English Language and Translation Program
Quality Guide

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I. Introduction

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Prince Musaid bin Abdulrahman University

PMAU is a government-run university that was founded in 2011 with the goal of being the first and only blended learning center in the Kingdom of Saudi Arabia. In order to give students a broad and integrated learning experience, PMAU uses a flexible blended learning model. This model combines in-person lectures with virtual lectures that happen simultaneously and electronic activities that can be completed concurrently or asynchronously. The ultimate goal of this approach is to help students become lifelong learners and contribute to the Kingdom of Saudi Arabia's transition to a knowledge-based economy.

The College of Administrative and Financial Sciences (CAF), the College of Computing and Informatics (CCI), the College of Health Sciences (CHS), and the College of Science and Theoretical Studies (CSTS) are the four colleges from which PMAU offers 17 program qualifications to both male and female students at the undergraduate and master's levels. In addition to its main branch situated in Riyadh, the capital city, PMAU has eight affiliated branches spread across several cities in the Kingdom: Dammam, Jeddah, Madinah, Qassim, Abha, Tabuk, Jazan, and Alahsa. With branches located in several administrative provinces to better serve the needs of the labor market in these provinces and to match the requirements of students dispersed throughout the Kingdom, PMAU's programs are designed and introduced with the goal of meeting the needs of the labor market. The programs undergo periodic evaluations to ensure they meet the evolving demands of the labor market. Additionally, PMAU has a solid financial situation because, in contrast to the majority of other Saudi public institutions, it charges tuition to all students. Additionally, the government allocates a budget that serves as a significant and consistent source of funding for the university.

Through the university portal, students, faculty members, and staff can virtually complete their essential services electronically in an expedient and secure manner. PMAU offers cutting-edge and dependable technology tools and services. PMAU has taken the initiative to purchase a permanent license for the operational management of the Blackboard learning management system, under the direction of the Ministry of Education.
Blackboard is an online learning environment that is accessible around-the-clock and

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contains both recorded and virtual lectures for every unit of instruction. It also has a number of information resources, interactive exercises, and assessment tools, such as reports on students' and teachers' performance. All Saudi public universities use the Blackboard license, and PMAU is in charge of developing, maintaining, and improving the system in accordance with the agreement between the university and the ministry of education.

The PMAU provides a wide range of services, including academic and counseling services, to promote students' learning. This includes guidance on a wide range of topics pertaining to students' decisions about their majors and courses, such as whether those decisions are acceptable in light of their job ambitions, future educational objectives, and skill set. The university acknowledges the value of these services and makes sure that all policies and procedures are posted on its website.

Furthermore, all PMAU institutions follow uniform guidelines for academic advising, which guarantees that this crucial component of enhancing students' university experiences is carried out. During the academic year, students are often paired with faculty members who serve as advisers. These advisors carry out the responsibilities of academic advising in accordance with the guidelines outlined in PMAU's Academic Advising and Counselling Guide. By legally assigning students to their individual academic advisers and making sure that the established rules are followed, academic colleges carry out the academic advising process.

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College of Science and Theoretical Studies

The College was founded in accordance with the 1/2/1435 AH Higher Education Council Resolution No. (23/75/1453). The College aims to produce highly skilled national cadres with a focus on theoretical studies and science who can effectively contribute to the development of a knowledge-based society. In order to achieve a remarkable future academically and scientifically in the fields of science and theoretical studies, the College also aims to meet the market need for qualified and trained cadres distinguished professionally. It does this by offering an ideal academic environment for knowledge development, guaranteeing the acquisition of skills in learning, research, and innovation, and implementing curriculum in its various departments.

The college, which grants bachelor's degrees in digital media, law, and English language and translation, has been working hard to offer top-notch bachelor's programs. To further offer high-quality programs that meet the needs of the labor market, one master's program—in translation technologies—was launched.

The college hopes to produce highly skilled, specialized cadres who will be able to drive national development by utilizing and activating the technological parts of knowledge that interact with these theoretical disciplines.

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Department of English Language and Translation

The Department of English Language and Translation at the Prince Musaid bin Abdulrahman University was founded at the start of the academic year 1435 AH, or 2014. With a goal of spearheading the English language teaching sector in Saudi Arabia, it provides Bachelors, Masters, and certificate programs in English language and translation. Additionally, it implements a specialized academic program that embraces a contemporary scientific teaching methodology, the use of technology and contemporary teaching methods in all courses and program levels, and is built around giving students a thorough understanding in addition to a sufficient quantity of practical knowledge in translation and interpretation. The Department of English Language and Translation's top priorities are to raise students' linguistic proficiency, give them in-depth knowledge, and increase their cultural awareness related to the English language. These actions create a positive foundation for knowledge communication bridges with English-speaking people worldwide and equip students with the ability to translate both orally and in writing.

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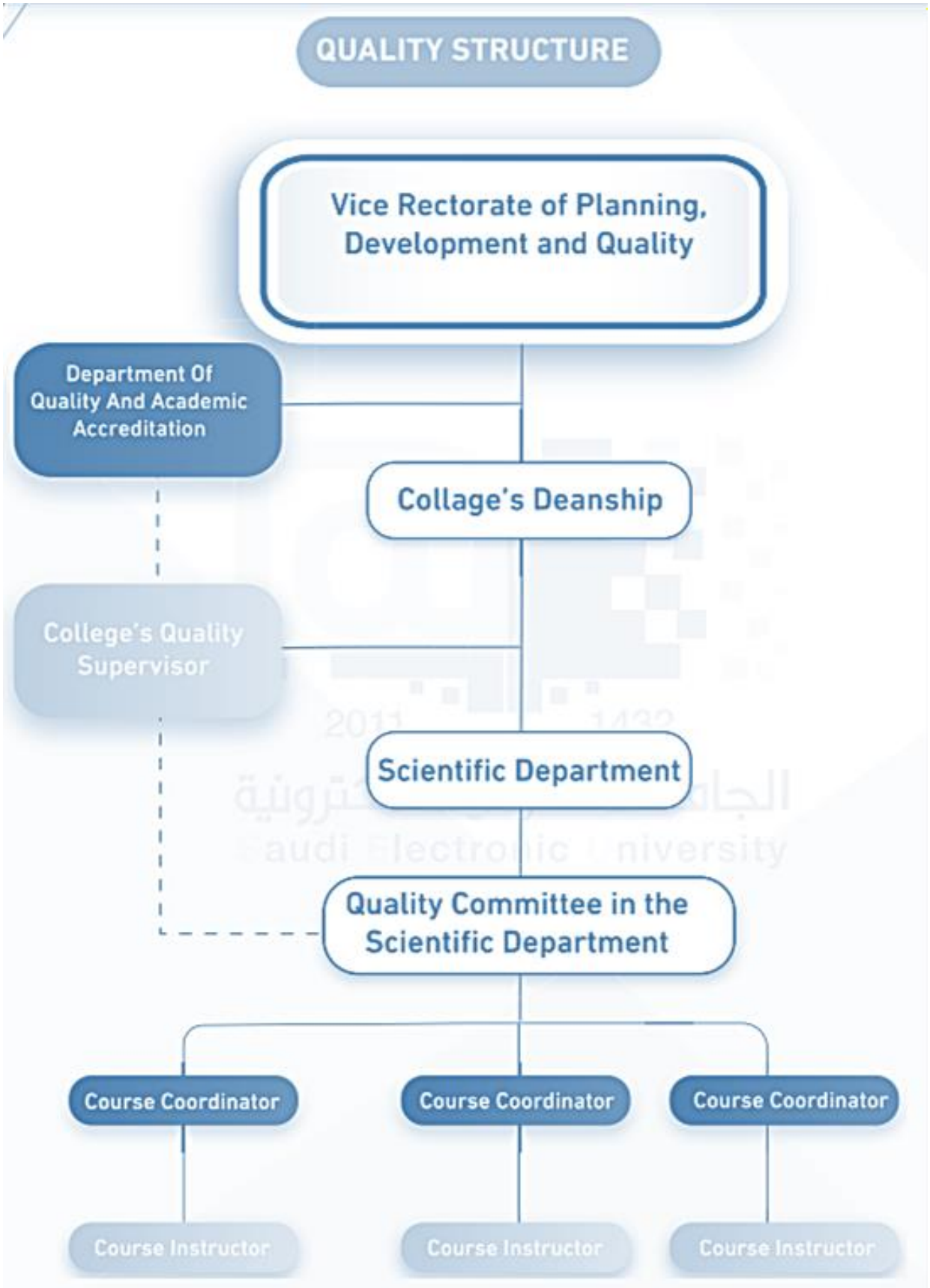
II. Quality Assurance

