



# Course Specification

## (Bachelor)

Course Title: Translation Technologies

Course Code: TRN3351-3

Program: Bachelor of Arts in Translation

Department: Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: 20 Jan 2025



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### A. General information about the course:

#### 1. Course Identification

##### 1. Credit hours: (3)

This course is designated **3** credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

##### 2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

##### 3. Level/year at which this course is offered: (Level 5 - Year 3)

##### 4. Course General Description:

This course introduces students to the latest technologies and tools available to assist in the translation process, equipping them with essential skills required for the modern translation profession. It emphasizes practical training in using Computer-Assisted Translation (CAT) systems, including machine translation, formatting, translation memory software, and terminology management systems. Students will also explore the broader impact of technology on the translation industry, including its benefits, limitations, and the evolving role of human translators in an increasingly automated environment.

##### 5. Pre-requirements for this course (if any):

TRN2331-3

##### 6. Co-requisites for this course (if any):



N/A

### 7. Course Main Objective(s):

- Acquire practical skills in operating Computer-Assisted Translation (CAT) tools, including machine translation, translation memory software, and terminology management systems, to enhance translation efficiency and accuracy.
- Critically analyze the strengths and weaknesses of technologies like machine translation, exploring their role and challenges in producing high-quality translations.
- Develop an understanding of how technological advancements influence the roles of translators, the ethical considerations of automation, and the future of the translation industry.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40.5	90%
2	E-learning	4.5	10%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	-	-
4	Distance learning	-	-

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	20
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Develop an understanding of how technological advancements	K1 & K4	<b>Lecture:</b> Provide an overview of the impact of technological advancements on translation, ethical concerns related to automation, and the evolving roles of translators. Technological Advancements in Translation: Discuss key technologies shaping the translation industry (e.g.,	Formative Assessment 1 (5 marks)



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	influence the roles of translators, the ethical considerations of automation, and the future of the translation industry.		<p>Machine Translation (MT), Computer-Assisted Translation (CAT) Tools, Artificial Intelligence (AI), and Speech Recognition and Translation)</p> <p>Highlight benefits: Increased efficiency, consistency, cost reduction.</p> <p>Evolving Roles of Translators: Transition from traditional translation to technology-assisted roles (e.g., Post-Editing of Machine Translation (PEMT), Terminology Management, Localization Specialists, and Content Quality Managers)</p> <p>Emphasize the importance of adaptability and continuous learning.</p> <p>Ethical Considerations and the Future of Translation (e.g., Job Displacement, Data Privacy, and Bias in MT)</p> <p>Future trends:</p> <ul style="list-style-type: none"> <li>▪ Greater integration of AI and human collaboration.</li> <li>▪ Increasing demand for specialized, creative, and culturally sensitive translation.</li> </ul> <p><b>Class Discussion:</b> Encourage students to reflect on the influence of technology on translation and discuss ethical considerations and future opportunities in the industry. Pose the following questions to the class:</p> <ul style="list-style-type: none"> <li>• “How has technology changed the way translators work today?”</li> </ul>	





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> <li>“What are the potential benefits and challenges of using machine translation tools?”</li> <li>“What ethical concerns should translators consider when using automation in their work?”</li> </ul> <p>Divide the class into small groups to discuss:</p> <ul style="list-style-type: none"> <li>Their experiences with translation technologies (if applicable).</li> <li>Examples of ethical issues they might encounter when using these tools.</li> <li>Skills and strategies they believe will be most important for future translators.</li> </ul> <p><b>Group Activity:</b> Provide students with a hands-on experience analyzing translation technologies and discussing their ethical and professional implications. Divide students into small groups (3-4 members). Assign each group a specific task. For Example:</p> <ul style="list-style-type: none"> <li>Group 1: Use a machine translation tool (e.g., Google Translate) to translate a short text and discuss its strengths and weaknesses.</li> <li>Group 2: Explore features of a CAT tool (if available) or discuss how CAT tools improve translation workflows.</li> <li>Group 3: Analyze an ethical scenario, such as data privacy risks when using MT tools or handling culturally sensitive content.</li> </ul> <p>Provide feedback, emphasizing the importance of balancing technology with human expertise and addressing ethical considerations.</p>	





