



# Program Specification

## (Postgraduate Programs )

Program Name: **Master of Arts in Translation**

Program Code (per the Saudi Standard Classification of Educational Levels and Specializations): **023115**

Qualification Level: **7**

Department: **Translation**

College: **College of Languages & Translation**

Institution: **King Khalid University**

Program Specification: New ☐ updated\* ☒

Last Review Date: **25 August 2024**

\*Attach the previous version of the Program Specification.

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## A. Program Identification and General Information:

### 1. Program's Main Location:

Postgraduate Studies Building, King Abdullah Road, Abha, King Khalid University

### 2. Branches Offering the Program (if any):

None

### 3. System of Study:

☐ Coursework & Thesis

☒ Coursework & Project

### 4. Mode of Study:

☒ On Campus

☐ Distance Education

☐ Other  
.....(specify)

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

#### 1. Publishing House Collaborations for Practical Training

The MAT program has actively partnered with several publishing houses to offer students authentic translation experiences. Through these partnerships, students and faculty engage in translating books and scholarly works, contributing to the field while applying their theoretical knowledge in practical settings. A notable example includes the "Year of the Camel" initiative, where students translated a series of books highlighting the cultural and historical significance of camels in Saudi Arabia. This project not only celebrated national heritage but also offered a platform for meaningful student engagement.

#### 2. Formal Agreement with the Saudi Arabian Translation Association (SATA)

To further align academic training with industry practices, the MAT program established a formal agreement with SATA. This partnership gives students access to professional networks, industry events, and specialized training workshops. By engaging with SATA, students gain exposure to the standards and expectations of the professional translation community, enhancing their employability and understanding of the field.

#### 3. Academic Collaboration with the Center for Translation, Arabization, and Promotion of Arabic

Another significant partnership involves the Center for Translation, Arabization, and the Promotion of the Arabic Language. This collaboration supports projects focused on translating culturally and academically significant works, such as *The State of Translation in GCC Countries*. Such initiatives allow students to contribute to research-based translation efforts and develop a deeper appreciation for the socio-linguistic and cultural dimensions of the profession.

### 6. Professions/jobs for which students are qualified:

Graduates of the Master of Arts in Translation program are equipped with advanced linguistic, intercultural, and research skills, qualifying them for diverse professional roles in academic, institutional, and industry settings. These include, but are not limited to:

1. Professional Translator
  - Specializing in legal, medical, technical, literary, or audiovisual translation.
2. Conference or Community Interpreter
  - Working in international organizations, courts, healthcare settings, and public institutions.



3. Translation Project Manager
  - Coordinating multilingual projects, managing translation teams, and ensuring quality assurance and timely delivery.
4. Localization Specialist
  - Adapting digital content (e.g., websites, software, applications) for specific linguistic and cultural markets.
5. Terminologist
  - Developing and maintaining specialized terminological databases in academic, corporate, or governmental contexts.
6. Post-Editor of Machine Translation Output
  - Refining automated translations to meet professional and publication standards.
7. Language Services Consultant
  - Advising organizations on translation strategy, multilingual communication, and workflow optimization.
8. Lexicographer or Language Data Analyst
  - Working with linguistic corpora, dictionaries, and AI-based language tools.
9. Academic or Research Assistant
  - Supporting research in Translation and Interpreting Studies or applied linguistics.
10. Translation Lecturer
  - Teaching translation theory and practice at tertiary institutions, and contributing to academic research and curriculum development.
11. Freelance Language Professional
  - Providing translation, editing, proofreading, and interpreting services independently or through agencies.
12. Editor or Proofreader (Bilingual/Multilingual)
  - Reviewing translated or multilingual texts for accuracy, consistency, and publication readiness.
13. Subtitler or Audiovisual Translator
  - Producing subtitles and translations for film, television, streaming platforms, and media production.
14. Language Policy Advisor
  - Contributing to language planning and policy development in public institutions, educational bodies, or NGOs.

## 7. Relevant occupational/ Professional sectors:

Graduates of the Master of Arts in Translation program are prepared to enter a wide range of occupational and professional sectors where multilingual communication, cross-cultural mediation, and linguistic expertise are essential. Relevant sectors include:

1. Translation and Interpreting Services
  - Freelance and in-house roles across public and private sector organizations.
2. Government and Public Sector
  - Ministries, embassies, immigration services, judicial systems, and public health institutions requiring language services and policy development.
3. International Organizations and NGOs
  - United Nations agencies, the European Union, humanitarian organizations, and other bodies engaged in global communication and diplomacy.