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Quality assurance

Quality assurance is considered the cornerstone of institutions that pursue continuous development, professional competitiveness, alignment to contemporary requirements, as well as leadership aspiration. The Prince Musaid bin Abdulrahman University works diligently to assure quality in all its operations. In fact, it strives to embed the quality culture into all University personnel with the intent of having quality assurance practices reflected in all day to-day educational and administrative operations. As a culmination of the University's quality assurance efforts that started since its inception comes this Quality Assurance Guide, which is developed to complement these efforts through documenting and developing the existing practices to be in line with the prevailing bylaws, regulations and academic accreditation requirements. This Guide was developed taking into consideration international standards, particularly the principles of the Quality Assurance Agency for Higher Education (QAA) in the United Kingdom, as well as the requirements of The National Center for Academic Accreditation and Evaluation (NCCA). Moreover, the Guide was developed to ensure ease of use through a concise, easy to follow, guide covering the most import elements of the practice, while referring to appendices containing detailed policies and procedures.

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The Importance of Building and Documenting the Quality Assurance Guide at PMAU

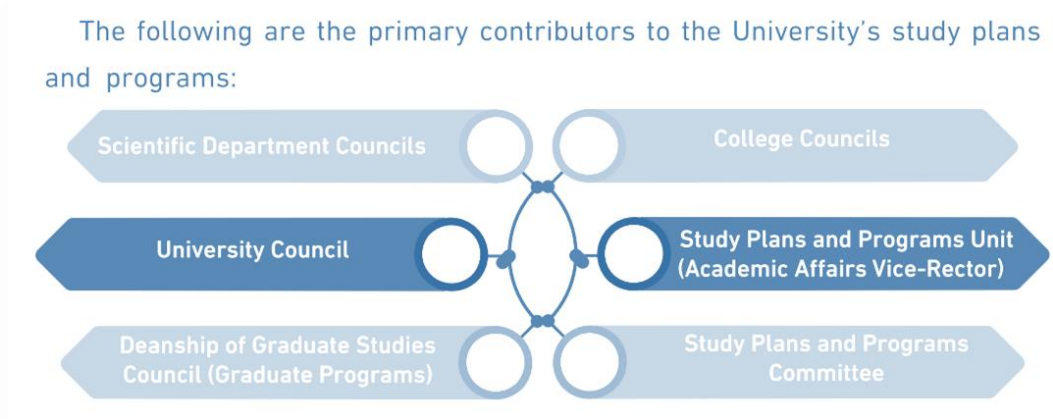
Effective implementation of the Quality Assurance Guide by PMAU will help achieve tangible and incorporeal benefits, such as the following:

1. Providing tools and plans that, when applied, ensure obtaining clear data on the University's internal strengths and weaknesses.
2. Enabling the university to assess itself clearly, for the system comprises of clear procedures and mechanisms.
3. Helping in continuous improvement by setting goals and means of activating and implementing them. This leads to continuous improvement, which is a requirement for the proper functioning and advancement of the University.
4. Reduce errors and the time required to finish a certain task. This is achieved by constant examination of processes and continuous measurement of performance.
5. Trust and satisfaction of stakeholders through continuous measurement of stakeholders' satisfaction (faculty, staff, and higher management) which helps identify and address their needs.
6. Optimizes the utilization of available human, physical, and technical resources.

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Policies and Procedures of Designing and Modifying Academic Programs and Courses

Study plans and programs are considered the tools that define and measure the institute's educational outputs and the quality of its graduates. Hence, the Prince Musaid bin Abdulrahman University has given the preparation of its educational programs and study plans immense consideration to ensure that they are of high standard in order to meet the requirements of the labor market and academic accreditation. The University directs all its academic potential and expertise, at all levels, to produce programs that achieve the University's mission and vision.



In order to unify and formalize the procedures of study plans preparation and development, the Prince Musaid bin Abdulrahman University has prepared two guides: one for Undergraduate Studies and the other for Graduate Studies. These guides document the requirements and procedures for study plans preparation and development to effectively respond to ever changing labor market needs as well as to meet the requirements of academic accreditation that mandates periodic review of programs and study plans to ensure the following:



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A. Basic Principles for Building and Developing Programs and Study Plans

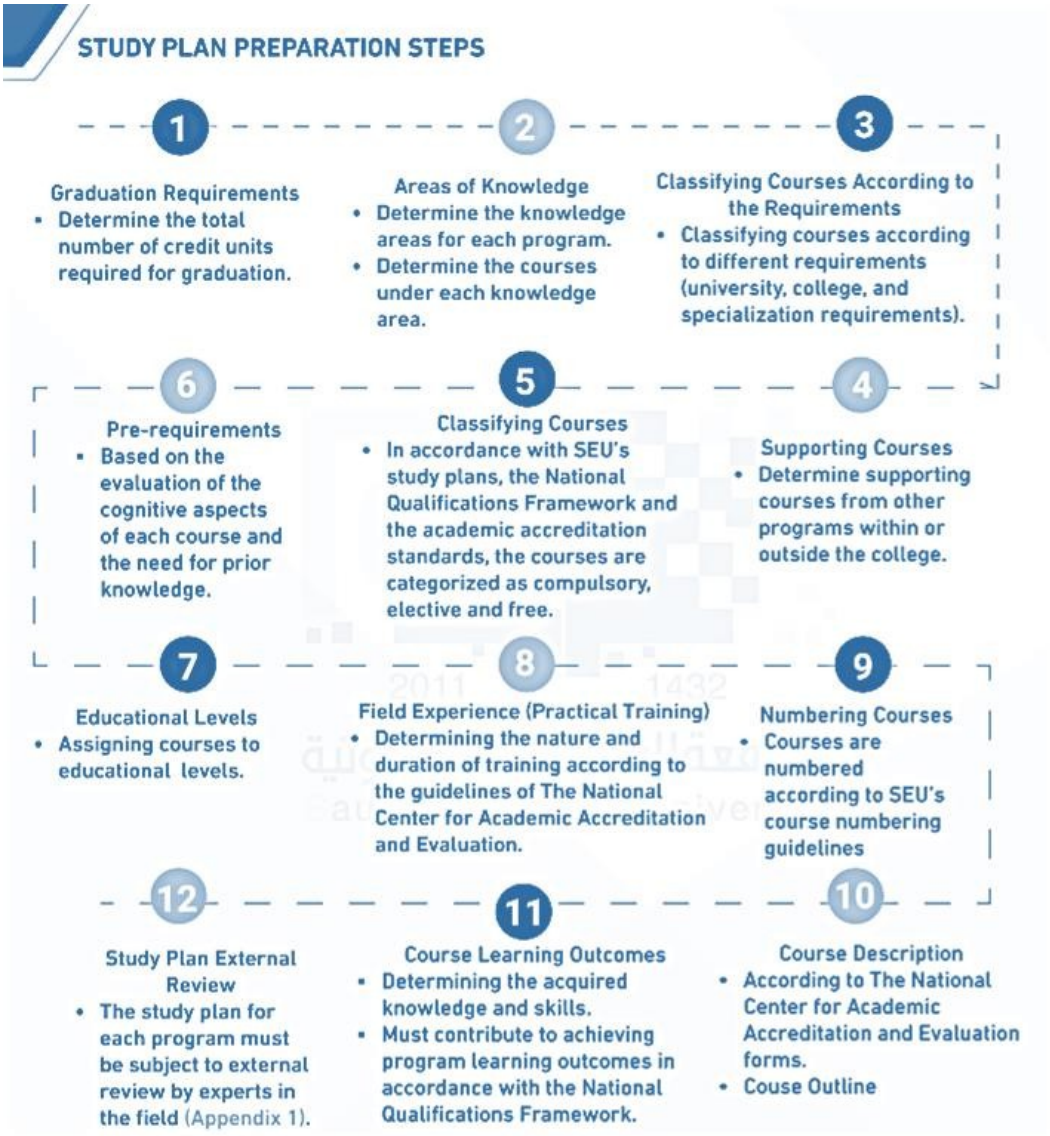
When preparing study plans and programs, these principles should be taken into consideration.

