English-Arabic Specialized Translation Master's Program

Quality Management System Handbook

جامعة الأميرة نورة بنت عبدالرحمن
Princess Nourah bint Abdulrahman University

المملكة العربية السعودية
وزارة التعليم
جامعة الأميرة نورة بنت عبدالرحمن
وكالة الكلية للبحث والابتكار والأعمال
إدارة الدراسات العليا ـ كلية اللغات

We are all responsible

2024/1446

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1. Introduction

The programs of the College of Languages at Princess Nourah bint Abdulrahman University provide a cohesive system of educational experiences, where each part contributes to enhancing the quality and quantity of learning expected from the student. Among these programs is the **Master Program - Specialized Translation from Arabic to English and Vice Versa**, which includes all the courses and requirements that a student must study to qualify for a master's degree in specialized translation.

This program is not a set of separate courses taught independently of one another; instead, each course complements and reinforces what is taught in other courses. Therefore, each course must be planned as part of an integrated program and presented as approved.

The program can be defined as an academic track that includes several courses designed for the student to obtain a degree and may contain a project or research component. The design and planning of the program are crucial to achieving the desired academic levels, and attention must be given to external references related to higher education, such as the **National Center for Assessment and Academic Accreditation Standards**, the **National Qualifications Framework**, and any other relevant professional development considerations.

The program follows a strict system to meet quality requirements aligned with the needs of the labor market, monitored through specific and announced committees and mechanisms, in accordance with the quality management system applied at the University and the College of Languages.

Based on and adapted from the University QMS, this handbook is intended to be a guide for the program quality process and facilitate the procedures for closing the loop in accordance with quality standards and academic accreditation. It embraces the four stages of the quality cycle represented in the following figure:
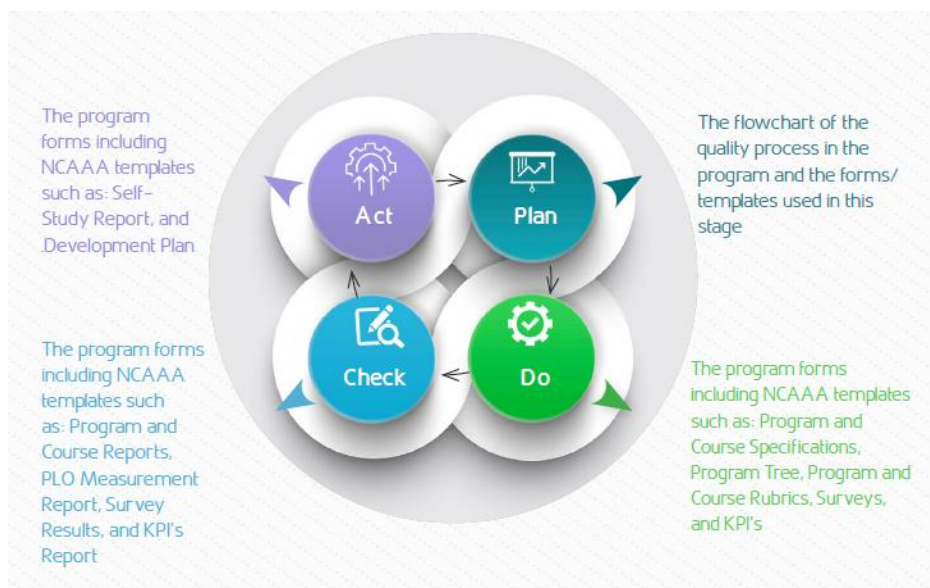
2. Part One: Planning

This part includes the organizational structure of the quality management in the program and outlines the role of Graduate Studies Deanship in supporting the program. It also gives an overview of the program team and committees, outlining their tasks and authorities.

2.1 The Organizational Structure of the Quality System in the Program
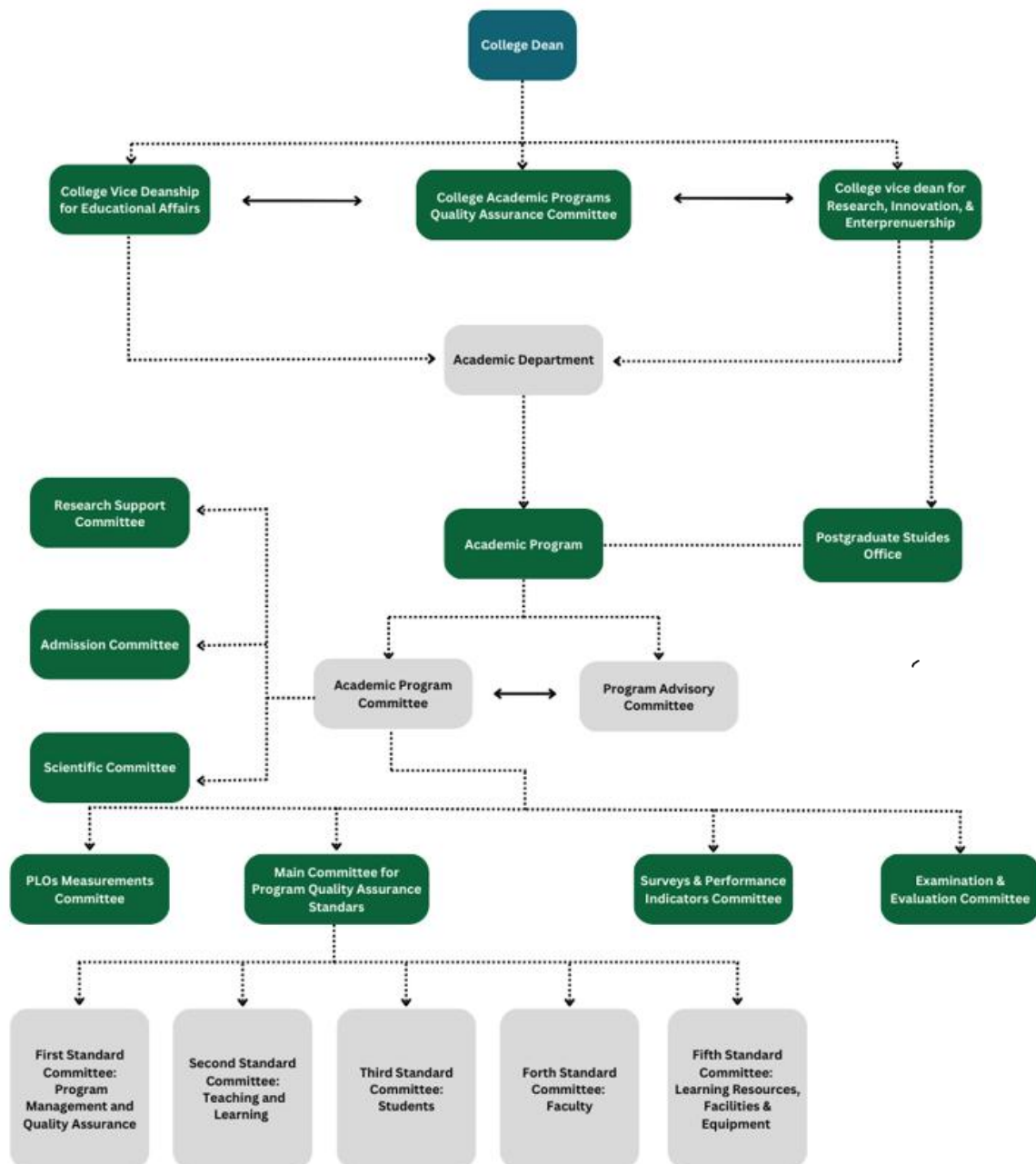
2.2 The Role of the Graduate Studies Deanship in Supporting the Program