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.2	Acquire a critical understanding of the concept of CAT tools and its effect on translation.	K1 & K4	<p><b>Lecture:</b> Provide students with an overview of CAT tools, their functionalities, and their impact on translation workflows. Define CAT tools, Examples of popular CAT tools, and Differentiate CAT tools from Machine Translation (MT)</p> <p>Key Features and Functionalities :</p> <ul style="list-style-type: none"> <li>• Translation Memory (TM)</li> <li>• Terminology Management</li> <li>• Alignment Tools</li> <li>• Quality Assurance (QA)</li> <li>• Segment-Based Workflow</li> </ul> <p>Effects of CAT Tools on Translation</p> <p><b>Class Discussion:</b> Engage students in critically analyzing the benefits and limitations of CAT tools and their impact on translation workflows. Ask the following questions to initiate discussion:</p> <ul style="list-style-type: none"> <li>• “How do CAT tools benefit translators in terms of productivity and quality?”</li> <li>• “What challenges might translators face when using CAT tools?”</li> <li>• “Do you think the use of CAT tools has changed the role of translators? If yes, how?”</li> </ul> <p>Divide the class into small groups. Ask each group to share one key point or insight from their discussion. Summarize the shared ideas and connect them to the lecture content.</p> <p><b>Group Activity:</b> Provide students with hands-on experience in analyzing CAT tools and understanding their practical effects on translation. Divide students into</p>	Midterm Exam (30 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>small groups (3-4 members). Assign each group a task related to CAT tools. Groups work collaboratively to:</p> <ul style="list-style-type: none"> <li>Analyze the assigned tool, feature, or case study.</li> <li>Discuss both positive and negative effects.</li> <li>Propose strategies to maximize the benefits of CAT tools while minimizing challenges.</li> </ul> <p>Provide constructive feedback and highlight key takeaways from their analyses.</p>	
1.3	Define main components of machine translation, and how it relates to translation practice.	K1 & K4	<p><b>Lecture:</b> Introduce students to the components of machine translation systems and explain their connection to translation practice. Highlight the role of MT in translation practice. Main Components of Machine Translation Systems: Rule-Based MT (RBMT), Statistical MT (SMT), Neural MT (NMT).</p> <p>Connection to Translation Practice: Efficiency, Post-Editing, Challenges</p> <p>Future Trends: Greater integration of MT into workflows with increased reliance on translators for post-editing and specialized tasks.</p> <p><b>Class Discussion:</b> Engage students in reflecting on the strengths, limitations, and practical applications of MT in translation workflows. Ask the following questions to guide the discussion:</p> <ul style="list-style-type: none"> <li><i>“What are the main benefits of using machine translation in professional practice?”</i></li> <li><i>“What challenges do you think arise when relying on machine translation?”</i></li> </ul>	<p>Assignment 1 (5 marks)</p> <p>Final Exam (40 marks)</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> <li>“In what scenarios would machine translation be most effective, and when would it require significant human intervention?”</li> </ul> <p>Assign each group the task of discussing. Invite groups to share one insight or example from their discussion. Summarize key points raised and connect them to the lecture content.</p> <p><b>Pair Activity:</b> Provide students with hands-on experience analyzing MT output and its relation to translation practice. Pair students and assign a short bilingual text for translation. Provide the text in the source language and ask pairs use a machine translation tool (e.g., Google Translate, DeepL) to translate the text. Analyze the MT output for Accuracy, Fluency, and Cultural Appropriateness.</p> <p>Pairs work collaboratively to:</p> <ul style="list-style-type: none"> <li>Identify strengths and weaknesses in the MT output.</li> <li>Discuss how a human translator would improve the translation (e.g., refining grammar, rephrasing idioms, adding cultural context).</li> </ul> <p>Highlight how MT can be a valuable tool when used with human expertise.</p>	
2.0	Skills			
2.1	Use innovative applications in a range of technologies including computer	S3	<p><b>Lecture:</b> Introduce students to innovative applications and CAT tools, their functionalities, and their practical applications in translation workflows. Introduction to Innovative Technologies in Translation. Highlight key technologies used in translation:</p> <ul style="list-style-type: none"> <li>CAT Tools</li> </ul>	Formative Assessment 2 (5 marks) Quiz (10 marks)







Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	assisted tools.		<ul style="list-style-type: none"> <li>• Online Tools and Platforms</li> <li>• Termbase Management Tools</li> <li>• Cloud-Based Tools</li> </ul> <p>Key Features of CAT Tools</p> <p>Benefits and Challenges of Using Translation Technologies</p> <p><b>Class Discussion:</b> Engage students in reflecting on the role of innovative technologies and CAT tools in translation practice and brainstorming ways to integrate them effectively. Ask the following questions to guide the discussion:</p> <ul style="list-style-type: none"> <li>• “How have translation technologies, such as CAT tools, changed the role of translators?”</li> <li>• “What features of CAT tools do you think are most valuable for improving translation quality?”</li> <li>• “What challenges do you anticipate when using translation technologies in practice?”</li> </ul> <p>Divide the class into small groups (2-3 students per group). Assign each group the task of discussing. Summarize the main ideas and connect them to the lecture content.</p> <p><b>Individual Practice:</b> Allow students to independently explore and apply features of CAT tools or innovative translation technologies. Assign students a short text (e.g., a paragraph from a technical, business, or legal document) for translation. Provide access to a CAT tool or online platform (if possible). If access is limited, use free platforms like MateCat or Smartcat. Students work individually.</p>	





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Students share one observation or insight from their practice.	
2.2	Explore the role of corpora in translation, using bilingual and multilingual corpora to improve contextual understanding and enhance translation accuracy.	S8	<p><b>Lecture:</b> Introduce students to the concept of corpora, their types, and their application in improving translation practice. Introduction to Corpora in Translation. Define <b>corpus</b>: A large, structured collection of texts stored digitally for linguistic analysis.</p> <p>Applications of Corpora in Translation Contextual Understanding:</p> <ul style="list-style-type: none"> <li>Terminology Extraction</li> <li>Phraseology</li> <li>Quality Assurance</li> </ul> <p>Using Corpora Tools (e.g., Concordancers, Alignment Tools, Benefits of Using Corpora, and Challenges)</p> <p><b>Class Discussion:</b> Engage students in reflecting on the benefits and challenges of using corpora in translation and brainstorming ways to integrate them effectively into practice. Ask the following questions to guide the discussion:</p> <ul style="list-style-type: none"> <li><i>“How can corpora improve the quality of translations in professional practice?”</i></li> <li><i>“What challenges might you face when working with corpora?”</i></li> <li><i>“What features would you expect from a corpus tool to make it user-friendly and effective?”</i></li> </ul> <p>Assign each group the task of discussing. Ask each group to share one key point or example from their discussion. Summarize their insights and link them to the lecture content.</p> <p><b>Group Activity:</b> Provide students with hands-on experience using corpora tools to</p>	Assignment 2 (5 marks) Final Exam (40 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>improve contextual understanding and enhance translation accuracy. Divide students into small groups (3-4 members). Assign a translation-related task. Groups collaborate to:</p> <ul style="list-style-type: none"> <li>• Search for terms, collocations, or phrases in the corpus.</li> <li>• Discuss the contextual meaning and determine the most accurate translation.</li> <li>• Identify any patterns, such as cultural differences or idiomatic usage.</li> </ul> <p>Provide constructive feedback and highlight the importance of using corpora for translation.</p>	
3.0	Values, autonomy, and responsibility			
3.1	Reflect on your own learning experience and explore options to continuously develop your competence as translators and communicators.	V1	<p><b>Class Discussion:</b> Facilitate a reflective discussion on students' learning experiences with translation technologies, focusing on their growth, challenges, and opportunities for further development. Begin by posing the following questions to the class:</p> <ul style="list-style-type: none"> <li>• “What translation technologies have you learned to use, and how have they enhanced your skills?”</li> <li>• “What challenges did you face while using these tools, and how did you overcome them?”</li> <li>• “What areas of your translation practice do you feel need further improvement?”</li> </ul> <ul style="list-style-type: none"> <li>• Ask each group to share one key insight or strategy they discussed.</li> <li>• Summarize the main themes raised and link them to the course content.</li> </ul> <p><b>Observation:</b> Monitor students during group activities to assess their ability to</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>reflect on their learning and identify actionable strategies for growth. While students are engaged in group discussions, observe and take notes on: Engagement, Depth of Reflection, Collaboration.</p> <ul style="list-style-type: none"> <li>Note positive behaviors, such as detailed reflections and actionable suggestions.</li> <li>Identify areas where students might need encouragement or guidance, such as articulating learning goals or exploring new tools.</li> </ul> <p><b>Group Activity:</b> Help students collaboratively create actionable plans for continuous improvement as translators and communicators. Assign each group the task of developing a Personal Growth Plan. Groups work together to:</p> <ul style="list-style-type: none"> <li>Share individual reflections and combine ideas into a cohesive plan.</li> <li>Identify common goals and strategies for growth.</li> <li>Discuss how they can support each other in achieving their goals.</li> </ul>	
3.2	Communicate appropriately, accurately and effectively while involved in group tasks.	V2	<p><b>Individual Consultation:</b> Provide personalized feedback to students on their communication skills during group tasks and offer tailored strategies for improvement. Review students' previous group work or participation. Meet with students one-on-one to:</p> <ul style="list-style-type: none"> <li>Discuss their role in past group tasks and their experience with communication challenges.</li> </ul>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>Provide feedback on specific aspects of their communication style. Suggest actionable strategies</p> <p><b>Observation:</b> Monitor group interactions to assess how effectively students communicate while using translation technologies to complete a task. Assign a collaborative translation task. Encourage groups to designate roles ( e.g., Lead Translator, Terminology Manager, Quality Checker).</p> <p>Observe groups and note (e.g., Clarity, Engagement, Conflict Resolution, Use of Tools)</p> <ul style="list-style-type: none"> <li>○ Highlight positive communication behaviors, such as effective use of shared resources or constructive feedback.</li> <li>○ Identify areas for improvement, such as improving clarity when discussing terminology or resolving disagreements respectfully.</li> </ul> <p><b>Group Work:</b> Provide students with a hands-on activity to practice communication skills in a collaborative task using translation technologies. Assign a group task that emphasizes collaboration and communication. Stress the importance of:</p> <ul style="list-style-type: none"> <li>• Actively communicating during the task to clarify terms and address challenges.</li> <li>• Respecting all contributions and fostering a collaborative environment. <ul style="list-style-type: none"> <li>○ Each group shares their completed translation and reflects on their communication process.</li> </ul> </li> </ul>	