1. Adherence to the Kingdom's education policies, development plans, and the 2030 vision.
2. Alignment to the University's vision, mission and goals.
3. Development of students' skills and abilities in relation to self-learning and scientific research while focusing on analysis, participation and interaction.
4. Continuous enhancement of courses and knowledge resources.
5. Embedding teaching and communication technologies in teaching and learning strategies.
6. Using leading analogous educational institutes for benchmarking.
7. Involvement of internal stakeholders (colleges and scientific depart ments) and external stakeholders (labor market).
8. Compliance with relevant local academic accreditation standards (The National Center for Academic Accreditation and Evaluation) as well as international academic accreditation standards".
9. Conform to the University standardized study plans forms.

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B. Preparation and Building of Study Plans and Courses

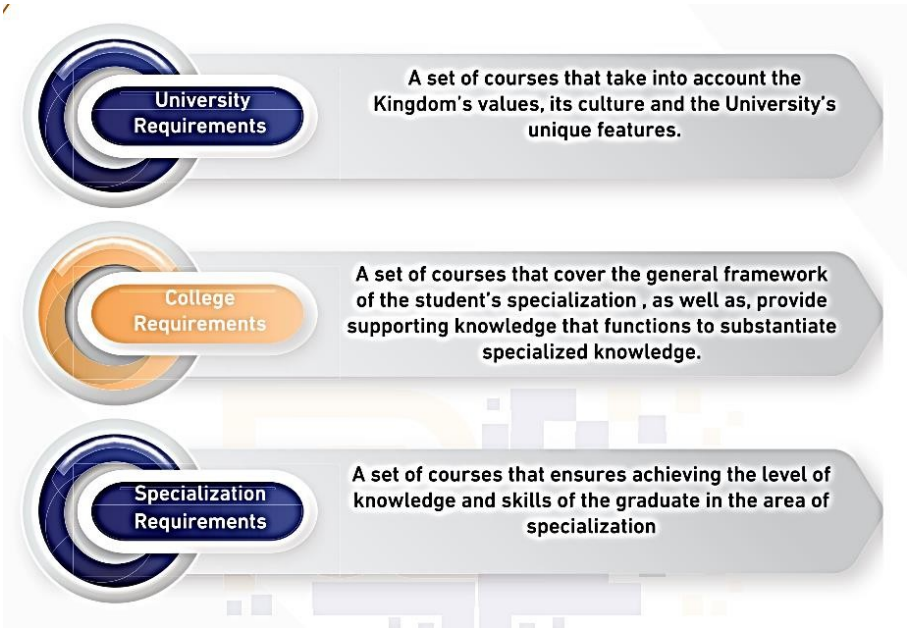
The University is keen to align all programs with the needs of the labor market. This is achieved through labor market analysis prior to starting a new program or reforming and developing existing programs.



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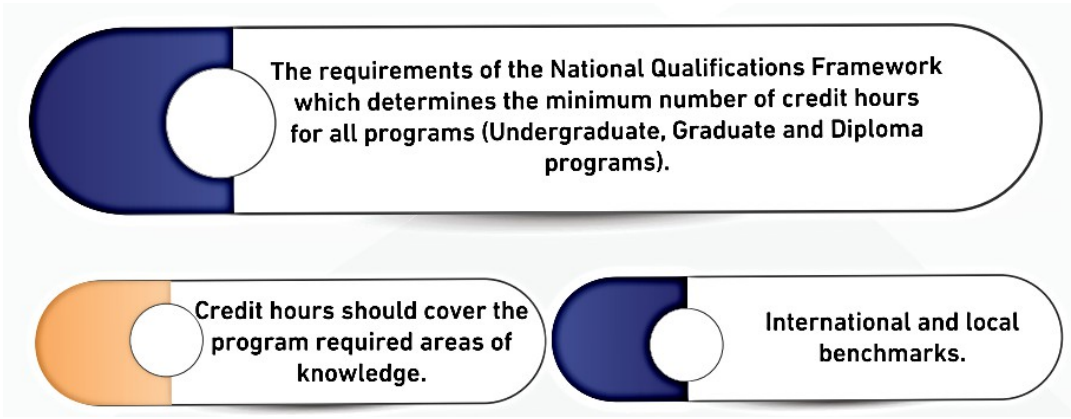
C. University Requirements

The University expands its programs and areas of specializations according to the availability of required human resources, as well as students' demands for certain areas of specializations. In addition, specialization requirements should be compatible with blended learning. The University's programs are structured according to the requirements system which are represented as accredited hours. The requirements are divided into:



D. Number of Credit Hours in Academic Programs

The total number of credit hours in academic programs is determined according to the following:



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E. Academic Programs Knowledge and Skills

The University programs attempt to achieve a balance between knowledge and skills. Courses are designed to help refine graduates' general and specialized knowledge. This is accomplished through the rich content and diverse knowledge resources. In addition, study plans include practical aspects that transforms this knowledge into practiced skills.

Programs and courses are developed based on the principle of student-centered content. This is facilitated by blended learning which offers great flexibility to focus on students' activities and effective participation. Furthermore, student's participation on the learning management system represents an important aspect of course evaluation.

The study plans provide students with the flexibility to choose specialized knowledge areas that suits their personal preferences and ambitions through multiple tracks in each specialty as well as provision of elective courses.

F. Programs and Study Plans References

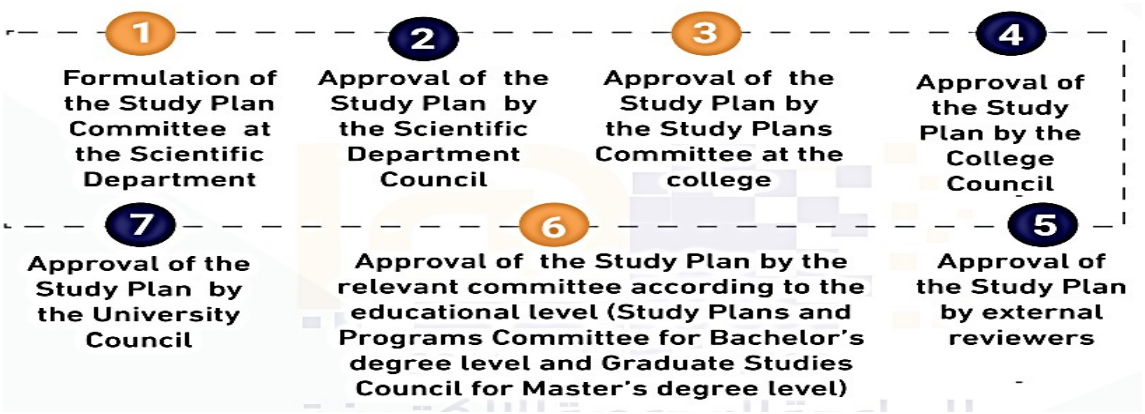
Programs and study plans gain their reputation and trust from internal stakeholders (students), external stakeholders (labor market), and external referees, through adopting references that are used by the University during building programs and study plans such as relevant professional authorities and institutes as well as



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G. Building and Approving Plans

The University follows several administrative procedures that are necessary for building and approving programs and study plans. These procedures are summarized below:



H. Study Plan Supplements

The following should accompany the study plan.



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MONITORING THE QUALITY OF TEACHING AND LEARNING

PMAU has also developed a Learning Outcome Assessment Plan to monitor the quality of its academic programs and its suitability for the labor market as well as an Exam Moderation Mechanism to ensure the quality of its exams and objectivity of the marking process.