The quality processes for postgraduate programs are regulated in the same manner as those for undergraduate academic programs. Below is an explanation of the role of the Graduate Studies Deanship (GSD) in supporting postgraduate programs, as represented in the following tracks:

1. The first track is related to the procedures for establishing or developing local or joint postgraduate programs.
2. The second track involves monitoring the preparation for program accreditation.

The 1st Track: The Process of Establishing or Developing Local or Joint Postgraduate Programs:
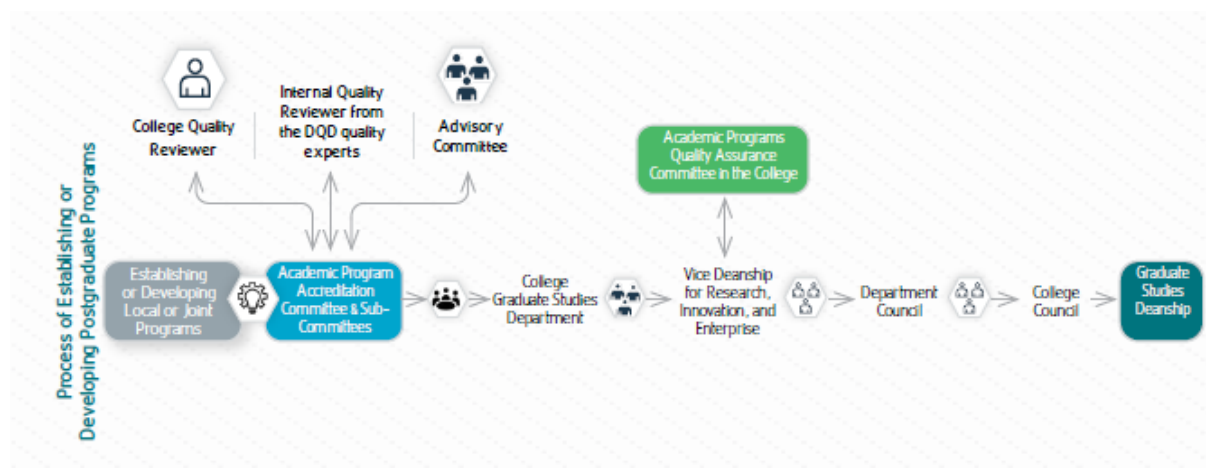

Establishing or Developing Local Postgraduate Programs:

Postgraduate programs at PNU are approved in accordance with Article 5 of the Regulations Governing Postgraduate Studies in Universities and their Executive Rules, as outlined below:

1. The Program Committee submits the proposal to the Graduate Studies Department at the college after completing all the necessary steps to establish the program. The department then sends it to the Vice Deanship for Research, Innovation, and Enterprise. Throughout this process, the Program Committee maintains ongoing communication with its supporting entities to gather feedback and suggestions for any needed changes or improvements. The proposal is first reviewed by the College's Quality Reviewer, then by the Advisory Council, and finally by the expert reviewer at the Development and Quality Deanship (DQD).
2. The Vice Deanship for Research, Innovation, and Enterprise forwards the proposal to the Quality Assurance Committee to verify that all requirements have been met and to provide feedback.

3. The proposal is presented to the relevant Department Council, in accordance with paragraph 4 of Article 7 of the Regulations Governing Postgraduate Studies in Universities.
4. If the proposal is approved, it is then submitted to the College Council for final approval, in compliance with the relevant regulations and guidelines.
5. If approved, the College Council forwards the proposal to the Graduate Studies Deanship, in accordance with Paragraph 4 of Article 7 of the Regulations Governing Postgraduate Studies in Universities.
6. The Vice Deanship for Programs and Development at the Graduate Studies Deanship reviews the proposed program to ensure it meets all requirements, and then presents it to the Standing Committee for Programs at the Graduate Studies Deanship.
7. The Vice Deanship for Programs and Development at the Graduate Studies Deanship submits the proposed program to the Standing Committee for Programs at the Graduate Studies Deanship after it has met all the requirements as per the committee's recommendations.

Establishing Joint Postgraduate Programs:

1. A joint committee is formed from the relevant departments, colleges, universities, or research institutions, including specialists in the program's field. This committee is responsible for developing a detailed proposal for the program, in accordance with the regulations governing the approval of programs as outlined in the Regulations Governing Postgraduate Studies in universities.
2. The joint program proposal is presented to the relevant Department and College Councils, and their recommendations are then submitted to the Standing Committee for Graduate Studies, which will forward the recommendation to the University Council.
3. A standing committee for the approved joint program is established by a decision of the University Council, in accordance with the regulations and rules governing standing committees as outlined in Article 9 of the Regulations Governing Postgraduate Studies in Universities.

QR Code for Postgraduate Studies Forms and Committees

The 2nd Track: Monitoring the Preparation for Program Accreditation:

The Graduate Studies Deanship (GSD) monitors the timeline provided by the Development and Quality Deanship (DQD) for the approval of postgraduate programs, ensuring it aligns with the submitted schedule.
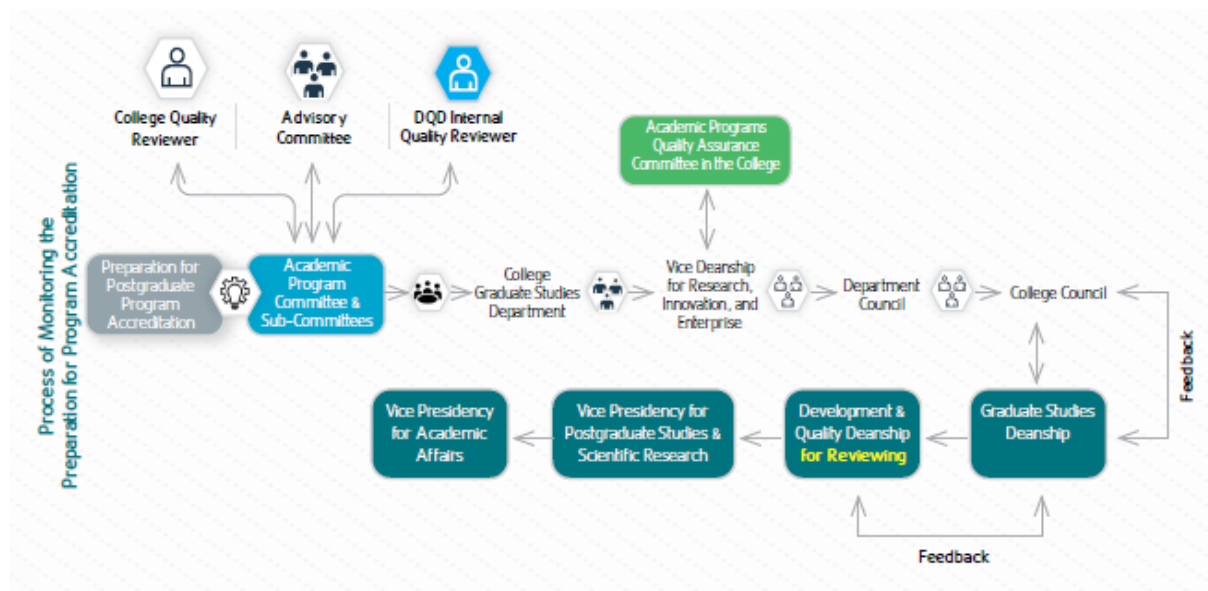
In this track, the quality process begins with:

1. The Academic Program Accreditation Committee, which works closely with supporting entities to receive feedback and suggestions for improvement. The accreditation documents are first reviewed by the college quality reviewer, then by the Advisory Council, and finally by expert reviewer at the Development and Quality Deanship (DQD).
2. The documents are then submitted to the Graduate Studies Department at the college and from there to the Vice Deanship for Research, Innovation, and Enterprise.
3. The College's Vice Deanship for Research, Innovation, and Enterprise sends The Accreditation documents to the Quality Assurance Committee to check if all requirements are met and to provide feedback. After that, the accreditation documents are submitted to the Department Council.
4. The accreditation documents are then submitted to the College Council for approval. Following this, they are sent to the Graduate Studies Deanship to ensure all accreditation requirements are met, and then to:

5. The Development and Quality Deanship (DQD) for document review and submission to the Vice Presidency for Postgraduate Studies and Scientific Research, which then forwards the documents to the Vice Presidency for Academic Affairs.

Program Accreditation Application Form – (Postgraduate Programs)

Required Documents for the Review Visit - (Postgraduate)

Annual Program Report – (Postgraduate)

Course Report – (Postgraduate)

Course Specification Form – (Postgraduate)

Program Specification Form – (Postgraduate)

2.3 Program team

Program Director Tasks:

1. Conduct meetings with the program committee (at least three sessions per semester) to verify the activation of the quality management system (QMS) and all aspects related to program development and improvement, ensuring the closing of the quality loop.
2. Supervise the implementation of program quality assurance procedures assigned to the academic program committee.
3. Oversee the implementation of recommendations from the program advisory committee meetings.
4. Prepare the development plan (Action Plan) for the program in coordination with the program committee and follow up on its execution.
5. Verify the completion of the program quality documents and archive them electronically for approval by the Head of Department, who forwards them to the Department of Quality in Education and Learning at the college.
6. Provide technical and logistical oversight for the peer and mock visits (Mock Visit) and external review visits to the program, in coordination with the academic program committee.
7. Nominate "Quality Friends" from among the students to the Head of Department.
8. Perform any other tasks assigned in the field of specialization.

Assistant to the Program Director Tasks:

1. Coordinate the main program committees' activities, schedule their work, and supervise the archiving of their minutes.
2. Follow up on the implementation of the program's operational and developmental plans.
3. Perform any additional tasks as needed.

Assistant to the Program Director for Academic Accreditation Affair Tasks:

1. Oversee the work of the subcommittees of the main committee for program quality assurance standards.
2. Assist the Program Director in uploading accreditation documents to the accreditation body's portal.
3. Ensure that the self-study reports and their hyperlinks are completed.
4. Work on the periodic program follow-up report after accreditation.

Assistant to the Program Director for Quality Affairs (Quality Coordinator) Tasks:

1. Monitor the submission of quality requirements by faculty members in the program (e.g., exam samples, student work, learning outcomes assessment reports, etc.).
2. Review course reports and prepare a development plan based on these reports, ensuring that success statistics are accurate.
3. Supervise procedures related to the "Jadeer" system.
4. Ensure that laboratories are ready and that safety procedures are in place.

Administrative Quality Coordinator for the Program Tasks:

1. Attend program committee meetings and draft minutes as directed by the Program Director.
2. Follow up on administrative procedures to facilitate and expedite the work of the Program Committee.
3. Monitor the program's email daily and respond to emails.
4. Review the completion of requirements, identify gaps, and report them to the program director.
5. Perform electronic archiving of quality documents.
6. Communicate effectively with the College's Quality Coordinator regarding the required quality and accreditation forms.
7. Perform any other tasks assigned in the field of specialization.

Academic Program Committee and Sub-Committees

General Description:

The Academic Program Committee is responsible for ensuring the quality of the program, as well as qualifying the program for academic accreditation, and monitoring its continuous improvement.

Authority:

The Academic Program Committee is under the authority of the Academic Department.

Membership:

The Committee is formed by the Head of the Academic Department to which the program is affiliated, based on a proposal from the Program Director. The membership of the committee is as follows:

• Department Head (if applicable) *	Chair
• Program Director	Vice chair
• At least 3 faculty members	Members
• Administrative Quality Coordinator	Secretary

Tasks:

1. Spreading the culture of quality and academic accreditation and building the capabilities of the program members to work in favor of quality assurance and academic accreditation.
2. Planning for the program quality assurance and achieving academic accreditation.
3. Implementing the Quality Management System of PNU (PNU-QMS) and developing a quality management manual for the program that includes the responsibilities of the academic program committees and ensuring its alignment with the PNU-QMS.
4. Implementing the recommendations of the Program Advisory Committee.
5. Monitoring the implementation of the program quality assurance procedures that include but are not limited to: (the program and course specifications, preparing the program and course annual reports, preparing the Self-Study Report, activating surveys, measuring KPIs, and the program operational plan [Action Plan]).
6. Organizing an external mock review visit for the program.
7. Submitting accreditation documents, preparing the program members for the external review visit, and ensuring the validity of the program's response to

NCAAA recommendations, in coordination with the Deanship of Development and Quality.

8. Overseeing the program continuous process of development and improvement.
9. Submitting the comprehensive program report to the Teaching and Learning Quality Manager.

Operation:

a. Meetings:
The committee holds periodic meetings upon the invitation of its Chair, with no less than three meetings in each semester.

b. Decision Making:
Decisions are taken unanimously. In case of disagreement, votes are taken, and the Chair shall have the casting vote when votes are equal.

c. Term of Membership:
The term of membership is a full academic year, and members may renew their terms according to developments.

Program Learning Outcomes Assessment and Measurement Committee
General Description:

The Program Learning Outcomes Assessment and Measurement Committee is a sub-committee of the Academic Program Committee. It is responsible for measuring and assessing the learning outcomes of the program.