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Provide feedback on: <ul style="list-style-type: none"> <li>▪ How effectively they collaborated.</li> <li>▪ The clarity and appropriateness of their communication.</li> <li>▪ The quality and accuracy of their translation.</li> </ul> </li> </ul>	
3.3	Display a commitment to the learning process by consistently attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives	V3	<p><b>Attendance Tracking:</b> Monitor student attendance and punctuality while emphasizing the importance of consistent participation in learning activities.</p> <ul style="list-style-type: none"> <li>• Mark attendance as students arrive.</li> <li>• Encourage punctuality by recognizing students who arrive on time.</li> <li>• Briefly remind students of the value of consistent attendance in developing skills with translation technologies.</li> <li>• Review attendance and participation records to identify patterns (e.g., frequent absences, consistent engagement).</li> <li>• Offer support or encouragement to students needing improved attendance or participation.</li> </ul> <p><b>Observation:</b> Observe students during group activities to assess their engagement, collaboration, and respect for diverse perspectives. Assign students a collaborative task using translation technologies. Encourage groups to:</p> <ul style="list-style-type: none"> <li>• Actively discuss the task and assign roles (e.g., translator, terminologist, reviewer).</li> <li>• Respect all contributions and perspectives, fostering a collaborative environment.</li> </ul> <p>Identify areas for improvement, such as balancing contributions or improving clarity in discussions.</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p><b>Group Work:</b> Engage students in a hands-on group activity to practice collaboration and demonstrate their commitment to the learning process. Assign a group task relevant to translation technologies. Encourage groups to:</p> <ul style="list-style-type: none"> <li>• Discuss their approach and ensure everyone contributes ideas.</li> <li>• Use the technology effectively to complete the task.</li> <li>• Reflect on the process and outcomes.</li> </ul> <p>Provide constructive feedback.</p>	

### C. Course Content

No	List of Topics	Contact Hours
1.	<b>An Introduction to Translation Technologies and Tools:</b> Overview of tools used by translators: CAT tools, translation memory systems, terminology management, and subtitling software.	6
2.	<b>Understanding Machine Translation (MT) Systems:</b> Functions of MT systems: translation, processing, decoding, and customization. Different types of machine translation (e.g., rule-based, statistical, neural).	6
3.	<b>Limitations and Challenges of Machine Translation:</b> Issues with linguistic accuracy, cultural nuances, and lack of human-like understanding.	6
4.	<b>Terminology Management and Translation Memory:</b> Introduction to terminology management systems: storing and retrieving terminology.	6
5.	<b>Post-Editing and Hybrid Approaches:</b> Techniques for editing machine-translated texts to improve quality. Combining machine and human translation for optimal outcomes (hybrid approaches).	6
6.	<b>Impact of Technology on the Translation Profession:</b> How advancements in technology are reshaping translator roles? Ethical considerations and the future of translation in an increasingly automated environment.	6
7.	<b>Practical Training on CAT Tools (Phrase, Wordfast, Trados, and MateCat):</b> Hands-on training in using industry-standard Computer-Assisted Translation (CAT) tools, including Phrase, Wordfast, and	9