A. Periodic Review of Programs and Courses

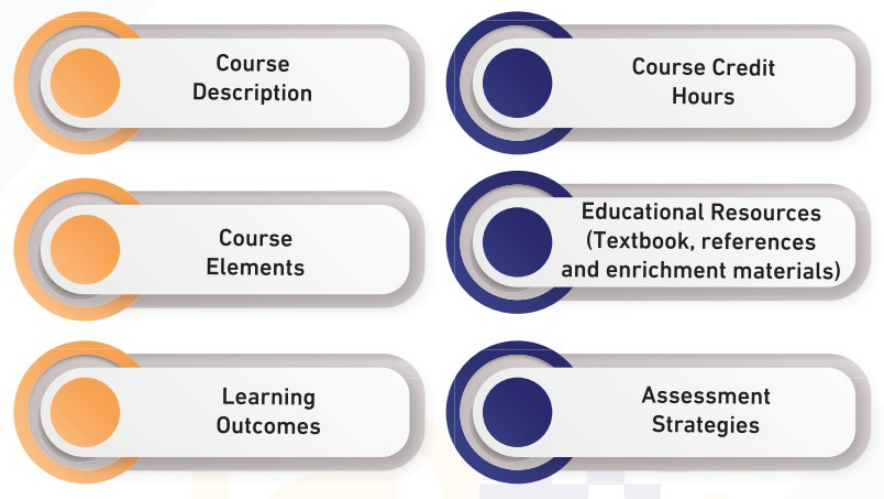
The process of preparing and monitoring reports of courses and programs is a periodic process that is performed each semester or each year. These reports are used as key references for making decisions that affect the program as well as to submit with the accreditation requirements. The periodic review is used to conduct periodic self-studies of the program (according to academic accreditation requirements), which contribute to the process of reviewing developments and changes in the program during the previous period. The bodies responsible for following up with developing programs and courses at the University need to verify that:



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B. Changing and Modifying Contents of Existing Programs and Courses

Periodic review of programs and courses may indicate the need for some changes and/or modifications to develop and improve programs. Program improvements may involve many components, however, fundamental Such as the course name, code, and number remain unaffected:



C. Monitoring University Courses and Arabic Courses

The English Language and Translation Program reviews all the courses of the program periodically. In addition to the department courses (ENGs and TRAs), the university and Arabic courses are reviewed every year. At the end of each academic year, the reports of the university and Arabic courses are reviewed by the Department Quality Committee. The Quality Committee investigates the strengths and weaknesses, learning outcomes achievement rates, percentages of passing and failure, and developmental plans for each course. Then, the Quality Committee sends a report to the Department Council for discussion and decision-making. The main focus of monitoring is on the Arabic courses as they are very important for students during the process of translating between English and Arabic.

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Authority Matrix

Authority Matrix

Procedures for creating, reviewing and developing plans, programs and courses are carried out in light of the levels of powers shown in the following table:

The concerned party	Practical section			College		Agency for Educational Affairs		Higher Management	
Procedure	Course Coordinator	Study Programs and Plans Committee	Section Council	College Council	Quality unit	Unit of Study Plans and Programs at the Vice Deanship of Educational Affairs	Standing Committee for Study Plans and Programs	High Advisory Committee	University Council
Introducing new programs and study plans		→	→	→		→	→	→	√
Develop study programs and plans		→	→	→		→	→	→	√
Major Program review and evaluation		→	→	→		→	→	→	√
Program Description		→	→	√					
Program Report		→	→	→				√	
course report	→	→	→	→					
Program mission and goals		→	→	→		→	→	→	√
study plan		→	→	→		→	→	→	√
Learning Outcomes		→	→	→		→	→	→	√
Teaching strategies		→	→	→		→	√		
Evaluation methods		→	→	→		→	√		
Change the edition of the textbook for the course		→	√						
Change of course book		→	√						

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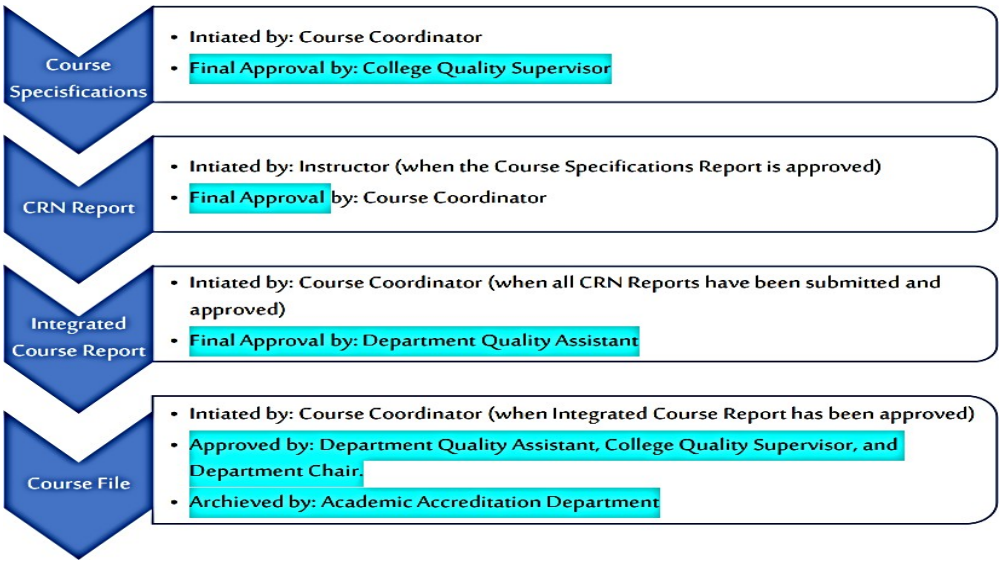
Update the electronic content of the course		→	√						

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Quality Assurance in the English Language and Translation Program

The Vice Rectorate of Planning, Development and Quality is keen on providing the support needed to colleges to ensure the attainment of high quality in compliance with the National Center for Academic Accreditation and Assessment (NCAAA) standards and forms via PMAU's **Tawkeed** platform. **Tawkeed** is a technical solution aimed at developing quality practices in the Prince Musaid bin Abdulrahman University by automating the NCAAA forms and integrating the platform with the other university systems. It also enables all users to use a unified platform, which simplifies and enhances the whole process of quality.

In Tawkeed, the Course File Cycle starts by filling out the Course Specifications Report by the Course Coordinator and to be submitted and sent to the Department Quality Assistant for approval and then sent to the College Quality Supervisor for approval. Once the Course Specifications Report is approved, instructors will be able to start filling in the CRN Report for their designated CRN(s) and upload their sample files. When all CRN Reports are submitted by instructors and approved by the Course Coordinator, the Integrated Course Report will be available for the Course Coordinator to complete. Subsequently, the Department Quality Assistant will check and approve the Integrated Course Report. As a final step, the Course File will be available for the Course Coordinator to go through and attach the relevant files to be submitted to the Department Quality Assistant for approval. Subsequently, the Course File will be sent to the College Quality Supervisor, who will check and send it to the Department Chair for final approval. Once the complete Course File is approved, it will be sent to be archived by the Academic Accreditation Department. This journey is briefly summarized in the following figure.



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A. Course Specifications Report

The course specification report is initiated by the course coordinator.

Information: Data about the course will automatically be filled in and reflected from the Banner.

Identification: the coordinator has to choose course-related details according to the course type. All other data will be reflected from the Banner.

Mode of Instruction: Add the total number of contact hours per term (depending on the course credit hours) next to "Blended" with a 100% percentage because PMAU follows a blended teaching model.

Contact Hours: Divide the course contact hours entered in the "Mode of Instruction" between "Lectures" and "Other: Interactive Learning". For example: If the total number of contact hours is 56, then enter 28 hours for "Lectures" and 28 hours for "Others: Interactive Learning".

Course Objectives: Enter the course description and course main objectives as indicated in the Study Plan (or previous Course Specifications Report).

Course Learning Outcomes & Teaching Assessments: Click "Generate Outcomes" and the "CLOs" and "Aligned PLOs" will be automatically reflected from Tawkeed database.

Course Learning Outcomes & Teaching Assessments: Choose from the drop down list the strategies and methods that are used for each CLO in the course.

Course Contents: Enter the topics of the course and the number of contact hours for each week. Week 7 should have zero contact hours as the Midterm exams are conducted in during that week.

Assessment Tasks for Students: Click "Add" to enter the assessment tasks that will be used for the course. If the "Week Due" value is a range value then use both fields (Start and End), or if it is just 1 value then enter it either in Start of End and keep the value of the other field as 0. For example: • "Coursework Assessments" are due in weeks 3-14 and equal to 40%. • "Midterm Exam" due in week 7 and equal to 20%. • "Final Exam" due in week 13 and equal to 40%. The total percentage will be calculated automatically.

Student Academic Counseling and Support: Enter the arrangements made by the college to make sure faculty members are available to provide advice for students.

Learning Resources: Enter all learning resources including textbooks, essential references, electronic materials and/or other learning materials that could be used for the course(enter N/A for all fields that are not applicable).

Facilities Required: Enter the facilities required accordingly (enter N/A for all fields that are not applicable).