4. Media and Audiovisual Industries
  - Television, film, streaming platforms, publishing houses, and media localization.
5. Technology and Software Development
  - Companies specializing in localization, natural language processing (NLP), AI translation tools, and language data analysis.
6. Academic and Educational Institutions
  - Universities, research centers, and language institutes offering translation education and research.
7. Legal and Judicial Sector
  - Courts, legal firms, and arbitration bodies requiring specialized translation and interpreting services.
8. Healthcare and Medical Services
  - Hospitals, clinics, and public health campaigns involving multilingual communication and patient access.
9. Corporate and Business Sector
  - Multinational companies, marketing agencies, and international trade entities engaged in cross-border communication.
10. Publishing and Lexicography
  - Editorial work, dictionary development, and multilingual publishing initiatives.

#### 8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. No tracks		
2.		
3.		
...		

#### 9. Exit Points/Awarded Degree (if any):

Exit points/Awarded degree	Credit hours
1. No exit points	
2.	
3.	

#### 10. Total credit hours: (42)





## B. Mission, Goals, and Program Learning Outcomes

### 1. Program Mission:

The Master of Arts in Translation program is committed to cultivating culturally aware, ethically grounded, and technologically proficient translators capable of bridging linguistic divides. Through advanced training in translation theory, research, and practice, the program empowers students to serve both local and global communities while promoting sustainable development, intercultural dialogue, and innovation in professional translation contexts.

### 2. Program Goals:

The Master of Arts in Translation program is designed to:

- Advance students' proficiency in both English and Arabic to meet the highest academic and professional standards, while addressing the dynamic linguistic needs of the translation and language services sector.
- Equip students with the theoretical foundations and cultural competencies necessary to make informed, ethical, and context-sensitive decisions in translation practice.
- Develop students' ability to translate effectively across a wide range of specialized fields, preparing them to excel in diverse professional and institutional environments.
- Incorporate state-of-the-art translation technologies and tools into the learning experience, fostering digital literacy, innovation, and adaptability in professional translation contexts.
- Strengthen students' competence in various interpreting techniques, while encouraging research engagement and community involvement in line with the program's commitment to academic excellence and social impact.

### 3. Program Learning Outcomes:\*

**Knowledge and Understanding: Upon successful completion of the program, students will be able to:**

K1	Demonstrate advanced linguistic competence in both Modern Standard Arabic and English, essential for accurate and contextually appropriate translation across specialized fields.
K2	Critically explain key translation theories, strategies, and models, and their relevance to decision-making in both professional practice and academic inquiry.
K3	Explain the key phases of translation research and describe the socio-cultural, linguistic, and policy-related challenges that influence Arabic-English translation in both academic and professional contexts.

**Skills: Upon successful completion of the program, students will be able to:**

S1	Produce high-quality translations between English and Arabic across a variety of specialized fields—including legal, technical, audiovisual, and literary texts—demonstrating linguistic precision, cultural sensitivity, and textual appropriateness.
S2	Apply appropriate translation strategies and theoretical approaches to analyze and resolve complex translation problems across various text types and disciplinary contexts.



S3	Employ current translation technologies and digital tools—including CAT tools, audiovisual software, and localization platforms—to enhance translation productivity, quality, and workflow efficiency.
S4	Demonstrate advanced research skills in Translation and Interpreting Studies by formulating focused research questions, selecting suitable methodologies, conducting literature reviews, and developing structured, ethically sound research proposals.
<b>Values, Autonomy, and Responsibility: Upon successful completion of the program, students will be able to:</b>	
V1	Demonstrate fidelity to the source text while adapting appropriately to the linguistic, cultural, and contextual requirements of the target audience.
V2	Demonstrate respect for their own culture and for the cultural values, norms, and perspectives of others in all aspects of translation practice.
V3	Demonstrate self-reliance, creativity, and effective problem-solving skills in managing translation tasks and responding to linguistic and contextual challenges.