	Trados, focusing on their features, functionalities, and applications to enhance translation accuracy, efficiency, and consistency.	
<b>Total</b>		<b>45</b>

This schedule accounts for the complexity of the tasks, the time required for teaching and practice, and includes additional time for review and assessment. The distribution may need adjustments depending on the students' progress and the actual time each topic requires. Always be ready to adapt and change according to the needs of the students.

Remember that it's important to have interactive activities, engage students in discussion, and incorporate real-life context into teaching to help students better understand and apply what they've learned.

#### D. Students Assessment Activities

Outlined below are the student assessment activities for this course, each mapped to an overarching course-level learning outcome. While this mapping provides a broad framework for understanding the intended skills and competencies to be gained, it is worth emphasizing that it does not fully encapsulate the evaluation spectrum. Beyond the scope of course-level learning outcomes, assessments also capture unit-specific and lesson-specific objectives that are integral to evaluating the full spectrum of student academic achievement and growth. Hence, these assessments are not confined solely to the learning outcomes to which they are mapped; they also serve to evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. **Please note that the Midterm is cumulative in nature, covering the course material up until that point in time, whereas the final exam encompasses the entire course.** Although all assessments are mapped to specific learning outcomes, this should not be interpreted as a limitation. In the table below, you'll find a quiz listed among various assessments. If only one quiz is indicated, it may be divided into two parts at the discretion of the course teaching team, with the original grade allocation being proportionally adjusted.

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Formative Assessment 1 (5 Marks) CLO Measured: 1.1	3	5%
2.	Formative Assessment 2 (5 Marks) CLO Measured: 2.1	5	5%
3.	Assignment 1 (5 Marks) CLO Measured: 1.2	6	5%
4.	Assignment 2 (5 Marks) CLO Measured: 2.2	9	5%
5.	Quiz (10 Marks) CLO Measured: 2.3	11	10%
6.	Midterm Exam (30 Marks) CLO Measured: 1.3	7	30%







No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	<b>While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.</b>		
7.	<b>Final Exam (40 Marks)</b> <b>CLO Measured: 2.3</b> <b>Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.</b>	16	40%
<b>Overall Total</b>			<b>100%</b>

## E. Learning Resources and Facilities

Please note that the textbook(s) listed as required for each course are intended to be used as primary resources for course content. Instructors are expected to use these books as a foundation for their teaching materials, while also having the flexibility to adapt and supplement content from available sections or online versions as needed. The semester coordinator will ensure that the materials used are in line with the learning outcomes and maintain the highest quality educational experience. Be aware that the required textbook list serves as a starting point, and the actual course content may also include additional or adapted resources. We appreciate your understanding and trust in our commitment to delivering an engaging and comprehensive educational experience.

### 1. References and Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- <b>A notebook approved by the Translation Department, offering practical guidance and essential insights into translation technology, including key tools, ethical considerations, and real-world applications.</b></li> </ul>
<b>Essential References</b>	<ul style="list-style-type: none"> <li>- <b>Instructors and students are, however, recommended to refer to:</b></li> <li>- Mitchell-Schuitevoerder, R. (2020). A project-based approach to translation technology. London: Routledge. (Chapters 1 to 4)</li> <li>- Cronin, M. (2013). Translation in the digital age. Milton Park, Abingdon, Oxon: Routledge.</li> </ul>





	<a href="https://doi.org/10.4324/9780203073599">https://doi.org/10.4324/9780203073599</a> . (Chapters 1 & 2)
Electronic Materials	<ul style="list-style-type: none"> <li>- <b>List Electronic Materials, Web Sites</b></li> <li>- <a href="https://www.matecat.com/">https://www.matecat.com/</a></li> <li>- <a href="https://www.wordfast.com/">https://www.wordfast.com/</a></li> <li>- <a href="https://www.trados.com/">https://www.trados.com/</a></li> <li>- <a href="https://www.matecat.com/">https://www.matecat.com/</a></li> </ul>
Other Learning Materials	<ul style="list-style-type: none"> <li>- <b>List Electronic Materials, Web Sites</b></li> <li>- <a href="https://www.matecat.com/">https://www.matecat.com/</a></li> <li>- <a href="https://www.wordfast.com/">https://www.wordfast.com/</a></li> <li>- <a href="https://www.memoq.com/">https://www.memoq.com/</a></li> <li>- <a href="https://www.trados.com/">https://www.trados.com/</a></li> <li>- Saudi Digital Library <a href="https://sdl.edu.sa/sdlportal/en/publishers.aspx">https://sdl.edu.sa/sdlportal/en/publishers.aspx</a></li> <li>- Academic citation tool: <a href="https://www.citethisforme.com">https://www.citethisforme.com</a></li> <li>- <a href="https://routledgetextbooks.com/textbooks/9781138912557/student.php">https://routledgetextbooks.com/textbooks/9781138912557/student.php</a></li> </ul>