Membership:

The committee is formed by the Head of the Academic Department to which the program is affiliated, based on a proposal from the Program Director. The membership of the committee is as follows:

- Program Director   Chair
- Faculty Member   Vice-Chair
- Coordinators of the concerned courses/levels/pathways   Members
- Administrative Quality Coordinator   Secretary

Tasks:

1. Reviewing the program learning outcomes and ensuring their alignment with the program objectives.

2. Designing the program and courses rubrics and their measurement methods and ensuring their alignment.
3. Identifying the direct and indirect PLOs assessment methods based on the program specification and ensuring their appropriateness, as well as approving any amendment if needed, such as updating the program specification.
4. Addressing the PLOs assessment methods and making recommendations to the Program Committee.
5. Developing the PLOs measurement plan and determining the courses and levels through which the learning outcomes will be measured.
6. Following up the action plans and development plans of measuring the PLOs.
7. Preparing the program final reports on achieving the learning outcomes and identifying points of strengths, needs and suggestions for development to present them to the Academic Program Committee.

Operation:

a. Meetings:
The committee holds periodic meetings upon the invitation of its Chair, with no less than two meetings in each semester.

b. Decision Making:
Decisions are taken unanimously. In case of disagreement, votes are taken, and the Chair shall have the casting vote when votes are equal.

c. Term of Membership:
The term of membership is a full academic year, and members may renew their terms according to developments.

Examination and Evaluation Committee

General Description:

The Examination and Evaluation Committee is a sub-committee of the Academic Program Committee. It is responsible for analyzing, following up and reporting on the students' exams results, and providing recommendations and improvement plans.

Membership:

The committee is formed by the Head of the Academic Department to which the program is affiliated, based on a proposal from the Program Director. The membership of the committee is as follows:

- Program Director   Chair
- Faculty Member   Vice-Chair

• Coordinators of the concerned courses/levels/pathways	Members
• Administrative Quality Coordinator	Secretary

Tasks:

1. Developing a plan to review the exams and distributing the tasks among faculty members.
2. Ensuring that the value points for answering each question of the exam are matched to the marking scheme approved by the Program Learning Outcomes Assessment and Measurement Committee.
3. Reviewing the questions of exams and ensuring their alignment with the intended learning outcomes.
4. Calculating and analyzing the results of the exams each semester and providing the appropriate recommendations.
5. Reviewing the results of exams according to the exams review plan and verifying students' final results with the mark sheets in all the courses before submitting the results.
6. Calculating and analyzing the results of field training and graduation projects and courses that are not assessed by final exams each semester and providing the appropriate recommendations.
7. Identifying the courses that have high deviations, reviewing the comments on students grades in these courses' reports, and preparing a report on the reasons of deviation.
8. Investigating students' exam-related issues (students excused absences, re-marking requests, grievances of students related to grades) before submitting them to the Department Council.
9. Receiving and investigating students' exam-related complaints and recommending the legal actions to be taken before submitting them to the Department Council.
10. Suggesting the appropriate training for faculty members on assessment methods such as, workshops for developing exams questions.
11. Preparing and submitting an annual report on the committee activities to the Program Committee.

Operation:

a. **Meetings:**

The committee holds periodic meetings upon the invitation of its Chair, with no less than two meetings in each semester.

b. Decision Making:

Decisions are taken unanimously. In case of disagreement, votes are taken, and the Chair shall have the casting vote when votes are equal.

c. Term of Membership:

The term of membership is a full academic year, and members may renew their terms according to developments.

Surveys and Performance Indicators Committee

General Description:

The Surveys and Performance Indicators Committee is a sub-committee of the Academic Program Committee. It is responsible for activating quality surveys, collecting the program performance indicators data and values, and monitoring the program improvement and development plans.

Membership:

The committee is formed by the Head of the Academic Department to which the program is affiliated, based on a proposal from the Program Director. The membership of the committee is as follows:

• Program Director	Chair
• Faculty Member	Vice-Chair
• At least 3 faculty members	Members
• Administrative Quality Coordinator	Secretary

Tasks:

1. Preparing and monitoring the Activation Plan for the program's surveys and performance indicators.
2. Conducting a performance benchmarking and comparison at the program level.
3. Monitoring surveys response rates and increasing them by publishing the surveys links among target groups.
4. Collecting and analyzing the program's performance indicators values.
5. Presenting and addressing the results to the Academic Program Committee.
6. Preparing the necessary program surveys and KPIs reports and ensuring the implementation of the development plans.
7. Preparing and submitting the final reports the Academic Program Committee.

Operation:

a. Meetings:

The committee holds periodic meetings upon the invitation of its Chair, with no less than two meetings in each semester.

b. Decision Making:

Decisions are taken unanimously. In case of disagreement, votes are taken, and the Chair shall have the casting vote when votes are equal.

c. Term of Membership:

The term of membership is a full academic year, and members may renew their terms according to developments.

Main Committee for Program Quality Assurance Standards

General Description:

The Main Committee for Program Quality Assurance Standards is a committee of the Academic Program Committee that is responsible for ensuring the fulfillment of quality standards and requirements in the academic program.

Membership:

The committee is formed by the Head of the Academic Department to which the program is affiliated, based on a proposal from the Program Director. The membership of the committee is as follows:

- The Main Committee for Program Quality Assurance Standards is formed under the chairmanship of the Department Head. The committee includes the Program Director as the Vice-Chair, and five members of the teaching staff in the program (who have experience and sense of responsibility), as well as the program administrative quality coordinator, so that each member of the teaching staff is responsible of each standard (taking into consideration sustaining the work team as much as possible).
- The sub-committees of the Main Committee for Program Quality Assurance Standards are formed so that the chair of each sub-committee is a member of the Main Committee. The memberships of the sub-committees consist of at least two members of the teaching staff in the program. The formation of the Main Committee and its sub-committees is approved by the Department and College Councils.

The Main Committee for Program Quality Assurance Standards:

- Department Head   Chair
- Program Director   Vice-Chair

• Chairs of the Standards Sub-Committees	Members
• Administrative Quality Coordinator	Secretary

The Sub-Committees of the Main Committee for Program Quality Assurance Standards:

- **Standard One (Program Management and Quality Assurance): Committee Chair:** The Program Director and four members.
- **Standard Two (Teaching and Learning): Committee Chair:** A faculty member and four other members.
- **Standard Three (Students): Committee Chair:** A faculty member and two other members.
- **Standard Four (Teaching Staff): Committee Chair:** A faculty member and two other members.
- **Standard Five (Learning Resources, Facilities and Equipment): Committee Chair:** A faculty member and two other members.