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

## C. Curriculum:

### 1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Courses	Required	9	32	76%
	Elective	3 (students should choose 2 elective courses only)	4	10%
Translation Project	Required	1	6	14%
Thesis (if any)				
Field Experience (if any)				
Others ( ....)				
Total		13	42	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	TRN 6101	Introduction to Translation & Interpreting Studies	Required		5	Program
	TRN 6102	Translation & Interpreting Technologies	Required		3	Program
	TRN 6103	Specialized Translation 1	Required		3	Program
Level 2	TRN 6104	Translation Theories	Required	TRN 6101	4	Program
	TRN 6105	Audio-visual Translation	Required	TRN 6102	3	Program
	TRN 6106	Specialized Translation 2	Required	TRN 6103	3	Program
Level 3	TRN 6107	Research Methodolog ies in Translation &	Required		4	Program





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
		Interpreting Studies				
	TRN 6108	Specialized Translation 3	Required	TRN 6103, TRN 6106	3	Program
	TRN 6109	Translation Pedagogy	Elective		2	Program
Level 4	TRN 6110	Localization	Elective		2	Program
	TRN 6111	Advanced Interpreting Practice	Elective		2	Program
	TRN 6112	Translation Project	Required	TRN 6107	6	Program
	TRN 6113	Translation Fieldwork	Required	TRN 6103, TRN 6104, TRN 6106, TRN 6108, TRN 6106	4	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)

### 4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with the program's courses according to the desired performance levels.

(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	V1	V2	V3
TRN 6101	I	I	I	I						
TRN 6102					I	I				
TRN 6103	P		P	P	P			I	I	
TRN 6104		P	P		P					
TRN 6105	P			P	P	P		P	P	
TRN 6106	P			P	P			P	P	
TRN 6107		P	M				I			
TRN 6108	M		P	M	M			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	V2	V3
TRN 6109		P			P					
TRN 6110	P			P	P	M				
TRN 6111	P			M	P			P	P	P
TRN 6112	M	M	M	M	M	M	P	M	M	M
TRN 6113	M	M	M	M	M	M	M	M	M	M

\* Add a separate 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's learning outcomes in all areas.

To ensure the effective achievement of the program learning outcomes across the domains of Knowledge and Understanding, Skills, and Values, Autonomy, and Responsibility, the program adopts a diverse range of teaching and learning strategies. These strategies are carefully aligned with course objectives and learning outcomes to foster deep learning, practical competence, and professional readiness.

### 1. Knowledge and Understanding (K1, K2, K3)

Strategies:

- Lectures and Group Discussions: Used to introduce and elaborate on translation theories, linguistic structures, and cultural concepts relevant to Arabic-English translation.
- Illustration and Practical Examples: Real-world cases and model translations are used to bridge theoretical content with practical application.
- Seminars: Facilitate advanced exploration of academic content and critical engagement with current research in translation studies.

Outcomes Supported:

- Understanding of advanced linguistic structures in both source and target languages (K1).
- Critical explanation and application of translation theories and models (K2).
- Comprehension of the phases of translation research and sociocultural influences (K3).

### 2. Skills (S1, S2, S3, S4)

Strategies:

- Individual and Group Translation Activities: Hands-on practice translating texts across specialized fields (legal, audiovisual, technical, literary).
- In-class Translation Analysis: Promotes critical thinking and refinement of translation strategies through instructor and peer feedback.
- Technology Integration: Training in CAT tools, audiovisual translation platforms, and localization software ensures digital fluency.

- Role-playing and Simulation: Prepares students for real-life scenarios such as interpreting events or client meetings.
- Research Assignments and Papers: Develop advanced academic research skills and analytical abilities related to Translation and Interpreting Studies.

#### Outcomes Supported:

- Production of accurate, contextually appropriate translations (S1).
- Strategic problem-solving using translation theories and models (S2).
- Proficiency in digital tools to enhance workflow and translation quality (S3).
- Research competence in translation studies, from proposal to methodology (S4).

### 3. Values, Autonomy, and Responsibility (V1, V2, V3)

#### Strategies:

- Presentation and Peer Review: Encourages self-reflection, constructive criticism, and academic responsibility.
- Observation and Feedback: Continuous formative assessment to guide development and foster autonomy.
- Role-playing and Ethical Scenarios: Instills cultural sensitivity, professional conduct, and ethical decision-making.
- Fieldwork and Capstone Projects: Provide opportunities for students to work independently or in teams, applying their skills in real or simulated professional settings.

