



Program Specification

(Bachelor)

Program:	Bachelor of Translation
Program Code (as per Saudi university ranking):	023103
Qualification Level:	Sixth
Department:	Translation
College:	College of Languages & Translation
Institution:	Najran University
Program Specification:	New <input type="checkbox"/> updated* <input type="checkbox"/>
Last Review Date:	12 /3/2024

*Attach the previous version of the Program Specification.

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A. Program Identification and General Information

1. Program's Main Location :

College of Languages & Translation, Najran University (Male and Female Section)

2. Branches Offering the Program (if any):

No branches.

3. Partnerships with other parties (if any) and the nature of each: None

4. Professions/jobs for which students are qualified

-Graduates are prepared to work basically as translators and interpreters in the various fields and institutions.

-To run translation companies and offices.

5. Relevant occupational/ Professional sectors:

-Public sector: Ministries of Culture, Media, Interior, Tourism, Defense, and Health, etc.

-Private sector: translation companies, translation offices, Saudi Telecommunication companies, Islamic Call centers, etc.

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. No tracks	137	translators and interpreters
2.		
3.		
...		

7. Exit Points/Awarded Degree (if any): NA

exit points/awarded degree	Credit hours
1.	
2.	
3.	

8. Total credit hours: (137)

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

To excel in Arabic/English/Arabic translation teaching and training, to develop the students' translation, research and critical thinking skills to align with labour market needs, and to provide community services.

2. Program Goals:

1. Providing students with comprehensive knowledge in the fields of translation and interpreting.
2. Developing students' problem-solving and critical thinking skills in written translation in all its kinds.
3. Developing students' skills of simultaneous and consecutive interpreting and audiovisual translation.
4. Developing students' research skills to pursue their post-graduate studies.
5. Developing students' skills of employing machine translation programs and computer-assisted translation tools.
6. Training students in work locations to meet labour market needs of qualified and professional translators and interpreters.

3. Program Learning Outcomes*

Knowledge and Understanding

K1	Identify grammatical, morphological, structural, semantic and syntactic rules of written and spoken English as well as translation strategies and methods.
K2	Specify the necessary specific terminology needed for translating specialized texts.
K3	Distinguish cultural, contextual, and stylistic differences between SL and TL texts.
K4	
K...	

Skills

S1	Interpret spoken discourse efficiently and professionally.
S2	Master cutting-edge technological devices efficiently in the fields of translation and interpreting.
S3	Translate different text types (Arabic/English/Arabic) efficiently and professionally.
S4	Analyze the cultural, contextual, stylistic, grammatical, and morphological differences Between SL and TL texts.
S...	

Values, Autonomy, and Responsibility

V1	Bear responsibility for self-study and self-improvement.
V2	Have ethics of translation and interpreting professions.
V3	Show self-confidence during the activities and tasks assigned.
V4	

*Add a table for each track or exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	6	12	8.76
	Elective	-	-	0
College Requirements	Required	4	11	8.2
	Elective	-	-	0
Program Requirements	Required	37	108	78.83
	Elective	-	-	0
Capstone Course/Project		1	6	4.38
Field Training/ Internship		0	0	0
Residency year		0	0	0
Others		-	-	0
Total		48	137	100

* Add a separated table for each track (if any).

2. Program Courses

* Include additional levels (for three semesters option or if needed).

** Add a table for the courses of each track (if any)

Level	Course Code	Course Title	Required or Elective	Pre- Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	111سليم	Introduction to Islamic Culture-1	Required	-	2	University
	Eng111	English Grammar-1	Required	-	3	Department
	Eng112	Listening & Speaking-1	Required	-	3	Department
	Eng113	Writing-1	Required	-	3	Department
	Eng114	Reading-1	Required	-	3	Department
	201عرب	Language Skills	Required	-	2	University