Tasks:

Chair of the Main Committee for Program Quality Assurance Standards:

1. Leading and organizing the program accreditation activities.
2. Preparing an implementation plan with a specific timeline to complete the accreditation requirements.
3. Overseeing the sub-committees to ensure the implementation of the required tasks within the specified dates.
4. Supervising and monitoring the implementation of the action plans submitted by the sub-committees.
5. Supervising the training of the academic, technical and administrative members in the College and qualifying them regarding accreditation requirements and standards.
6. Supervising the dissemination of quality and accreditation culture.
7. Documenting stages of completion in approved meeting minutes and following up on them.
8. Reviewing the interim and final completion reports.
9. Supervising the mock visit and external review visits, in coordination with the Program Director.
10. Arranging for the initial evaluation visit by the Deanship of Development and Quality.
11. Leading the meetings, distributing tasks, and communicating with the work team.
12. Supervising the preparation of the evidence room to receive the review team, in coordination with the Program Director.

13. Following-up on the annual follow-up report for the accredited program.
14. Monitoring the achievements of fulfilling the conditions for the accredited program (if applicable).

Chairs of the Sub-Committees:

1. Examining the program current status on fulfilling each standard.
2. Developing an Action Plan to meet each standard and ensure achieving academic accreditation.
3. Preparing the program's members and stakeholders (students/ alumni/ employers) for the external review visit by holding workshops to inform them about the Program Self-Study Report.
4. Preparing the final version of the Program Self-Study Report by preparing the part of the assigned standard.
5. Fulfilling the recommendations of the Review Panel Report after the Accreditation Visit.
6. Leading the meetings, distributing tasks, and communicating with the work team.
7. Meeting the requirements of the Annual Follow-up Report for the accredited program.
8. Meeting the requirements of fulfilling the conditions for the accredited program (if applicable).

Members of the Sub-Committees:

1. Gathering the appropriate evidence based on accreditation requirements and standards.
2. Monitoring the process of activating the program's surveys and reports.
3. Completing KPIs data collection and reports.
9. Preparing the initial draft of the Program Self-Study Report by preparing the part of the assigned standard.
4. Fulfilling the independent opinion comments on the Program Self-Study Report.
5. Working on the Annual Follow-up Report for the accredited program.
6. Working on fulfilling the conditions for the accredited program (if applicable).
7. Preparing monthly and periodic achievements reports.
8. Attending the meetings.

Operation:

a. Meetings:

The committee holds periodic meetings upon the invitation of its Chair, with no less than one meeting in each semester.

b. Decision Making:

Decisions are taken unanimously. In case of disagreement, votes are taken, and the Chair shall have the casting vote when votes are equal.

c. Term of Membership:

The term of membership is a full academic year, and members may renew their terms according to developments (taking into consideration sustaining the work team as much as possible).

Program Advisory Committee

General Description:

The Program Advisory Committee includes academic and professional members who represent various sectors of the job market. They play an advisory role, offering insights into the latest developments in the job market to ensure the curriculum remains relevant and responsive to evolving industry needs and professional standards.

Membership:

The committee is formed by the Head of the Academic Department to which the program is affiliated, based on a proposal from the Program Director. The membership of the committee is as follows:

• Department Head (if applicable) *	Chair
• Program Director	Vice-chair
• 3-5 experienced faculty members	Members
• 3-5 stakeholders from the job market	Members
• 2-3 professionals and external academics	Members
• 1-2 alumni	Members
• 1-2 students who are members of the Student Council	Members
• Administrative Quality Coordinator	Secretary

Tasks:

1. Actively contributing to identifying the needs of professional institutions and providing advice and suggestions that help in developing the program and curriculum to meet the labor market requirements in the Kingdom.

2. Encouraging professional institutions in both the public and private sectors to participate in training and educational programs, including short courses, workshops, lectures, and seminars offered by the program.
3. Contributing to the review of the mission, goals, objectives, and performance indicators of the academic program considering scientific and technological developments and labor market requirements, by offering academic and professional insights related to education, scientific research, and community service.
4. Contributing to the review of the targeted learning outcomes at both the program and course levels and assessing their alignment with the national qualifications' framework and the needs of the labor market.
5. Contributing to the review of the program description and its annual reports, providing a thorough perspective on the curriculum and courses in terms of their relevance, uniqueness, and ability to achieve the program's goals and outcomes, and offering feedback that contributes to the preparation of development and continuous improvement plans for the program.
6. Evaluating all the program's curricular and extracurricular activities considering academic accreditation standards.
7. Reviewing the program's performance indicators and recommending the selection of appropriate external benchmarking comparisons.
8. Reviewing the characteristics of the program's graduates, which should be reflected in the mission and in the targeted learning outcomes.

Operation:

a. Meetings:

The committee holds periodic meetings upon the invitation of its Chair, with no less than one meeting in each semester.

b. Term of Membership:

The term of membership is a full academic year, and members may renew their terms according to developments.

Program Admission Committee
General Description:

This Committee is formed when admission in the program is open. It is made up of three members of the program.

Tasks:

1. Ensuring that the admission requirements are met by the applicants.
2. Conducting personal interviews for those who meet the requirements.
3. Ranking the accepted applicants according to the criteria for selection.
4. Writing a report on the admission procedures and the results of the interviews, and submitting it to the Department Council for approval.

Program Scientific Committee

General Description:

This Committee is formed when thesis students enroll in the thesis course and start writing their proposals. It consists of the potential supervisors of the students. It is made up of three to five members of the program depending on the number of students.

Tasks:

1. Providing support to students while writing their research proposals.
2. Discussing students' proposals in a seminar once they are ready to be submitted to the department.
3. Assisting the students in completing the necessary administrative procedures to obtain official approvals for their research proposals.

Program Research Support Committee

General Description:

This Committee is formed by the Head of the Department based on the recommendation of the Committee Chair. The Chair of this Committee should be a professor or associate professor. At least one third of its members should be research-active faculty members.

Tasks:

1. Establishing a research plan.
2. Providing mentorship for early career faculty members.
3. Forming research groups to work on topics related to the research priorities.
4. Involving postgraduate students in conducting and publishing research papers.
5. Monitoring the Program Research Plan.
6. Writing a report on the program research activities to be submitted to the Program Committee.

2.5 The Program's Electronic Quality Management System

Jadeer is an electronic system to manage all the processes and procedures of quality assurance standards and academic accreditation. It helps the program obtain, save, and document data with high accuracy, ensuring efficient management and governance of quality assurance processes.

The system offers several features and units to facilitate managing and monitoring quality procedures starting from the program establishment and linking it to the University's Mission and Vision. The most important units available include:

Curriculum Unit:

It is where PLOs are formulated and linked with the CLOs, and where assessment methods are identified by the course coordinators.

KPI Unit:

It helps in monitoring KPI measurement.

Survey Unit:

It is where different kinds of surveys are built.

Faculty Performance Unit:

It is a portfolio documenting faculty achievements.

Accreditation Unit:

It provides features such as task and deadlines identification and appointing reviewers, etc.