#### Outcomes Supported:

- Faithful and culturally sensitive translation practices (V1).
- Respect for diverse cultural norms and translation ethics (V2).
- Independent learning, problem-solving, and creative adaptation (V3).

The Master of Arts in Translation Studies program employs a learner-centred, outcome-driven pedagogical approach. It integrates theoretical instruction with practical application, critical reflection, technological training, and professional engagement. These strategies collectively support the holistic development of students, equipping them with the academic, technical, and interpersonal competencies needed for successful careers in translation and interpreting.

## 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 ensure the effective measurement of student achievement, the Master of Arts in Translation Studies program utilizes a combination of direct and indirect assessment methods aligned with the intended Program Learning Outcomes (PLOs). These assessments are carefully integrated across the curriculum and occur at various points during the program's cycle to capture progress, provide feedback, and guide continuous improvement.



## Direct Assessment Methods

Direct assessment methods involve evaluating students through tangible, performance-based tasks that demonstrate the attainment of knowledge, skills, and values. These include:

- Written exams and quizzes, which test students' linguistic and theoretical knowledge.
- Research papers and assignments, assessing students' critical understanding and ability to apply translation theories.
- Translation portfolios, which showcase practical translation work across different text types and specialized domains.
- Presentations and oral defenses, evaluating communication skills and mastery of research topics.
- Peer and instructor-reviewed translation projects, used to assess accuracy, cultural sensitivity, and contextual appropriateness.
- Technology-based tasks, such as practical exercises using CAT tools and localization platforms.
- Final thesis or capstone projects, measuring students' research competence, originality, and professional readiness.

## Indirect Assessment Methods

Indirect methods gather perceptions and feedback from students, faculty, and external stakeholders regarding the learning experience and perceived achievement of outcomes. These include:

- Student satisfaction surveys to gauge engagement, learning support, and perceived value of the program.
- Course evaluation surveys to collect feedback on teaching effectiveness and course content.
- Graduate and alumni surveys, reflecting on the long-term impact of the program.
- Employer feedback surveys, evaluating graduates' workplace performance and readiness.
- Peer assessments and self-reflections, encouraging self-awareness and critical evaluation.
- Program outcome surveys, helping to identify how well students feel they have met the PLOs.

## Assessment Planning

All Program Learning Outcomes are assessed at least once during the program's two-year cycle. Assessment methods are mapped to the appropriate course level and aligned with the intended depth of learning—whether outcomes are being introduced, practiced, or mastered. The collected data informs curriculum development, teaching strategies, and quality assurance measures, ensuring that students graduate with the competencies needed for academic and professional success.

## 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)

No thesis component.

## 2. Scientific Supervision:

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

No thesis component.

## 3. Thesis Defense/Examination:

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

No thesis component.

## H. Student Admission and Support:

### 1. Student Admission Requirements:

#### Academic Qualification:

Applicants must hold a bachelor's degree in Translation or English from a Saudi university or an internationally recognized institution, with a cumulative GPA of no less than "Very Good". Applicants who obtained their degree from a non-Saudi university must attach an equivalency certificate issued by the Ministry of Education.

#### Proof of English Proficiency:

Applicants must achieve one of the following minimum scores:

- STEP: 75
- IELTS: 5.5
- TOEFL iBT: 46–59

#### Validity of English Proficiency Tests:

- STEP: Valid for 3 years
- IELTS and TOEFL iBT: Valid for 2 years

Applicants who obtained a bachelor's degree in Translation or English from an English-speaking country (e.g., the United Kingdom, United States, Canada, Australia, New Zealand, or Ireland) are exempt from this requirement.

#### General Aptitude Test for University Graduates:

Applicants must obtain a minimum score of 60%. Test results that are older than five years will not be accepted.

#### Program Tuition:

60,000 SAR (Paid 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).