Course Quality Evaluation: This part should be entered as two inputs:

1. The first input should be the evaluation of the student to the course and could be filled in as the following: Evaluation Areas/Issues: List the headings of the actual Course Survey sent to students such as "Effectiveness of Teaching and Assessment, Quality of Learning Resources, Instructor's Interaction with Students, Blackboard Tools Efficiency, and Reasonability of Assessments' Grading". Evaluators: Enter "Students". Evaluation Methods: Select "Indirect (Student Survey)".

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2. The second input should be the evaluation of faculty members and could be filled in as the following: a. Evaluation Areas/Issues: Enter "Effectiveness of Assessments", or similar name. b. Evaluators: Enter "Faculty Members". c. Evaluation Methods: Select "Direct".

Specification Approval Data: This section will be filled by the Department Quality Assistant (no action needed from the Course Coordinator).

Approvals History: This section will include the history status of the approval/rejection of the Course Specifications Report (no action needed from the Course Coordinator).

After completing all sections of the Course Specifications Report, click "Submit" to send it to the Department Quality Assistant for approval and subsequently sent and approved by the College Quality Supervisor.

Once it is approved by the College Quality Supervisor, the CRN Report will be accessible for all instructors to fill in and submit. When each instructor fills in their specific CRN Report and submits it, the Course Coordinator will need to go through it and approve it.

B. CRN Report

Once all CRN Reports are filled by all instructors, and approved by the Course Coordinator, the Integrated Course Report will be accessible to the Course Coordinator. This stage is carried out by course instructors.

Information: Data about the course will automatically be retrieved from the Course Specifications Report and the Banner.

Course Identification: Data will be retrieved from the Banner.

Course Delivery: "Contact Hours", "Teaching Strategies" and "Activities/Planned Assessment Methods" will be automatically retrieved from the Course Specifications Report.

Topics not Covered: This part needs to be unified across all CRN Reports, therefore contact the Course Coordinator to agree on a unified entry.

Verification of Credibility: This part needs to be unified across all CRN Reports, therefore contact the Course Coordinator to agree on a unified entry.

Recommendations: Enter any recommendations or enter "None" if there are no recommendations.

Results: Students grades will be automatically reflected from the Banner.

Comment on Student Results: Enter a clear analysis and comments on the students' results. For example, "The pass percentage is X%, the failure percentage is X%".

Recommendations: Enter any recommendations that may improve the course delivery or enter "None" if there are no recommendations.

Course Learning Outcomes Assessment Results: Click on "Generate Outcomes" to retrieve all the data needed. The "CLOs", "Aligned PLOs", "Assessment Methods", and "Assessment Target Level" will be automatically retrieved from the Course Specifications Report and Tawkeed database.

For the "Assessment Actual Level" it must be calculated manually and entered in the table.

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Comment on Assessment Results: Add your comments for each assessment result as follows: • Write "Achieved" if the actual level is greater than or equal to 70%. Otherwise, write a proper reason, for example:

Some of the students in this section are poor in the course subjects.

The Midterm Exam difficulty level was too high.

The Final Exam difficulty level was too high.

Some students have work and they did not study well due to time matter.

Or any other acceptable reason.

Recommendations: Add any recommendations that may improve the assessment results or enter "N/A" if there are no recommendations.

Students Evaluation of the Quality of the Course: Click "Generate Survey" to reflect "Date of Survey", "Number of Participants", "Percentage of Participation" and "Student Feedback" from Explorence. The following parts must be filled out:

• Strengths: Data will be retrieved from the students' survey from Explorance. Enter your comments or response in relation to the strengths rated by the students.

• Areas for improvement: Data will be retrieved from the students' survey from Explorance. Enter your comments or response in relation to the areas of improvement rated by the students.

• Suggestions for Improvement: Data will be retrieved from the students' survey from Explorance. Enter your comments or response in relation to the students' feedback.

Other Evaluations: Enter "Not Available".

Recommendations: Add any general recommendations.

Difficulties and Challenges: Contract the Course Coordinator to agree on a unified entry.

Course Improvement Actions: Contact the Course Coordinator to agree on a unified entry.

Action Plan for Next Semester/Year: Contact the Course Coordinator to agree on a unified entry.

Attachments:

All uploaded samples should be in PDF format.

All assessment samples must contain the course name, code, and the student's name and ID. Submit the required number of assessment samples (three samples per assessment: high, middle, low).

In case a section (CRN) has less than three students, the instructor should indicate that.

Attachments include

1. Three coursework activities (quizzes, discussions, assignments etc.)
2. Midterm exam samples.
3. Final exam samples.
4. Attendance report
5. The instructor CV.

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C. Integrated Course Report

When all CRN Reports have been submitted by instructors and approved by the Course Coordinator. The course coordinator can proceed to establish 'integrated course report'.

Information: Data about the course will automatically be filled in and reflected from the Course Specifications Report and Banner.

Course Identification: Data will be filled out and reflected from the Banner.

Course Delivery: "Contact Hours", "Teaching Strategies" and "Activities/Planned Assessment Methods" will be reflected from the Course Specifications Report.

Topics not Covered: Data will be retrieved from all CRN Reports, which will need to be edited to present coherent statements.

Verification of Credibility of Students' Results: Data will be retrieved from all CRN Reports, which will need to be edited to present coherent statements.

Recommendations: Data will be retrieved from all CRN Reports, which will need to be edited to present coherent statements.

Results: Overall Student Results will be retrieved from the Banner and calculated automatically. **Comment on Student Results:** It is mandatory to write an analysis for the overall students' results and give a reasonable factor that affected the results. For example, "The pass percentage is X%, the failure percentage is X%".

Recommendations: Give any recommendations that may improve the course delivery.

Course Learning Outcomes Assessment Results: Click on "Generate Outcomes". "CLOs", "Aligned PLOs", "Assessment Methods", and "Assessment Target" will be automatically reflected from Course Specifications Report and Tawkeed database. For the "Assessment Actual Level" it must be calculated manually and entered in the table.

Comment on Assessment Results: Add your comments for each assessment result as follows:

Write achieved if the actual level is greater than or equal to 70%. Otherwise, write a proper reason, for example:

a. Some of the students in this section are poor in the course subjects.
b. The Midterm Exam difficulty level was too high.
c. The Final Exam difficulty level was too high.
d. Some students have work and they did not study well due to time matter.
e. Or any other acceptable reason.

Recommendations: Add any recommendations that may improve the assessment results. 13
Course Quality Evaluation:

• Strengths: Data will be retrieved from the students' survey from Explorance. Enter your comments or response in relation to the strengths rated by the students.

• Areas for improvement: Data will be retrieved from the students' survey from Explorance. Enter your comments or response in relation to the strengths rated by the students.

• Suggestions for Improvement: Data will be retrieved from the students' survey from Explorance. Enter your comments or response in relation to the students' feedback.

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• Other Evaluations: Data will be retrieved from all CRN Reports which needs to be unified.

• Recommendations: Data will be retrieved from all CRN Reports which needs to be unified.

Difficulties and Challenges: Data will be retrieved from all CRN reports which needs to be unified.

Course Improvement Plan: Data will be reflected from all CRN reports which needs to be unified.

After completing all sections in the Integrated Course Report, click "Submit" to send it to the Department Quality Assistant for final approval.

D. Course File

Information: Data about the course will automatically be filled out and reflected from the Banner.

Course Specifications Report: A finalized copy of the Course Specifications Report will be retrieved.

Attachments: The following files (PDF format) have to be uploaded:

• Final Exam Questions

• Final Exam Answers

• Mid Exam Questions

• Mid Exam Answers

• Course Outline file

• Teaching Philosophy

• Coursework Achievement Rate: A file will be provided by the Academic Accreditation Department to be attached here.

Integrated Course Report: A finalized copy of the Integrated Course Report will be retrieved.

CRNs Files Attachments: Attachments for each section (CRN) will be retrieved individually. The Course Coordinator should go through the attachments according to the selected section (CRN) from the drop-down list at the top.

Approvals History: Indicates the status and approvals of the Course File. After completing all sections of the Course File, click "Submit" to send it to the Department Quality Assistant and College Quality Supervisor approval. Once approved, the Course File will be available for the Department Chair to check and give a final approval. Subsequently the Course File will be sent to be archived by the Academic Accreditation Department.

