with comprehensive skills in linguistics, literature, and translation. As one of the university's early-established departments, it aims to produce graduates who are not only proficient in English but also prepared to make significant contributions to the community. Admission into this prestigious program is governed by a set of criteria that ensure the selection of students with the highest potential for success and dedication to their studies.

Eligibility for the program is extended to Saudi nationals and approved international students under scholarship, reflecting the university's commitment to fostering a diverse and dynamic learning environment. Candidates are required to have obtained a Secondary School Certificate or its equivalent, ensuring they possess a foundational level of education essential for the rigors of a Bachelor's degree. This certificate must have been awarded within the last four years, guaranteeing that the student's knowledge base is current and relevant.

Furthermore, prospective students must have successfully passed the General Aptitude Test (GAT), a measure that assesses the cognitive abilities and potential for academic achievement in university-level education. This requirement underscores the importance of analytical and problem-solving skills essential for the study of English at a higher education level.

The program also stipulates that applicants must not have previously enrolled in or been academically dismissed from King Khalid University or any other university. This criterion ensures that all students have a clear academic slate, fostering an equitable starting point for all incoming students. By adhering to these admission criteria, the Bachelor of Arts in Translation program at King Khalid University maintains its high standards of academic excellence and integrity, ensuring that it continues to attract and nurture the brightest minds who are eager to advance their knowledge and skills in English language studies.

General Assessment and Evaluation

The program places a high emphasis on continuous assessment and evaluation of student learning outcomes. The program is committed to using a variety of assessment methods to accurately measure student progress and provide meaningful feedback to help students reach their full potential.

One of the key elements of the assessment and evaluation process in the program is the use of course learning outcomes. Each course within the program is designed to help students achieve specific learning outcomes that align with the program's overall goals and objectives. These learning outcomes are then assessed through various methods such as exams, assignments, projects, and other assessments.

In order to ensure the quality and effectiveness of the assessment process, the program implements best practices established by the Education and Training Evaluation Commission (ETEC) in Saudi Arabia. One such best practice is the utilization of course learning outcomes achievement data from



course reports to calculate program learning outcomes on an annual basis. This helps to ensure that the program is consistently meeting its goals and objectives, and that students are making the necessary progress towards achieving their learning outcomes.

In addition to the use of course learning outcomes, the program also uses a variety of other assessment methods, including formative assessments and summative assessments. Formative assessments are used throughout the program to provide students with ongoing feedback and help instructors identify areas for improvement. Summative assessments are used at the end of a course or program to evaluate students' overall mastery of the material and their progress towards achieving their learning outcomes.

The program is also committed to continuous improvement, and regularly assesses and evaluates its assessment and evaluation processes to identify areas for improvement. Feedback from students, instructors, and other stakeholders is considered and used to guide program development and ensure that the program is meeting the needs of its constituents.

In conclusion, the program places a strong emphasis on continuous assessment and evaluation of student learning outcomes, and utilizes best practices established by ETEC to ensure the quality and effectiveness of its assessment processes.

Specific Assessment and Evaluation

The mathematical component of the assessment and evaluation process in the program is centered around the use of data analysis and statistical methods. This allows the program to objectively measure student progress and accurately determine if students are meeting the program's learning outcomes.

One common method used in the program is the calculation of program learning outcomes using achievement data from course reports. This data is analyzed using statistical methods, such as descriptive statistics and inferential statistics, to determine the average and range of student performance. This information is then compared to program learning outcomes to determine if students are meeting the desired outcomes, and to identify areas where the program may need to make adjustments to better meet student needs.

In summary, the program leverages mathematical methods and data analysis to objectively measure student progress and make evidence-based decisions that support student success. This approach ensures that the program is meeting the needs of its constituents and contributing to the advancement of the field of Teaching English as a Foreign Language.

Student Services and Support

The program recognizes the importance of providing a supportive environment for its students, and as such, offers a range of services and support to help them succeed academically and professionally. These services include advising, tutoring, counseling, and career services.

Advising: The program has a dedicated team of advisors who are available to assist students with any questions or concerns they may have about the program, course selection, and academic progress. The advisors work closely with students to help them develop a plan of study that is tailored to their individual needs and goals.

Tutoring: The program offers free tutoring services to students who need extra support in certain courses. The tutors are experienced professionals who have a deep understanding of the course material and can provide students with personalized guidance and feedback.