Jadeer provides users with the following links:

Link to TechCare	https://techcare.pnu.edu.sa/HEAT
Jadeer Manual	Handbooks
Jadeer Forms	Forms
Training Course on Jadeer	https://voicethread.com/share/17979725/ https://voicethread.com/share/17331491/ https://voicethread.com/share/18776585/

3. Part Two: Doing

This part highlights the significance of and roles of the Program Tree, Program Specification, Course Specification, Thesis Specification, Translation Project Specification, Field Experience Specification, PLOs Assessment, and KPIs.

3.1 Program Tree

The Program Tree is significant in developing academic programs as it demonstrates the connection between the program mission, objectives and learning outcomes, which is reflected in the Course Learning Outcomes. It also shows how the Program Mission aligns with the College and University Missions.

4. Professional behaviors and leadership skills with sensitive awareness and effective participation in social responsibility.

3. Critical analysis and reflection in conducting advanced research and developing a fuller understanding of specialized translation

2. Sophisticated information management, corpora, online technology and computer-aided translation skills

1. Fundamental theoretical knowledge and practical skills necessary for specialized translation

Aligned PLOs

PLO-3.1 (V1)

PLO-3.2 (V2)

Aligned PLOs

PLO-1.1 K1

PLO-1.2 K2

PLO-2.2 S2

PLO-2.4 (S4) TPT

PLO-2.4 (S4) التّ

Aligned PLOs

PLO-2.1 (S2)

PLO-2.3 (S3)

PLO-2.4 (S4) TPT

Aligned PLOs

PLO-1.1 (K1)

PLO-1.2 (K2)

PLO- 2.1 (S1)

PLO- 2.3 (S3)

PLO-2.4 (S4) TPT

PLO-3.1 (V1)

PLO-1.1

TRAN 811
TRAN 833
TRAN 821
TRAN 801
TRAN 812
TRAN 831
TRAN 832
TRAN 803
LING 821
LING 822
Thesis TRAN 823
LING 822
LING 821
TRAN 841 Internship
TRAN 822

PLO-1.2

TRAN 812
TRAN 813
TRAN 814
TRAN 831
TRAN 832
TRAN 803
Thesis TRAN 823
TRAN 841 Internship
TRAN 822

PLO-2.1

TRAN 811
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TRAN 814
TRAN 831
TRAN 832
Thesis TRAN 823
TRAN 841 Internship
TRAN 822

PLO-2.2

TRAN 811
TRAN 801
TRAN 812
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LING 821
LING 822
Thesis TRAN 823
TRAN 822

PLO-2.3

TRAN 801
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PLO-2.4 TPT

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TRAN 841 Internship
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The Program Specification serves as a framework that outlines the Program's Structure, Objectives, and Expectations. It ensures that educational goals are met, and academic standards are maintained. The specification includes the Program Mission, Objectives, Graduate Attributes, and the PLO-CLO Alignment Matrix. These element in our program are as follows:

Program Mission

The program prepares world-class female graduates both academically and professionally in various fields of Arabic/English specialized translation through the integration of high-quality education, advanced scientific research, social responsibility partaking and leadership preparation.

Program Goals

The overall goal of this program is to participate in building up the Saudi knowledge-based economy. The program's specific goals are to:

1. Equip the next generation of world-class female translators with the fundamental theoretical knowledge and practical skills necessary for high-quality specialized translation in the fields needed in the current job market,
2. Integrate sophisticated information management, corpora, online technology and computer-aided translation skills as part of the translation process,
3. Promote the role of critical analysis and reflection in conducting advanced research and developing a fuller understanding of specialized translation within diverse cultural and linguistic contexts, and
4. Combine professional behaviors and leadership skills with sensitive awareness and effective participation in social responsibility.

Program Learning Outcomes:

Thesis Track:

Knowledge and Understanding:	
K1	To thoroughly discuss translation theories, models and research methods.
K2	To elaborate on the linguistic and extra-linguistic issues of translation.
Skills:	
S1	To produce specialized translations that meet professional standards.
S2	To justify translation choices, highlighting decision-making processes.
S3	To effectively utilize appropriate translation resources and advanced technological tools.
S4	To conduct high level translation-related research.

Values, Autonomy, and Responsibility:	
V1	To comply with professional standards and translation ethics.
V2	To collaborate with peers in work teams to complete tasks related to research and social responsibility.

Translation Project Track:

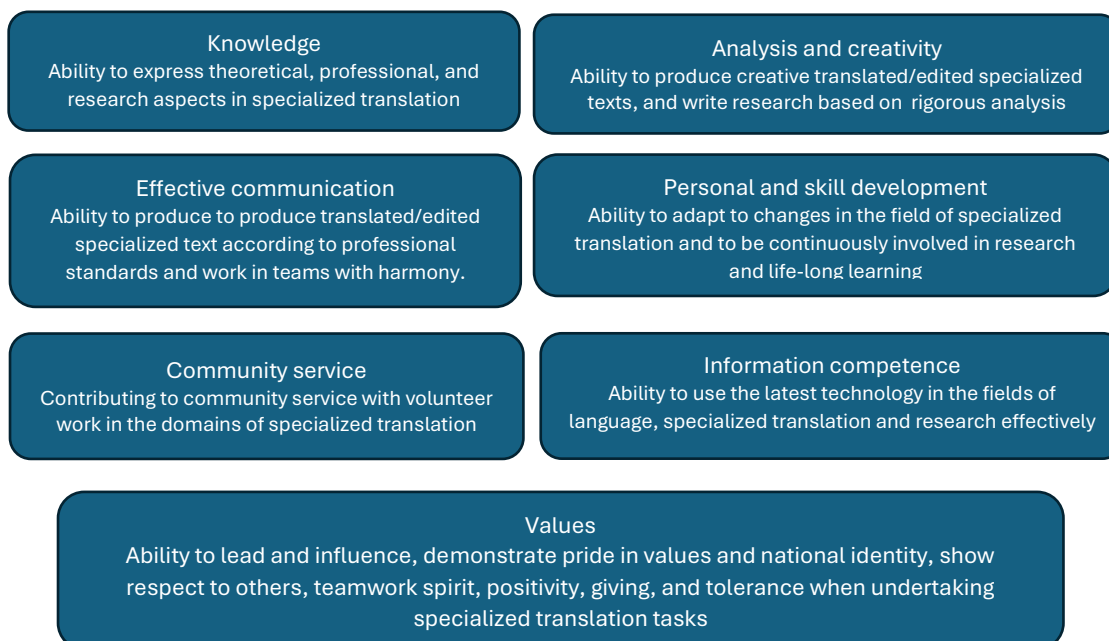| **Knowledge and Understanding:**	
K1	To thoroughly discuss translation theories, models and research methods.
K2	To elaborate on the linguistic and extra-linguistic issues of translation.

Skills:	
S1	To produce specialized translations that meet professional standards.
S2	To justify translation choices, highlighting decision-making processes
S3	To effectively utilize appropriate translation resources and advanced technological tools.
S4	To perform advanced translation editing tasks.

Values, Autonomy, and Responsibility:	
V1	To comply with professional standards and translation ethics.
V2	To collaborate with peers in work teams to complete tasks related to research and social responsibility.