In addition to the general orientation and student services provided at the university level, the Master of Arts in Translation program offers specialized academic and professional support tailored to the practical needs of translation students and future practitioners:

- Professional Translation Skills Workshops  
Practical sessions focused on specialized fields such as legal, technical, audiovisual, and literary translation. Workshops emphasize real-world translation challenges, terminology management, and quality assurance techniques.
- Individualized Academic and Career Advising  
One-on-one mentoring with faculty advisors to help students make informed decisions about course selections, project topics, translation specializations, and career pathways.
- Portfolio and Proposal Development Support  
Guidance on building a professional translation portfolio, preparing proposals for final projects, and presenting work according to industry standards and expectations.
- Career and Industry Readiness Seminars  
Interactive sessions on freelance and in-house translation careers, working with translation agencies, navigating the localization industry, and preparing for roles in international organizations.
- Technology Training for Professional Translators  
Hands-on training in Computer-Assisted Translation (CAT) tools, localization software, and audiovisual platforms—ensuring graduates are proficient with the digital tools required in modern translation workflows.
- Ethics and Professional Conduct in Translation  
Training on ethical translation practices, including confidentiality, client communication, cultural sensitivity, and fidelity to the source text within real-world professional settings.

These targeted services are designed to support MA in Translation students throughout their academic journey and prepare them for successful careers in a variety of professional translation settings.

## 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)

In addition to the general student support services provided at the institutional level, the Master of Arts in Translation program offers specialized academic and professional counseling services tailored to meet the specific needs of graduate students preparing for careers in the translation field:

- **Dedicated Academic Advising**  
Each student is assigned a faculty advisor with expertise in translation practice or specialization areas (e.g., legal, audiovisual, technical). Advisors provide personalized support on course selection, academic planning, and project supervision.
- **Faculty Accessibility and Mentorship**  
Faculty members maintain regular office hours and are available for scheduled one-on-one consultations. Mentorship focuses on translation quality, professional standards, and continuous skill development.
- **Translation Project and Portfolio Mentorship**  
Targeted guidance is provided on developing translation portfolios, preparing final projects, and refining translation samples for professional presentation or further academic pursuit.
- **Career Counseling and Professional Development**  
Students receive one-on-one support for navigating career pathways in freelance, agency-based, governmental, and international organization contexts. Services include CV writing, interview preparation, and networking strategies.
- **Support for Interdisciplinary and Specialized Fields**  
Counseling is available to help students integrate translation with other disciplines (e.g., law, healthcare, technology), enhancing their ability to work in specialized domains and adapt to various translation markets.
- **Well-being and Work-Life Balance Resources**  
Workshops and wellness resources are provided to support students in managing academic workload, translation deadlines, and professional transitions. Emphasis is placed on building resilience and maintaining a healthy work-life balance.

These services ensure that students in the MA in Translation program are well-supported academically, professionally, and personally, enabling them to succeed both during their studies and in the evolving global translation industry.

#### 4. Special Support:

(Low achievers, disabled, and talented students).

The Master of Arts in Translation program is dedicated to fostering a supportive, inclusive, and achievement-oriented learning environment. Students are supported at all levels of academic performance to ensure both academic success and personal development throughout their journey in the program.

- **Targeted Support for Underperforming Students**  
Personalized academic counseling is provided to students facing challenges in coursework or translation tasks. Support may include structured improvement plans, additional language or translation practice sessions, academic writing workshops, research methodology refreshers, and guidance on time and project management.





- **Enhanced Faculty Accessibility and Mentorship**  
Faculty members maintain regular office hours and are readily available for scheduled advising sessions. These provide individualized support in areas such as translation strategy development, specialization selection, and preparation for final projects or fieldwork.
- **Support for Students with Disabilities**  
The program ensures that students with disabilities receive comprehensive accommodations to facilitate equitable learning. These include the use of assistive technologies, flexible assessment methods, extended deadlines, and accessible course materials—all in line with institutional policies on inclusive education.
- **Recognition and Support for High-Achieving Students**  
High-performing and motivated students are given opportunities for accelerated growth and recognition through academic awards, participation in faculty-led translation projects, involvement in conferences, early access to fieldwork or internships, and mentorship for advanced professional development.

This structured and student-centered support system ensures that all MA in Translation students—whether they need additional assistance or are ready for advanced opportunities—have the resources and guidance to achieve their highest potential in both academic and professional contexts.