Counseling: The program provides counseling services to students who need support with personal or academic-related issues. The counseling services are confidential and provided by professionals who have expertise in the areas of student support and well-being.

Career Services: The program offers career services to help students prepare for the job market and make informed decisions about their current or future careers. This includes assistance with resume writing, job search strategies, and networking opportunities.

Overall, these services and support are designed to create a supportive environment that empowers students to reach their full potential and achieve their academic and professional goals.

Resources and Facilities

The Bachelor of Arts in Translation (BAT) program is supported by a comprehensive range of resources and facilities specifically designed to enhance student learning and academic success. These include specialized classrooms, an extensive library network, advanced technology resources, and dedicated translation labs, all tailored to meet the needs of translation students.

The program's classrooms are equipped with modern technology and resources to create a comfortable and conducive learning environment. These classrooms are designed with the needs of translation students in mind, featuring interactive systems and multimedia tools that support the teaching and practice of translation techniques.

Students in the BAT program have access to a comprehensive library system that offers a wide range of materials, including specialized books on translation, linguistics, and intercultural communication, as well as academic journals and extensive online resources. These resources are essential for supporting student research, enhancing language skills, and deepening their understanding of translation studies.



The BAT program is equipped with state-of-the-art technology resources, including high-speed internet access and multimedia capabilities, which are crucial for facilitating online learning and collaboration. Additionally, the program provides access to industry-standard Computer-Assisted Translation (CAT) tools, which are essential for modern translation work. These tools include software for terminology management, translation memory, and machine translation integration, giving students hands-on experience with the technologies they will use in their professional careers.

The program features dedicated translation labs that are specifically designed to simulate professional translation environments. These labs are equipped with the latest CAT tools, specialized software, and resources that allow students to practice and refine their translation skills in a controlled setting. The labs provide a space for students to engage in both individual and collaborative translation projects, preparing them for real-world challenges in the translation industry.

In addition, the program is affiliated with the Saudi Digital Library, which provides students with access to a vast array of digital resources. This includes online journals, databases, and e-books, all of which are invaluable for supporting academic research and keeping students informed about the latest developments in translation studies and related fields. The Saudi Digital Library serves as a critical resource, ensuring that students have the most current and relevant information at their fingertips.

Continuous Improvement

The program is dedicated to ensuring the highest standards of quality in its curriculum and instruction. The program takes a proactive approach to continuous improvement, and it is committed to regularly evaluating its performance and making necessary changes to align with the evolving needs of students, industry, and society.

One of the best practices of continuous improvement, as per ETEC guidelines, is closing the loop, which involves regular monitoring and assessment of program outcomes and taking appropriate actions based on the findings. This process helps to identify areas for improvement, align program objectives with changing needs, and ensure that students receive a high-quality education.

In the program, closing the loop is achieved through a combination of program assessment and evaluations, which includes both formative and summative assessments. Formative assessments are used to measure student progress throughout the program and provide instructors with the information they need to provide constructive feedback to help students improve their performance. Summative assessments, on the other hand, are used to evaluate the overall effectiveness of the program and to measure the achievement of program learning outcomes.

To close the loop in the program, program assessments are conducted on an annual basis. These assessments are used to evaluate the program's alignment with the mission, goals, and objectives,



as well as to measure student progress and achievement. The program assessments also help identify areas for improvement and inform the development of action plans to address any gaps.

One of the best practices of program assessment is the use of course learning outcomes achievement from course reports to calculate program learning outcomes. In the program, this approach is used to measure student progress and the achievement of program learning outcomes. The results of these assessments are used to inform ongoing program development and improvement efforts.

Another important component of closing the loop in the program is the collection and analysis of feedback from stakeholders, including students, alumni, industry partners, and faculty. This feedback provides valuable insight into the effectiveness of the program and helps to identify areas for improvement.

In the program, stakeholder feedback is collected through various means, including surveys, focus groups, and open forums. The results of these assessments are analyzed, and appropriate actions are taken to address any areas for improvement.

Finally, ongoing program development is a key component of the program's continuous improvement efforts. This involves regularly reviewing and updating the program's curriculum and instruction to ensure that it is aligned with the changing needs of students, industry, and society.

In conclusion, the program is committed to ensuring the highest standards of quality in its curriculum and instruction. The program's continuous improvement efforts, including regular assessments, feedback from stakeholders, and ongoing program development, help to ensure that students receive a high-quality education and are well-prepared for successful careers in the field.