Graduate Attributes:

Knowledge
Ability to express theoretical, professional, and research aspects in specialized translation

Analysis and creativity
Ability to produce creative translated/edited specialized texts, and write research based on rigorous analysis

Effective communication
Ability to produce to produce translated/edited specialized text according to professional standards and work in teams with harmony.

Personal and skill development
Ability to adapt to changes in the field of specialized translation and to be continuously involved in research and life-long learning

Community service
Contributing to community service with volunteer work in the domains of specialized translation

Information competence
Ability to use the latest technology in the fields of language, specialized translation and research effectively

Values
Ability to lead and influence, demonstrate pride in values and national identity, show respect to others, teamwork spirit, positivity, giving, and tolerance when undertaking specialized translation tasks

3.3 Course Specifications:

The course specifications are important in guiding the teaching and learning processes in specific courses. They provide detailed information about what is expected from both students and instructors for a particular course, including its content, learning outcomes, assessment methods, and instructional approach. The CLOs should be 3 to 6, aligned with the PLOs, and categorized under the three learning domains.

3.4 Thesis Specification

Our master's program culminates in the completion of a thesis, for the thesis track, where students demonstrate their research skills and contribute original insights to the field of translation. The thesis course specification serves as a roadmap clarifying its objectives, CLOs, requirements, assessment methods, and procedures.

3.5 Translation Project Specification

Our master's program culminates in the completion of a translation project and a commentary, for the translation project track, where students demonstrate their translation skills. The translation project course specification serves as a roadmap clarifying its objectives, CLOs, requirements, assessment methods, and procedures. The course forms can be found here.

3.6 Field Training Specification

Another culminating experience for the translation project track students is the completion of a field training or internship that lasts for about 10 weeks in Level 4. The Filed training course specification serves as a roadmap clarifying its objectives, CLOs, requirements, assessment methods, and procedures. All the relevant training forms can be found here.

3.7 Learning Outcomes Assessment Procedures

The evaluation process is one of the most important elements in the educational process. Recent international trends in learning are seeking to adopt a learning outcome-based method. Learning outcomes are statements that identify what students are expected to know and be able to do after completing a specific program or course. Various assessment methods are used to measure the extent to which the intended learning outcomes for the programs and courses are achieved. The evaluation process also helps in reviewing and developing the methods and strategies of teaching, learning and assessing based on the results of measurement and analysis.

Assessment activities are mechanisms for judging the extent to which the students have achieved the Program Objectives and Learning Outcomes.

Therefore, it is very important to measure and monitor students' performance accurately and measure their achievement of the program learning outcomes periodically, provided that these processes are subject to the principles, policies and organizational procedures undertaken by the Examination Committee at the program level.

The Learning Outcomes Assessment and Measurement Committee is responsible for verifying the efficiency and accuracy of the measurement and assessment processes in terms of objectivity, transparency and effectiveness, as well as the existence of binding procedures for those in charge of the measurement and assessment processes. Furthermore, verifying the use of mechanisms and tools that ensure the continuous quality of the processes.

Guidelines on CLOs and PLOs Assessment:

1. CLOs of every course should be assessed as per the assessment plan outlined in the course specification.
2. Assessment methods are reviewed for every course by the Examination Committee.
3. CLOs assessment is undertaken using the Excel sheet which has the correct mathematical formulas inserted.
4. PLOs are assessed as per the assessment plan constructed for every cycle.
5. The PLOs are assessed based on the assessment of the CLOs aligned with them in different courses.
6. Every PLO is assessed using at least two courses.

a. Surveys:

Surveys are the most important means of indirect assessment. They are an effective method for collecting data and information on a specific topic. A survey consists of a form that includes a set of items and questions answered by a sample of the study population. The aim is to gather opinions and attitudes, identify strengths and areas for improvement, all of which contribute to enhancing performance.

The Development and Quality Deanship (DQD) has created eight surveys simultaneously with its establishment in 1435 AH to measure the satisfaction with the university services and the quality of the educational process based upon the requirements of NCAAA.

There are several surveys developed by the Deanship of Development and Quality, which are implemented in the program, and are displayed in the following table:

	Survey type	Survey purpose	Target group	Activation
1	Course Evaluation Survey	The survey aims to gather students' opinions on the courses they have studied in the program.	Students	Week 12 of the 1st and 2nd semester

2	Program Evaluation Survey at end of the program	The survey aims to gather students' opinions on the program and their educational experience.		
3	Alumni Evaluation Survey of the program	The survey aims to gather graduates' opinions on the program they graduated from.	Alumni	
4	Employer Evaluation Survey of PNU Graduates	The survey aims to explore the extent to which employers are satisfied with the work-related knowledge and skills of the graduates	Employers	Week 10 of the 1st semester until the end of the academic year
5	Student Satisfaction Survey with the university's services and environment	The survey aims to gather students' opinions on the environment and services provided by the university.	Students	
6	Faculty Member Satisfaction Survey with the university's services and environment	The survey aims to gather faculty opinions on the environment and services provided by the university.	Faculty members	

Surveys Activation:

The surveys are activated through the Electronic Quality System, within a time plan announced by the Department of Indicators and Reports of DQD. The Indicators and Reports Department monitors performance across colleges and institutes by activating surveys for both the college and program levels, extracting results, and providing the College Teaching and Learning Quality Management with feedback. This feedback is used to construct developmental plans aimed at enhancing and improving services provided to beneficiaries.

Survey Calculation Methods:

1. Calculating the average responses of the exploratory sample to the survey items electronically.
2. Measuring the responses to the open-ended questions electronically.
3. Extracting the results at the university, college, program, and course levels.
4. Calculating the percentage of responses at the college level using the equation:
5. The number of responses from the colleges and the number of participating students from the college are divided by the total number of participants from all colleges. Points of improvement and development are identified based on the survey results, considering the average score that is valued at less than 3.75. If the target is achieved, the value is increased by a rate of (0.10) in the survey items that are at the programs and college level. Also, consideration should be given to the disagreement rate in positively polarized items, which should be less than 20%, and for negatively

polarized items, identifying values where the disagreement rate is less than 80% as areas for improvement. If the response rate for all items is zero, this indicates a malfunction in the survey activation. While it's not essential to address all weaknesses, prioritizing those of higher importance is crucial. This process requires different sectors of the university, each according to its role, to take necessary measures for development to enhance satisfaction levels with the quality of the educational process, university services, and environment. This will ultimately contribute to achieving the university's goals and aspirations.

The following QR code includes all the survey forms:

The survey development plan form can be found here:

b. KPIs

Performance indicators are important tools for evaluating the quality of educational institutions and programs and monitoring their performance. Key performance indicators (KPIs) are measured using several tools, such as surveys, statistical data, etc. according to the nature and objective of each indicator.

Program Performance Indicators:

Program performance indicators contribute to measuring the performance of the academic program, which are consistent with the program accreditation standards. The PLO committee is responsible of the program performance indicators.