## 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				1	1	2
Associate Professor				2	1	3
Assistant Professor				3	2	5
Technicians and Laboratory Assistants				1	1	2
Administrative and Supportive Staff				2	3	4
Others (specify)						

## F. Learning Resources, Facilities, and Equipment:

### 1. Learning Resources:

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

The Master of Arts in Translation program provides a wide range of specialized learning resources to support students' academic development, practical training, and professional readiness. These resources ensure that students have continuous access to authoritative knowledge, industry-standard tools, and research materials relevant to the field of translation.

#### 1. Core Textbooks and Academic References

A carefully curated selection of foundational and advanced textbooks covering:

- Principles and practices of translation
  - Specialized translation domains (e.g., legal, technical, audiovisual, literary)
  - Translation theory, linguistics, and intercultural communication
- These texts are selected for their depth, clarity, and alignment with current industry and academic standards.

#### 2. Academic Journals and Databases

Students have access to leading academic journals and translation publications through institutional subscriptions to:

- Scopus
- JSTOR
- Translation Studies Bibliography
- ProQuest

- Taylor & Francis Online  
These journals provide insights into the latest research, trends, and debates in translation theory and practice.

### 3. E-books and Digital Libraries

The program provides access to an extensive collection of e-books covering both theoretical and practical topics in translation. These are available through the university's digital library system, ensuring flexible and remote access for students.

### 4. Multimedia Resources

To enhance learning beyond traditional texts, students can engage with:

- Educational videos and webinars hosted by professional translators and academics
- Podcasts and interviews featuring industry experts
- Recorded workshops and tutorials on translation tools and techniques

### 5. Web-Based and Professional Resources

Students are encouraged to use reliable and up-to-date resources from:

- International translation associations (e.g., FIT, ATA, ITI)
- University and government translation portals
- Academic networking platforms like ResearchGate and Academia.edu

### 6. Software and Translation Tools

Training and access are provided for industry-standard tools such as:

- CAT tools (e.g., SDL Trados, MemoQ, Wordfast)
- Localization platforms (e.g., Smartling, Lokalise)
- Audiovisual translation software (e.g., Subtitle Edit, Aegisub)
- Terminology and corpus tools (e.g., Sketch Engine, AntConc)

### 7. E-Learning Platforms

Students may be enrolled or recommended to take supplementary online courses through platforms like:

- Coursera
- Udemy
- edX These enhance professional skills in areas such as localization, subtitling, project management, and advanced language use.

### 8. Library Services



The university library offers:

- Print and digital collections in translation and linguistics
- Interlibrary loan services
- Access to archives and databases
- Research assistance and reference services
- Quiet study areas and collaborative workspaces

This robust and diverse collection of resources ensures that students in the MA in Translation program are equipped with the knowledge, tools, and support necessary to succeed academically and professionally in today's translation landscape.

## 2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

The Master of Arts in Translation program is committed to providing high-quality facilities and state-of-the-art equipment that support both academic excellence and professional training. All resources are maintained and upgraded through institutional policies that emphasize regular maintenance, continuous evaluation, and alignment with national and international educational standards.

### 1. Lecture Rooms

Lecture halls are modern, well-furnished, and equipped with:

- Smart boards, data show projectors, and multimedia systems
- Comfortable seating and ergonomic layouts to support interactive and collaborative learning
- Digital connectivity for seamless access to online resources and hybrid teaching models

### 2. Interpreting Labs

Specialized interpreting laboratories simulate real-world interpreting environments, offering:

- Professional interpreting booths
- Digital interpreting consoles and headsets
- Real-time audio and video playback tools
- Software to support consecutive, simultaneous, and sight interpreting training

These labs provide students with hands-on experience in high-pressure interpreting scenarios reflective of international institutions and conferences.

### 3. Library

The university library offers a robust and continually updated collection of:

- Books and journals in translation, linguistics, and language studies
- Electronic databases for academic research (e.g., JSTOR, ProQuest)
- Access to digital and printed theses, reference works, and multilingual dictionaries



- Research assistance services and interlibrary loan options

#### 4. Reading Room

A designated quiet study area is available for focused academic work, featuring:

- Individual and group study zones
- Print and digital reference materials
- Comfortable seating and ambient lighting for long study sessions

#### 5. Technology Resources

Students benefit from access to:

- Fully equipped computer labs for translation and localization practice
- Modern audiovisual tools for subtitling and dubbing exercises
- Classroom technology including interactive displays, overhead projectors, and high-speed internet connectivity

#### 6. Software and Digital Tools

The program provides hands-on training with industry-standard translation technologies, including:

- Computer-Assisted Translation (CAT) tools: SDL Trados, MemoQ, Wordfast
- Audiovisual Translation (AVT) software: Subtitle Edit, Aegisub
- Terminology management and localization platforms These tools are integrated into coursework to ensure graduates are digitally fluent and market-ready.