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 2	112 سلم	Islamic Culture-2	Required	111سلم	2	University
	Eng121	English Grammar-2	Required	Eng111 English Grammar-1	3	Department
	Eng122	Listening and Speaking-2	Required	Eng112 Listening & Speaking-1	3	Department
	Eng123	Writing-2	Required	Eng113 Writing-1	3	Department
	Eng124	Reading-2	Required	Eng114 Reading-1	3	Department
	202عرب	Arabic Composition	Required	-	2	University
Level 3	113سلم	Islamic Culture-3	Required	-	2	University
	Eng211	English Grammar-3	Required	Eng121 English Grammar-2	3	Department
	Eng212	Listening & Speaking-3	Required	Eng122 Listening and Speaking-2	3	Department
	Eng213	Writing-3	Required	Eng123 Writing-2	3	Department
	Eng214	Reading-3	Required	Eng124 Reading-2	3	Department
	Eng215	Vocabulary-1	Required	-	3	Department
Level 4	114سلم	Islamic Culture-4	Required	-	2	University
	Eng221	Pronunciation of English	Required	-	3	Department
	Eng222	Listening & Speaking-4	Required	Eng212 Listening & Speaking-3	3	Department
	Eng223	Writing-4	Required	Eng213 Writing-3	3	Department
	Eng224	Reading-4	Required	Eng214 Reading-3	3	Department
	Eng225	Vocabulary-2	Required	Eng215 Vocabulary -1	3	Department





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 5	Arab301	Writing Skills	Required		3	College
	Eng311	Introduction to Linguistics	Required		3	Department
	Trans315	Introduction to Translation	Required		3	Department
	Trans316	Lexicology	Required		3	Department
	Eng 317	Morphology & Syntax	Required		3	Department
	Eng218	Translation & Culture	Required		2	Department
Level 6	Arab302	Arabic Grammar	Required		3	College
	Trans317	Contrastive Linguistics	Required	Eng 311	2	Department
	Trans322	Semantics	Required	Eng 311	3	Department
	Trans323	Text Linguistics and Translation	Required	Trans 311	2	Department
	Trans324	Stylistics	Required		2	Department
	Trans325	Theories of translation	Required	Trans315	3	Department
	Trans326	Computer-Assisted Translation	Required	Trans315	3	Department
Level 7	Arab 401	Specialized Writing	Required	Arab 301	2	College
	Trans411	Simultaneous & Consecutive Interpreting	Required	Trans315	3	Department
	Trans412	Translating Political & Economic Texts	Required	Trans315	3	Department
	Trans413	Summary Translation	Required	Trans315	3	Department
	Trans414	Translating Military and Security Texts	Required	Trans315	3	Department
	Trans415	Translating Scientific and Technological Texts	Required	Trans315	3	Department



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 8	Arab402	Stylistic Applications	Required	Arab401	3	College
	Trans421	Translating Legal Texts	Required	Trans315	3	Department
	Trans422	Translating Islamic Texts	Required	Trans315	3	Department
	Trans423	Translating Literary Texts	Required	Trans315	3	Department
	Trans424	Translation Project	Required	Trans315	6	Department

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

[Translation Dept. Revised CSs 2024 \(Current Plan\)](#)

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance (*I = Introduced* *P = Practiced* *M = Mastered*).

Add a separated table for each track (if any).

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	----
Course . عرب201...						I				I	
Course .. سلم111..						I				I	
Course .. Eng114..	I					I				I	
Course . Eng113...	I					I				I	



Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	----
Course Eng112....	I					I				I	
Course Eng111....	I					I				I	
Course .. 202.. عرب						P				P	
Course . سلم 112...						P				P	
Course . Eng124...		P				P				P	
Course Eng123....		P				P				P	
Course Eng122....		P				P				P	
Course .. Eng121..		P				P				P	
Course113سلم		P				P				P	
CourseEng21 5		P				P				P	
CourseEng21 4		P				P				P	
CourseEng213		P				P				P	
CourseEng212		P				P				P	
CourseEng211		P				P				P	
Courseسلم114		P				P				P	
Course Eng22	P					P				P	
Course Eng224	P					P				P	
Course Eng223	P					P				P	



Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	----
Course Eng222	P					P				P	
Course Eng221	P					P				P	
Course Eng 218			P			P				P	
Course Eng 317	P					P				P	
Course Trans316	P		P			P				P	
Course Trans315		P				P				P	
Course Eng311	P					P				P	
Course Arab301						P				P	
Course Trans326	P		P		P	P		P		P	
Course Trans3 25	P		P		P	P		P		P	
Course Trans3 24	P		P		P	P		P		P	
Course Trans3 23	P		P		P	P		P		P	
Course Trans3 22	P		P		P	P		P		P	
Course Trans3 17	P		P		P	P		P		P	
Course Arab30 2	P		P		P	P		P		P	





Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	----
Course Trans415	M		M		M	M				M	
Course Trans414	M		M		M	M				M	
Course Trans413	M		M		M	M				M	
Course Trans412	M		M		M	M				M	
Course Trans411	M		M		M					M	
Course Arab 401										M	
Course Trans424	M		M		M	M				M	
Course Trans423	M		M		M	M				M	
Course Trans422	M		M		M	M				M	
Course Trans421	M		M		M	M				M	
Course Arab402	M		M		M	M				M	

5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

Knowledge and Understanding		Teaching Strategies
K1	Identify grammatical, morphological, structural, semantic and syntactic rules of written and spoken English as well as translation strategies and methods.	Lectures Discussions Presentations
K2	Specify the necessary specific terminology needed for translating specialized texts.	Lectures Discussions Presentations
K3	Distinguish cultural, contextual, and stylistic differences	Lectures





	between SL and TL texts.	Discussions Presentations
Skills		
S1	Interpret spoken discourse efficiently and professionally.	Lectures Discussions Presentations Role-Playing Rubric for assignment
S2	Master cutting-edge technological devices efficiently in the field of translation and interpretation studies.	Lectures Discussions Presentations Rubric for assignment
S3	Translate different text types from English into Arabic and vice versa efficiently and professionally.	Lectures Discussions Presentations Rubric for assignment
S4	Analyze the cultural, contextual, stylistic, grammatical, and morphological differences Between SL and TL texts.	Lectures Discussions Presentations Rubric for assignment
Values, Autonomy, and Responsibility		
V1	Bear responsibility for self-study and self-improvement.	Observation card
V2	Have ethics of translation and interpretation professions.	Observation card
V3	Show self-confidence during the activities and tasks assigned.	Observation card

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

Knowledge and Understanding		Assessment Methods
K1	Identify grammatical, morphological, structural, semantic and syntactic rules of written and spoken English as well as translation strategies and methods.	Midterm Exam Assignments Quizzes Final Exam
K2	Specify the necessary specific terminology needed for translating specialized texts.	Midterm Exam Assignments Quizzes



		Final Exam
K3	Distinguish cultural, contextual, and stylistic differences between SL and TL texts.	Midterm Exam Assignments Quizzes Final Exam
Skills		
S1	Interpret spoken discourse efficiently and professionally.	Midterm Oral Exam Interviews Presentations Assignments Quizzes Final Oral Exam Surveys
S2	Master cutting-edge technological devices efficiently in the field of translation and interpretation studies.	Midterm Exam Assignments Final Exam Surveys
S3	Translate different text types from English into Arabic and vice versa efficiently and professionally.	Midterm Exam Assignments Quizzes Final Exam Surveys
S4	Analyze the cultural, contextual, stylistic, grammatical, and morphological differences Between SL and TL texts.	Midterm Exam Assignments Quizzes Final Exam Surveys
Values, Autonomy, and Responsibility		
V1	Bear responsibility for self-study and self-improvement.	Self-learning strategies
V2	Have ethics of translation and interpretation professions.	Self-learning strategies
V3	Show self-confidence during the activities and tasks assigned.	Self-learning strategies