Performance Levels for Indicators:

The academic program identifies the following values for each of the KPIs:

1. Actual performance level.
2. Target performance level.
3. Internal performance level (Internal Benchmark).
4. External performance level (External Benchmark).
5. New target performance level.

Purpose of KPIs Analysis:

- Identifying the actual level of performance compared to the target levels.
- Identifying the reasons behind low performance.
- Identifying obstacles and risks.
- Comparing the values of the indicators against distinguished programs.
- Formulating recommendations for performance improvement and creating development plans based on the improvement opportunities.
- Determining the person responsible for implementing the recommendations (development plans) and the expected period of implementation.

Measuring KPIs:

KPIs should be measured during the academic year to evaluate the quality of academic programs and monitor their performance. The following are the general steps of the KPIs measurement process:

1. The program analyzes the KPIs results to identify strengths and weaknesses.
2. The program prepares a comprehensive report on the program KPIs that includes the following points:
   o Measurement.
   o Results.
   o Analysis (identifying strengths and weaknesses).
   o Comparisons by positions.
   o Positive or negative change in performance.
   o Recommendations.
   o Development plan.

4. Part Three: Checking (Assessment)

At this stage, the program should have collected and analyzed the results of measuring the learning outcomes at the level of the program to identify points of strengths and areas of improvement in the program. This part includes the following elements: Course Report, Field Experience Report, Annual Program Report, which includes the PLO assessment results, the survey and KPIs results.

4.1 Course Report:

One of the main tasks assigned to faculty members is filling out the course report form at the end of each semester. Faculty members shall fill out the course report clearly and accurately and complete all the required data as it is the main source of the development and improvement processes in the program. The course report includes several elements, the most important of which are:

1. Students' results, comments and recommendations on the results.
2. Table of course learning outcomes assessment results and recommendations based on the results.
3. Topics not covered (if any) and their impact on learning outcomes and the compensating actions.
4. Teaching strategies and assessment methods.
5. Methods of verification of the credibility of students' results.
6. Course development plan (if any).

4.2 Field Experience Report:

The field experience report form shall be filled out by the faculty member with the participation of the field supervisor. The field experience report includes several elements, the most important of which are:

1. Students' results and comments and recommendations on the results.
2. Table of field experience learning outcomes assessment results and recommendations based on the results.
3. Difficulties and challenges and their impact on the program and the compensating actions taken.
4. Field Experience Development Plan.

4.3 Program Annual Report:

The Program Report is completed by the end of the academic year. It should include the following:

1. A Follow-up Table to monitor the implementation of last year's Developmental Plan.
2. Program statistics including result analysis.
3. An overview of PLO assessment including course reports recommendations.

4. Program activities, including academic advising and support, faculty training, academic research and innovation, and societal partnerships.
5. Using surveys to assess the program performance, including: course assessments, PLO assessment, peer review results, and KPI results.
6. The challenges encountered and their impact on the program and how they were addressed.
7. Program Developmental Plan.

5. Part Four: Improvement

This part is concerned with the program Development Plans and closing the Quality Loop and preparing the Program Self-Study Report.

5.1 Development Plans and Closing the Quality Loop

The improvement phase focuses on monitoring the implementation of development plans derived from various sources such as: the reports of the programs, relevant committees, surveys, KPIs, or feedback from stakeholders) to identify and execute improvement steps through action plans with defined timelines and responsibilities. It also includes ensuring compliance with academic program self-evaluation requirements based on program quality assurance standards and preparing for program accreditation. This phase utilizes development plan templates and accreditation documentation. The program's development and improvement plans are based on the following elements:

- Course Reports: all course reporsts are collected and discussed in the Program Committee, then included in the Program Report by the Program Director.

- CLOs Report issued by the Program CLOs Committee.

- Surveys: development plans are created based on the lower averages of each survey.

- Recommendations from the program committees relevant to quality assurance processes, which are mentioned in this quide.

- Recommendations from training entities and employers based on reports and feedback of the relevant surveys.

- Performance Indicators: according to the annual indicators report issued by the Surveys and Performance Indicators Committee.

5.2 Program Self- Study Report (SSRP):

The Periodic Self-Study Review of the academic program is considered an entry point to continuous improvement of the performance, and preparation of the necessary development plans. The SSRP is considered one of the most important components of the accreditation

requirements that are submitted to NCAAA, as it provides a clear and comprehensive idea of the reality of this program and helps the external review team in evaluating the performance and the extent to which the specified criteria have been met.

Purpose of the Program Self-Study:

1. Evaluating the performance of the academic program and achieving the desired goals.
2. Determining the quality level of the program outcomes and the extent to which the study plan objectives are achieved.
3. Continuous planning to develop the program outcomes and strengthening the bonds with the community and meeting its needs.

The Importance of Self-Study:

The SSRP is the core document for both the internal and external evaluation of the academic program and the cornerstone in the development of the academic process. This is achieved through the following:

1. The participation of all faculty members and employees in preparing and writing the SSRP, as quality is a collective responsibility.
2. Identifying strengths and areas of improvement and enhancing transparency through internal quality reviews.
3. Committing to making distinguished academic and scientific changes aimed at building a culture of distinguished learning in the program.

Stages of the Self-Study Process:

Stage 1: Providing the Necessary Resources:

This stage aims to provide the necessary human and financial resources to start preparing the Program Self-Study.

1. Human Resources: the program shall form the main committee for accreditation Standards.
2. Financial Resources: the program shall allocate the financial budget to meet the needs and activities of the Program Self-Study.

Stage 2: Reviewing the Academic Program:

The purpose of this stage is to review the basic components of the academic program in accordance with the requirements of academic accreditation and identify strengths and areas of improvement.

1. Analyzing the reality of the academic program considering the program accreditation standards:

The purpose of analyzing the program reality is to provide a critical and objective analysis of the program, to know the strengths, areas of improvement, available opportunities and threats impacting the academic program, based upon the program accreditation standards.

2. Reviewing the program specification:

   The purpose of the review is to ensure that the academic program provides the appropriate amount of knowledge, skills, values, and field-experience training that are comprehensive and current.

3. Reviewing the course specifications:

   The purpose of the review is to verify that all courses in the program fulfill the learning activities according to accurate planning and organization, leading the students to achieve the course learning outcomes.

Stage 3: Preparing the Self-Study Report (SSRP):

In this stage, the program prepares a written document of the self-study and supporting annexes, including sufficient evidence that proves fulfilling the standards of program accreditation, and completing all the contents of the SSRP form.

1. Preparing a draft of the SSRP:

The Main Committee for Accreditation shall divide the preparation of the SSRP among the sub-committees that were formed with respect to each of the program accreditation standards. Each sub-committee prepares an initial draft of the SSRP for the assigned NCAAA standard, including all the supporting data and evidence.

2. Preparing the final version of the SSRP:

The Main Committee for Accreditation shall unify the reports of the subcommittees into one report, while ensuring the consistency of its contents, eliminating repetition, and completing shortcomings.