#### 7. Quality Assurance

The program ensures continuous improvement through:

- Scheduled facility evaluations and equipment audits
- Feedback collection from students and faculty
- Alignment with accreditation and industry standards
- Ongoing upgrades based on emerging trends in translation technology and pedagogy

This comprehensive infrastructure supports a practical, immersive, and technology-driven learning environment, preparing students for the demands of the global translation industry.

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

(According to the nature of the program)

Procedures to ensure a healthy and safe learning environment include:

- Regular Health and Safety Audits: Conduct thorough inspections of all facilities to identify and mitigate potential risks, ensuring compliance with health and safety





regulations.

- Sanitation Protocols: Implement strict cleaning and sanitation protocols across all facilities, particularly in high-use areas such as lecture rooms, labs, and the library, to maintain hygiene standards.
- Emergency Response Plan: Develop and maintain a comprehensive emergency response plan, including regular drills and accessible emergency equipment, to prepare for and respond effectively to potential emergencies.
- Accessibility Accommodations: Ensure that all learning spaces are accessible to individuals with disabilities, facilitating an inclusive environment that caters to the diverse needs of all students.

## G. Program Quality Assurance:

### 1. Program Quality Assurance System:

Provide a link to the quality assurance manual.

<https://flt.kku.edu.sa/en/Quality-Assurance-Manual>

### 2. Program Quality Monitoring Procedures:

- Regular program reviews
- Course evaluation by students
- Faculty performance reviews
- External examiner/reviewer feedback
- Alumni feedback and surveys
- Employer feedback on graduate competency
- Accreditation and compliance audits
- Benchmarking against similar programs
- Analysis of student performance data
- Curriculum review and updates

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

Not applicable

### 4. Procedures adopted to ensure consistency between the program's sections (male and female sections, if any).

Not Applicable

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

The evaluation of Course Learning Outcomes (CLOs), which are mapped to the Program Learning Outcomes (PLOs), is an integral part of the program's overall assessment plan. The process ensures that individual courses contribute effectively to the achievement of the broader program outcomes. Here's how the evaluation is structured:



### 1. Direct Assessment of CLOs

- Student performance on course exams, quizzes, assignments, and projects is directly linked to specific CLOs. Each CLO is assessed through measurable criteria (e.g., scores on specific questions or sections of exams), and this data is analysed to determine the success of the course in meeting its intended learning outcomes.
- Standardized rubrics are used for assignments, presentations, and projects to evaluate students' mastery of CLOs. These rubrics are aligned with both the CLOs and the broader PLOs, ensuring consistency in measuring student progress.

### 2. Mapping of CLOs to PLOs

- Each course in the program has its CLOs mapped to specific PLOs. By reviewing how the CLOs contribute to the achievement of PLOs, the program administration can identify gaps or areas for improvement in both the course and program structure.
- Curriculum committees periodically review the mapping of CLOs to PLOs to ensure that courses are aligned with the overall program goals. This review helps determine if courses need adjustments in content, teaching strategies, or assessment methods to better contribute to the PLOs.

### 3. Course Evaluation Forms

- At the end of each course, students' complete evaluation forms where they assess how well the course helped them meet the specific CLOs. These forms include sections on course content, teaching methods, and assessments. This feedback provides data on whether course activities are aligned with achieving the intended PLOs.

### 4. Analysis and Reporting

- The results of the CLO assessments are aggregated across multiple courses to evaluate how well students are achieving the mapped PLOs. This data is reviewed by program administrators and faculty to assess overall program effectiveness.
- The aggregated data on CLO and PLO achievement is presented during faculty meetings and program reviews, providing a basis for decisions on curriculum adjustments, teaching methods, and resource allocation.