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PLOs Assessment Plan

PLOs		Assessment Method	Assessment Tools	Assessor	When	Target Achievement Rate
K1	Recognize the principles and concepts related to English language and their translation into Arabic.	Direct: Midterm exam/Final exam	Achievement rates of the aligned CLOs (CLO1/CLO2) in the midterm exam/final exam of the course "ENG350 Introduction to Semantics and Pragmatics"	Quality Committee	End of Academic Year	70%
		Direct: Coursework (Assignments)	Achievement rates of the aligned CLOs (CLO1/CLO2) in the coursework (Quiz) of the course "ENG350 Introduction to Semantics and Pragmatics"			
K2	Outline major approaches to translation and recognize their application in different fields of human knowledge and experience.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO2) in the midterm exam/final exam of the course "TRA330 Introduction to Translation"	Quality Committee	End of Academic Year	70%

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		Direct: Coursework (Assignments)	Achievement rate of the aligned CLO (CLO2) in the coursework (assignments) of the course “TRA330 Introduction to Translation”			
S1	Utilize translation strategies and techniques to develop a reflective approach to translation and interpretation.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO3) in the midterm exam/final exam of the course “TRA470 Issues and Problem in Translation Studies”	Quality Committee	End of Academic Year	70%
		Direct: Coursework (Assignments)	Achievement rate of the aligned CLO (CLO3) in the coursework (assignments) of the course “TRA470 Issues and Problem in Translation Studies”			
S2	Utilize relevant technological advances in the fields of translation and interpretation .	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLOs (CLO3/CLO4) in the midterm exam/final exam of the course “TRA420 Principles and Practice	Quality Committee	End of Academic Year	70%
			of Computer-Assisted Translation”			
		Direct: Coursework (Assignments)	Achievement rate of the aligned CLOs (CLO3/CLO4) in the coursework (assignment) of the course “TRA420 Principles and Practice of Computer-Assisted Translation”			

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S3	Communicate effectively in English and Arabic in oral and written form.	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO4) in the midterm exam/final exam of the course "TRA410 Consecutive and Bilateral Interpreting"	Quality Committee	End of Academic Year	70%
		Direct: Coursework (Assignments)	Achievement rate of the aligned CLO (CLO4) in the coursework (assignment) of the course "TRA410 Consecutive and Bilateral Interpreting"			
S4	Demonstrate a high level of competency in analyzing and translating various types of texts in	Direct: Midterm exam/Final exam	Achievement rates of the aligned CLOs (CLO3/CLO4) in the midterm exam/final exam of the	Quality Committee	End of Academic Year	70%
	multiple arenas.		course "TRA440 Technical and Scientific Translation"			
		Direct: Coursework (Assignments)	Achievement rate(s) of aligned CLO(s) (CLO3/CLO4) in the coursework (assignments) of the course "TRA440 Technical and Scientific Translation"			
	Perform individual and team-based tasks	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO4) in the midterm exam/final exam of the course "ENG340 English Language Cultural Studies"			

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S5	effectively.	Direct: Coursework (Assignments)	Achievement rate of the aligned CLO (CLO4) in the coursework (assignments) of the course “ENG340 English Language Cultural Studies”	Quality Committee	End of Academic Year	70%
V 1	Employ professional, interpersonal skills, and ethical values	Direct: Midterm exam/Final exam	Achievement rate of the aligned CLO (CLO6) in the midterm	Quality Committee	End of Academic Year	70%
V2	necessary for successfully pursuing a career as a professional translator.		exam/final exam of the course “TRA480 Media Translation”			
		Direct: Coursework (Assignments)	Achievement rate of the aligned CLO (CLO6) in the coursework (assignments) of the course “TRA480 Media Translation”			

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Responsibilities of Academic Coordination

Responsibilities of Academic Coordination

- Send an email to all instructors of the relevant course including: course plan, grade distribution, and academic resources such as books.
- Ensure that the presentation slides are updated to align with the university's new identity.
- Update assignments to ensure that there is no duplication and enable the SafeAssign feature.
- Ensure that course instructors record virtual lectures and not to be absent or convert face-to-face lectures to virtual ones without obtaining approval from the head of the department.
- Ensure that course instructors specify office hours and make them available to students.
- Ensure that course instructors continuously track students' attendance on the Banner system.
- Ensure that course instructors adhere to the course plan and distribute grades as sent by the coordinator, without giving any bonuses or extra grades without consulting the department.

Midterm and final exams

- It is important to ensure proper alignment between learning outcomes and questions, as some outcomes may not be applicable to theoretical questions.
- It is important to formulate questions in a proper and clear manner, avoiding the use of vocabulary that may confuse or distract students such as multiple-choice questions with misleading options like *All of the above → all answers are correct.*
- It is crucial to follow the instructions provided by the examination committee such as incorporating rubrics for essay questions or specifying word counts for translation texts.
- For translation courses, exam questions should include an external text for translation, not from the textbook or academic sources.
- The formulation of exam questions will be standardized, and the examination committee will send them later. It is crucial to adhere to these guidelines.

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- The examination review committee in the department will thoroughly assess all exams and request modifications if necessary to ensure the quality of the department's learning outcomes.

Grading, Recording grades, and Quality Assurance

- Emphasize to course instructors the importance of adhering to the specified timeframe for grading. Any delayed corrections should be reported to the examination committee and the head of the department.
- Emphasize to the course instructor that any delay in grading or recording grades without a valid excuse may hinder the process of transferring departmental grades or impede the completion of the quality assurance file on the Tawkeed platform, which could have a negative impact on the annual evaluation of faculty members.
- Monitor the recording of grades for mid-term exams on the Blackboard system and final exams on the Banner system. Request confirmation from instructors immediately after completion of the recording process.
- Monitor the completion of quality assurance files for the course on the Tawkeed platform and adhere to the specified deadlines set by the quality assurance committee. Any issues or delays should be promptly reported.
- Request samples of quality assurance files as a precautionary measure when the end of the semester approaches, in case the Tawkeed platform is not ready. The coordinator should retain the files until further instructions are given to enter them into the Tawkeed platform.

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Coursework Policies

Type	ENG Policies	TRA Policies
Plagiarism	• From 0% to 40%: no penalties. • From 50% to 70%: student asked to resubmit assignment or deduct -2 marks • From 80% to 100%: Student asked to resubmit or marked 0. Course instructor must revise SafeAssign report and validate students' cases.	• From 0% to 60%: no penalties. • From 70% to 90%: student asked to resubmit assignment or deduct -2 marks • From 90% to 100%: Student asked to resubmit or marked 0. Course instructor must revise SafeAssign report and validate students' cases.
Late submission	• Up to one week: Minus 2 marks • Up to two weeks: Minus 5 marks • More than three weeks: 0% awarded	
Technical difficulties	• All assignments must be submitted via BB. • If there are any difficulties, students must inform course instructors ASAP via email.	
Before Class Activity (Interactive Hour)	• Completing before class activities is a requirement for coursework grading. • Students must answer and submit all **10** activities (questions, games, etc.). • Not submitting the activities will result in -0.5 grade deduction for each activity (total marks deducted -5) from the total coursework (out of 40) at the end of the term.	

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II. Committees of the English Language and Translation Program

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Various committees are established to oversee and ensure quality across different aspects of academic and administrative functions. Each committee has a specific mandate, and collectively, they work towards maintaining high standards and continuous improvement.

The Head of English Language and Translation Department is responsible for overseeing a specific academic department. Under her leadership, various committees are typically formed to address different aspects of departmental affairs. Committees play a vital role in implementing and overseeing quality assurance initiatives in the department. These committees play a crucial role in the efficient functioning and development of the department. They serve as organized groups of individuals who collaborate to achieve specific goals, address issues, and make decisions that affect various aspects of academic and administrative life. Here are the committees that are found under the Head of the Department:

1-Academic Accreditation Committee

Accreditation is a formal recognition process conducted by external agencies to ensure that a college meets certain standards of quality and is providing a high-quality education. Accreditation committees are responsible for preparing the institution for accreditation visits, collecting evidence of compliance with accreditation standards, and coordinating the self-study process. The Committee's tasks are to:

1. Provide and review documents and evidence for the six accreditation standards:
   - Message and objectives
   - Program management and quality assurance
   - Teaching and learning
   - Students
   - Teaching staff
   - Learning resources, utilities, and equipment.
2. Provide and review handbooks and guides for students and faculty members.
3. Provide and review documents related to the program's quality assurance system and its performance reports.
4. Review the annual reports of the program and the reports of academic courses from the last two years.
5. Review program specifications and course specifications from the last two years.
6. Develop a measurement plan for learning outcomes, including measurement reports, key performance indicators, and benchmarking.
7. Write and review the program's self-study report.
8. Prepare and review any reports required to obtain program accreditation.
9. Review all necessary documents and reports, and submit them for approval.
10. Submit a quarterly report detailing the committee's accomplishments for the purpose of measuring outputs, evaluating members, and forwarding to the college (three reports per academic year).