### 3. Required Facilities and equipment

Items	Resources
<b>FACILITIES</b>	<ul style="list-style-type: none"> <li>• Specialized labs (Max 24 students)</li> <li>• Multimedia rooms</li> <li>• Study areas</li> </ul>
<b>TECHNOLOGY EQUIPMENT</b>	<ul style="list-style-type: none"> <li>• Computer and internet connection for instructors</li> <li>• Projectors</li> <li>• Smart boards</li> <li>• Subject-specific softwares</li> <li>• Audio-visual devices</li> </ul>
<b>OTHER EQUIPMENT</b>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Reference materials</li> <li>• Subject-specific learning resources</li> <li>• Supplementary materials</li> </ul>
<b>ADDITIONAL RESOURCES</b>	Optional: Mobile Charging Station

### F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
<b>EFFECTIVENESS OF TEACHING</b>	<ul style="list-style-type: none"> <li>❖ Principal Instructor</li> <li>❖ Academic Peer Review Panel</li> <li>❖ Student Evaluation Subcommittee</li> </ul>	<ul style="list-style-type: none"> <li>❖ Classroom Observations Utilizing Standardized Rating Instruments</li> </ul>





Assessment Areas/Issues	Assessor	Assessment Methods
		<ul style="list-style-type: none"> <li>❖ Peer Review Assessments Following Institutional Guidelines</li> <li>❖ Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups</li> </ul>
<b>EFFECTIVENESS OF STUDENT ASSESSMENT</b>	<ul style="list-style-type: none"> <li>❖ Principal Instructor</li> <li>❖ Independent Academic Auditors</li> <li>❖ Extern Advisory Board</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assessment Tool Validation through Quantitative and Qualitative Methods</li> <li>❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures</li> </ul>
<b>QUALITY OF LEARNING RESOURCES</b>	<ul style="list-style-type: none"> <li>❖ Principal Instructor</li> <li>❖ Student Curriculum Feedback Panel</li> <li>❖ Educational Technology and Resources Committee</li> </ul>	<ul style="list-style-type: none"> <li>❖ Utilizing Resource Evaluation Metrics and Checklists</li> <li>❖ Student Resource Utilization Surveys</li> <li>❖ Comparative Analysis with Nationally and Internationally Recognized Educational Standards</li> </ul>
<b>THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED</b>	<ul style="list-style-type: none"> <li>❖ Principal Instructor</li> <li>❖ Deanship of Academic Development and Quality Program Level Quality Committee</li> </ul>	<p><b>1. Semester-End Learning Outcome Mapping:</b> Systematic mapping of all questions on all assessments to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship of Academic Development and</p>





Assessment Areas/Issues	Assessor	Assessment Methods
		<p>Quality, which operates at two levels:</p> <ul style="list-style-type: none"> <li>❖ <b>First Level:</b> An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome before the assessments are conducted.</li> <li>❖ <b>Second Level:</b> After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes.</li> </ul> <p><b>2. Program Learning Outcome Surveys:</b> Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes.</p> <p><b>3. Course Satisfaction Surveys:</b> Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels.</p> <p><b>4. Alignment and Quality Committee Oversight:</b> Each Course Learning Outcome is meticulously aligned with a corresponding Program Learning Outcome. Both are documented in the course specification and must be adhered to. A separate analysis on this alignment is conducted by the Program</p>



Assessment Areas/Issues	Assessor	Assessment Methods
		Level Quality Committee to ensure compliance and effectiveness. It is imperative that all instructors duly complete this alignment as outlined.

#### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>COLLEGE COUNCIL</b>
<b>REFERENCE NO.</b>	<b>15</b>
<b>DATE</b>	<b>FEBRUARY 12, 2023</b>