### 5. Continuous Improvement

- Based on the evaluation of CLOs and their contribution to PLOs, instructors and program coordinators develop improvement plans for individual courses. These plans may involve revising the curriculum, altering assessment methods, or introducing new teaching strategies.
- If data shows that certain PLOs are not being met across multiple courses, the program leadership may revise the overall curriculum or introduce new learning opportunities to strengthen those outcomes.



This structured approach ensures that the Course Learning Outcomes effectively contribute to the achievement of the Program Learning Outcomes and allows for continuous monitoring, evaluation, and improvement of both individual courses and the overall program.

## 6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching	Faculty members, students, program leaders, course reports	Survey, observation PLOs assessment	End of academic year
Effectiveness of assessment methods and practices.	Faculty members, students	Annual survey	End of academic year
Learning resources	Students, faculty members, administrative staff, independent reviewers	Surveys, observation	End of academic year
Effectiveness of leadership	Students, faculty members, administrative staff	Surveys	End of academic year
Overall quality of the program	PLOs, teaching/assessment, improvement	Course reports, program report	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 (1446-1448) year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Students' Evaluation of quality of learning experience in the program	4.5	<ul style="list-style-type: none"> <li>Student Surveys and Questionnaires</li> <li>Focus Group Discussions</li> <li>Course Evaluation Forms</li> <li>Alumni Surveys</li> <li>Thesis and Research Project Feedback</li> </ul>	In the middle and end of each academic year.
2	KPI-PG-2	Students' evaluation of the quality of the courses	4.50	<ul style="list-style-type: none"> <li>Student Surveys and Questionnaires</li> <li>Focus Group Discussions</li> </ul>	At the end of each semester



No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				<ul style="list-style-type: none"> <li>● Course Evaluation Forms</li> <li>● Alumni Surveys</li> <li>● Thesis and Research Project Feedback</li> </ul>	
3	KPI-PG-3	Students' Evaluation of the Quality of Academic Supervision	4.20	<ul style="list-style-type: none"> <li>● Supervision Evaluation Surveys</li> <li>● Mid-Project Feedback Forms</li> <li>● Focus Group Discussions</li> <li>● Exit Interviews or Surveys</li> <li>● Alumni Feedback</li> </ul>	At the end of each academic year
4	KPI-PG-4	Average time (in semesters) spent by students to graduate from the program.	4 semesters	Statistical data analysis based on data received from the registrar	At the end of each two academic year
5	KPI-PG-5	Rate of Students Dropping Out of the Program	5% or less	Statistical data analysis based on data received from the registrar	At the beginning of each academic year
6	KPI-PG-6	Employers' Evaluation of the Program Graduates' Competency	4.30	<ul style="list-style-type: none"> <li>● Employer Feedback Surveys</li> <li>● Interviews with Employers</li> <li>● Industry Focus Group Discussions</li> <li>● Job Performance Assessments</li> <li>● Alumni Employment Tracking and Feedback</li> </ul>	Annually
7	KPI-PG-7	Students' Satisfaction with Services Provided	4.40	<ul style="list-style-type: none"> <li>● Student Satisfaction Surveys</li> <li>● Focus Group Discussions</li> <li>● Feedback Forms on</li> </ul>	At the end of each academic year







No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				Support Services <ul style="list-style-type: none"> <li>● Exit Surveys</li> <li>● Service-Specific Evaluation (e.g., library, IT, advising)</li> </ul>	
8	KPI-PG-8	Ratio of students to faculty members	One faculty member to 3 students	Statistical data analysis based on data received from the registrar	At the end of each academic year
9	KPI-PG-9	Percentage of Publications of Faculty Members	75%	Statistical data analysis	Annually
10	KPI-PG-10	Rate of Published Research per Faculty Member	2	Statistical data analysis collected via survey	Annually
11	KPI-PG-11	Citations Rate in Refereed Journals per Faculty Member	5 citations per faculty member	Google scholar report ResearchGate report Scopus report publication report	Annually
12	KPI-PG-12	Percentage of Students' Publication	30%	Statistical data analysis	Within six months of graduation
13	KPI-PG-13	Number of Patents, Innovative Products, and Awards of Excellence	2	Survey	Annually

\* including KPIs required by NCAAA

## H. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	<b>TRANSLATION/ENGLISH DEPRATMENT</b>
<b>REFERENCE NO.</b>	<b>2-1-46</b>
<b>DATE</b>	<b>25 AUGUST 2024</b>