2- Quality Committee

A Quality Committee in a college is a specialized group responsible for overseeing and ensuring the quality of education and services provided by the institution. Its primary objective is to maintain high standards of academic excellence, administrative efficiency, and overall effectiveness of the college. The Committee's tasks are to:

1. Review all quality files related to the department's program courses (Bachelor's and master's programs).

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2. Write and review the specifications of all programs in the department (Bachelor's and master's programs).
3. Write and review the annual reports for all programs in the department (Bachelor's and master's programs).
4. Address any issues related to quality files and assist in their resolution.
5. Provide necessary guidance to course coordinators and instructors to facilitate the completion of quality files.
6. Respond to inquiries from course coordinators and instructors.
7. Monitor and ensure that coordinators and instructors submit the files on time, and prepare a list of late submissions and any problems they encountered.
8. Communicate with the Tawkeed platform to link all coordinators and instructors and address platform-related issues.
9. Perform any other tasks related to quality files for all programs in the department (Bachelor's and master's programs).
10. Submit triannual reports (3 reports per academic year) to measure committee outputs, evaluate members, and submit them to the college.

3- Programs and Courses Development Committee

The Programs and Courses Development Committee in a college or university is a crucial body responsible for the creation, modification, and evaluation of academic programs and courses offered by a department or institution. This committee plays a pivotal role in ensuring that the educational offerings are relevant, up-to-date, and aligned with the institution's mission and industry standards. Here are the tasks of the committee:

1. Work on the development of programs and courses in the department according to a specific timeline.

2. Review all courses and related matters for transition to the three-semester system.

3. Follow up on all issues related to the academic programs in the department.

4. Conduct a survey of corresponding study programs in colleges and universities to serve as a reference in the development process.

5. Conduct a comparative analysis for the continued development of programs in the department, using the collected references.

6. Develop courses in the department, including creating content, tests, and reference materials for each course.

7. Review the annual reports of the program and academic courses, taking them into consideration during the development process.

8. Examine all conditions related to programs or courses in the Department of English Language and Translation, including admission criteria, course equivalency, and other factors closely tied to program and course development.

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9. Submit a quarterly report (3 reports per academic year) detailing the committee's accomplishments. This is done to measure the committee’s effectiveness, evaluate its members, and submit the reports to the college.

4- Academic Advising Committee

The Academic Advising Committee is a vital entity that focuses on providing guidance and support to students in their academic pursuits. This committee plays a crucial role in ensuring that students receive the necessary resources and information to make informed decisions about their educational journey. Here are the tasks of the committee:

1. Introducing students and orienting them to the department and the university.

2. Familiarizing students with the department’s mission, goals, and vision.

3. Organizing an annual meeting for students with the head of the department.

4. Providing students with accurate information about the college, educational policies, resources, and study programs.

5. Collaborating with the central academic advising unit at the university to address unresolved student issues as per the advising plan at Prince Musaid bin Abdulrahman University.

6. Offering guidance and support to struggling students, and monitoring their progress until they improve their academic performance.

7. Informing students about the available communication channels for obtaining academic support, both from the college and the university as a whole.

8. Reviewing academic issues raised by counselors and working with program management to find solutions.

9. Assisting students with course registration, add/drop procedures, as necessary.

10. Creating a plan to acquaint students with the study program and ensuring their schedule aligns with it.

11. Monitoring and addressing students' issues related to the program and study plan.

12. Compiling a list of students with special needs in the department, identifying the challenges they face, and working towards finding solutions.

13. Collaborating with the scheduling and examination committee to accommodate the needs of students with special requirements.

14. Submitting a quarterly report (three reports in the academic year) on the committee's accomplishments to measure its effectiveness, evaluate its members, and submit it to the college.

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5- Scientific Research Committee

The Scientific Research Committee is a crucial entity dedicated to fostering a culture of research and innovation within the institution. This committee plays a pivotal role in supporting and advancing scholarly activities among faculty and students. Here are the tasks of the committee:

1. Establishing and maintaining an updated database of scientific research within the department.

2. Addressing all matters concerning scientific research conducted by faculty members and presenting them to the department council when necessary.

3. Reviewing tasks referred by the Deanship of Graduate Studies & Academic Research in the college.

4. Providing support, assistance, and problem-solving for faculty members regarding scientific research.

5. Submitting a semester report (three reports per academic year) on the committee's achievements to assess its effectiveness, evaluate its members, and submit it to the college.

6- E-Learning and Learning Resources Committee

The E-Learning and Learning Resources Committee is a crucial entity within educational institutions that focuses on the integration of technology into the learning process and the development and management of digital resources. This committee plays a pivotal role in ensuring that e-learning initiatives are effective, accessible, and aligned with the institution's educational goals. Here are the tasks of the committee:

1. Developing, reviewing, and monitoring electronic courses.
2. Creating and overseeing educational activities in electronic courses using the learning management system.
3. Overseeing the learning management system.
4. Managing the department’s electronic page on the university’s website.
5. Providing suitable educational resources for individuals with special needs to enhance their self-adaptive capabilities and support their academic pursuits.
6. Offering electronic learning materials for both students and faculty members.
7. Conducting training sessions for students and faculty members on how to utilize electronic learning resources available in the central library, the Saudi Digital Library, and the e-learning management system.
8. Coordinating with the Blackboard administration at the university to prepare course templates on the platform.
9. Conducting follow-ups and, if necessary, administering surveys to gauge the satisfaction levels of faculty members and students regarding e-learning and available learning resources.
10. Submitting a quarterly report (three reports per academic year) detailing the committee's accomplishments for measuring its effectiveness, evaluating its members, and then forwarding the report to the college.

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7- High Studies Committee

A High Studies Committee is a crucial entity that oversees the academic and administrative aspects of graduate-level education and research. This committee plays a pivotal role in ensuring the quality and effectiveness of postgraduate programs and supporting the scholarly pursuits of graduate students and faculty. The tasks of the committee are to:

1. Creating and updating a database of graduate students.
2. Discussing all issues related to graduate students and providing a report about them to the Department Council if it is necessary.
3. Discussing the tasks referred to the committee by the Vice Deanship for Graduate Studies.
4. Providing support, assistance, and solving students' problems regarding study schedules.
5. Submitting a quarterly report (3 reports per academic year) on what has been accomplished in the committee to evaluate the committee's progress, and to evaluate he committee members, and then to submit a report to the deanship.

8- Complaints and Grievances Committee

The Grievances Committee in a college or university serves as a crucial entity responsible for addressing and resolving concerns, disputes, or complaints raised by students, faculty, or staff members. This committee plays a vital role in upholding fairness, transparency, and a respectful working or learning environment within the institution. The tasks of the committee are to:

1. Investigate complaints and grievances filed by both students and faculty members.
2. Monitor complaints and grievances filed by students using the grievances system.
3. Follow up on complaints and grievances raised by faculty members.
4. Familiarize students with their rights and the proper channels for seeking recourse within the university, in accordance with established rules and regulations.
5. Inform faculty members about their rights and the appropriate avenues for seeking recourse within the university, in compliance with established rules and regulations.
6. Foster and promote a sense of justice and fairness among students.
7. Foster and promote a sense of justice and fairness among faculty members.
8. Submit quarterly reports (three reports per academic year) to the College of Science and Theoretical Studies detailing the committee's accomplishments. This is done to assess the committee's effectiveness and evaluate its members.

9- Advisory Committee

An advisory committee is a group of individuals, internal and external to the institution, who provide expertise, guidance, and recommendations to support the institution's mission and goals. These committees serve as a valuable resource for strategic planning, program development, and decision-making. Here are the tasks of the committee:

1. Periodically reviewing the Program's mission and objectives and the formulation of general specifications for the Program's graduate.
2. Providing suggestions related to the development of the Program's courses and study plan.

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3. Discussing the annual report of the Program and the results of measuring learning outcomes and performance indicators.
4. Providing recommendations related to strategic initiatives directed to the community and related to scientific research.
5. Recommending the recruitment of distinguished academic and research competencies and expertise to work in the Program.
6. Submitting any other proposals that contribute to developing the Program and improving its performance.

10- The Committee of Equipment, Laboratories and Utilities

The Committee of Equipment, Laboratories, and Utilities is a vital entity responsible for overseeing the acquisition, maintenance, and proper utilization of equipment, laboratories, and utilities necessary for academic and research activities. This committee plays a pivotal role in ensuring that the institution's physical infrastructure supports high-quality education and research endeavors. Here are the tasks of the committee:

1.Using effective strategies and questionnaires to assess the adequacy of facilities, equipment, and infrastructure available in the department.

2. Ensure the safety of hardware, software, and other related facilities and their suitability for the program.

3- Securing and updating the facilities in the department, such as the offices of faculty members and others.

4- Communicating with the relevant authorities in the university in the various branches.

5- Supervising the department's laboratories and ensuring their readiness.

6- Preparing a detailed report on laboratories and devices used in the educational process, facilities, and equipment and submitting it to the department head at the end of each academic semester.

7- Submitting a quarterly report (3 reports per academic year) of what has been accomplished in the committee to measure the committee's outputs, evaluate the members, and submit them to the college.

11- The Committee of Follow up, Admission, Registration, and Schedules

The Committee of Follow-Up, Admission, Registration, and Schedules in a college or university is a crucial administrative entity responsible for managing the admission process, overseeing student registration, and ensuring the smooth operation of academic schedules. This committee plays a pivotal role in ensuring that students have a seamless experience from the initial application process through to their course enrollment. The committee works on:

1. Building students’ schedules in both males and females branches.

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2. Coordinating with the other departments and colleges that offer general requirement courses to create suitable number of classes according to the available timetable.
3. Preparing a teaching load file and assigning a faculty member for each class.
4. Reviewing the registration statistics (before and after students' registration).
5. Ensuring assigning all the classes to the faculty members in the department.
6. Reviewing the teaching load file and forwarding it to the head of the department.
7. Calculating the faculty members' excess teaching hours and forwarding the file to the head of the department for accreditation.
8. Verifying that the number of students in classes have at least reached the minimum capacity and ensuring the merging or deleting of classes that do not meet the criteria.
9. Building the midterm and final exam schedules.
10. Supporting and assisting students and finding solutions to issues relate to their classes or schedules.
11. Preparing a comprehensive report, at the end of each semester, detailing what have been achieved by the committee to assess its performance in achieving its goals.

12- Graduates Follow-up Committee

The Graduates Follow-Up Committee is a vital entity that focuses on maintaining a strong connection with alumni and tracking their progress after graduation. This committee plays a crucial role in gathering valuable feedback from graduates, understanding their experiences in the job market, and using this information to enhance the quality of education and services provided by the institution. The committee works on:

1. Establishing a database of graduates from the Department of English Language and Translation for both undergraduate and master's levels.

2. Creating a database of employers and the institutions where graduates are employed.

3. Assessing the level of graduate satisfaction.

4. Evaluating employers' satisfaction levels and their perspectives on employment.

5. Conducting surveys to gather feedback from graduates and beneficiaries.

6. Monitoring the challenges encountered by department graduates as they enter the job market.

7. Maintaining communication with graduates to foster strong relationships and to glean insights for the development of academic plans, research, and training.

8. Facilitating meetings for graduates or involving them in student activities to enhance their engagement with the department.

9. Providing quarterly reports (three reports per academic year) detailing the committee's achievements for the purpose of measuring its outputs, evaluating its members, and submitting them to the college.

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13- Committee of Developing the Skills of Faculty Members

A Committee for Developing the Skills of Faculty Members is a crucial component within a college or university that focuses on enhancing the professional development and expertise of teaching staff. This committee plays a pivotal role in ensuring that faculty members have access to resources, training, and opportunities for growth, ultimately benefiting the quality of education provided by the institution. The tasks of the committee are:

1- Studying the shortcomings in the skills of faculty members.
2- Organizing training courses to develop the skills of faculty members
3- Organizing the participation of faculty members in courses, conferences, and workshops.
4- Informing the faculty members of the department of any courses organized by the university and following up their attendance to these courses.
5- Submitting a quarterly report (3 reports per academic year) of what has been accomplished in the committee to measure the committee's outcomes and evaluate the members and submit them to the college.

14- Students' Activities and Events Committee

The Student Activities and Events Committee is an essential component that focuses on planning, organizing, and executing a diverse range of extracurricular activities and events for students. This committee plays a crucial role in enhancing the overall college experience by providing opportunities for personal growth, skill development, and social engagement.

The tasks of the committee are to:

1. Prepare and implement a timetable for student events and activities.

2. Coordinate with departmental units and committees regarding student events and activities.

3. Organize various student events, including scientific, cultural, and social activities.

4. Showcase students' talents within the department and work on refining, developing, and displaying their skills.

5. Enhance students' scientific and academic skills by organizing workshops, seminars, and courses.

6. Nominate students to participate in various cultural and scientific events both within and outside the university.

7. Arrange departmental events, such as meetings and student sessions with university leaders.

8. Execute all tasks assigned to the Committee by the Head of the Department and the Dean.

9. Document the work and achievements of the committee by preparing reports, capturing photos, and collecting news to compile an annual report file for the Head of the Department.

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10. Submit quarterly reports (three reports per academic year) detailing the committee's accomplishments for the purpose of measuring its outputs, evaluating its members, and submitting them to the college.

15- Examinations Committee

The Examinations Committee is a pivotal entity responsible for overseeing and ensuring the integrity, accuracy, and fairness of the examination process. This committee plays a crucial role in upholding academic standards and providing a structured framework for the assessment of students' knowledge and skills. The tasks of the committee are to:

1. Prepare and organize schedules for mid-term, final, and alternative tests for courses offered by the department. Ensure the accuracy of course codes, titles, dates, and times of exams entered in the Banner system for all courses. Verify their conformity with the approved schedules of the college.

2. Resolve any issues that may arise during the examination periods.

3. Monitor the delivery of exams by coordinators in all formats, including paper copies and alternative tests. Create them on the Blackboard system and verify their accuracy with the copies approved by the head of the department.

4. Provide clear instructions to exam coordinators on how to handle exams, including publishing and designing. Relay any instructions issued by relevant authorities, including emergency situations, violations of regulations and instructions, and new directives from higher administrations, department, or college. This also involves clarifying the administrative procedures related to exams, such as cases of deprivation and submissions, as well as dealing with technical problems.

5. Follow up on the exam correction process. Confirm with coordinators the necessity of completing the correction within the approved time frame set by the relevant authorities.

6. Prepare lists of exam coordinators and reviewers in the department. Continuously monitor their adherence to the instructions issued by the central examination committee. This includes preparing and creating exam questions, verifying the accuracy of exam properties, and ensuring correct entry into the system with proper formatting.

7. Communicate and coordinate with the supervisors of the university branches regarding exam preparations. Ensure the receipt and delivery of any files related to the exams (paper questionnaires, attendance and absence records, paper exams, student lists for exams). Coordinate their submission to the department.

8. Submit quarterly reports (three reports per academic year) on the committee's accomplishments. Use these reports to measure the committee's outputs, evaluate its members, and submit them to the college.

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16- Community Service Committee

1. Organizing a workshop for the department to introduce social responsibility and presenting evidence
2. Filling out the list of responsible courses
3. Filling out the responsible course forms at the end of the semester
4. Uploading the projects proposed by the department
5. Permanent coordination with the department regarding community service.
6. Working to enhance the department's outputs in the field of community service and encourage its staff to participate in community service
7. Providing the necessary technical and cognitive support to the department's staff to activate community service
8. Supervising the procedures for documenting the department's outputs in the field of community service and its performance indicators and providing the University Vice Presidency for Branches with the required information by following the approved mechanism
9. Listing the difficulties and obstacles that limit the activation of community service in the department
10. Carrying out any other tasks related to community service
11. Submitting a report each semester on what was accomplished in the committee to measure the committee's outputs and evaluate the members and submit it to the college

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