D. Student Admission and Support:

1. Student Admission Requirements

The Translation Department has set clearly defined criteria for student admission and registration, approved by the Translation Department Council; they are as follows:

1. The applicant must hold a General Certificate of High Education or equivalent from within or outside the Kingdom.
2. The age of the applicant must not exceed 25 years for males and 30 years for females.
3. The applicant must pass all university or college-required tests.
4. The applicant must submit all documents required by Admission & Registration Deanship on time.
5. The applicant must score no less than 50% in the General Aptitude Test and Achievement Test.
6. a. The applicant must not have previously been academically or disciplinarily dismissed, taking into consideration Paragraph 4 of Article 20 in Study & Tests Regulations.
b. The applicant must not be restricted or accepted in another educational institution.
7. Medical fitness is required for applicant's major; if not, Admission & Registration Deanship may change his/her admission to another major in conformity with his/ her health status or reject his/her admission.
8. Any other conditions specified by the University Council at the time of application.
9. Meeting any other requirements specified by the Translation Program.

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- Holding orientation for first-level students.
- Informing the students with rules of postponing study of some courses or semesters.
- Informing the student with his/her rights & duties inside the Faculty as well as rules & penalties in case of breaching the University's system and regulations.
- Urging the students to read the instructions declared by Students' Affairs Deanship and attending related seminars.
- Providing the students with academic advising guidebook.

3. Student Counseling Services

(Academic, professional, psychological and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level)

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advising:

Every Teaching staff is available 6 hours per week for student consultations (office hours, in addition to (4) hours for academic advising.

- 1- Selecting an academic advisor for the Program.
- 2- Selecting an academic advisor for each study level in the Program.
- 3- Students are divided according to their levels among faculty members for academic counseling and consultation.
- 4- Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
5. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
- 6- Complaints and suggestions file is assigned to a particular committee faculty member for discussion and problem solving.
- 7- Academic Advising icon is activated online through the University portal.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

Through the program academic advisors, the following procedures are implemented:

- Preparing an academic file including the student's data & having all data online.
- Informing the students with courses addendum & deletion timetable and ways of doing that manually & electronically.
- Declaring the teaching schedule for the students including time and place of lectures as well as solving any related problems.
- Being fully acquainted with courses names, codes & prerequisites.
- Declaring the University annual study calendar and study start date for both semesters.
- Following-up the academic progress of students.
- Educationally & academically guiding & helping the students.
- Being acquainted with the students' problems especially those affecting his/her academic progress & working on solving them.
- Informing the student with his/her rights & duties inside the college as well as rules & penalties in case of breaching the University's system and regulations.
- Guiding & helping low-grade or academically weak students.
- Examining, following-up and guiding frequent absentees.
- Setting and following-up a plan by the faculty's Graduates Unit for professional development in the light of beneficiaries' virtual needs.
- The Program declares all teaching staff academic advising and office hours to facilitate contacting the teaching staff members at specified times.

As for psychological and social consulting services, since the program teaching staff are neither specialized social workers nor psychiatrists, students suffering from psychological and social problems are referred by their concerned academic advisors to the Central Unit for Academic Counseling, Preparatory Year Deanship campus.

As for professional consulting services, the program students get a field professional training in the expected work locations and concerned public institutions.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

For low achievers, disabled students the following procedures are implemented: -

- Arranging extra remedial classes;
- break learning into small steps;
- administer probes;
- supply regular, quality feedback;
- use diagrams, graphics and pictures to augment what they say in words;
- provide ample independent, well-designed intensive practice.

For gifted and talented students, they are honored and given credit certificates at Department Ceremony to encourage them maintain their excellent academic achievement and creativity.

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	-	1	--	2	1	
Associate Professor	-	1	--	2	2	
Assistant Professor	-	1	---	1	1	
Lecturer	--	2	--	1	1	
Teaching Assistant	--	7	--	1	1	
Technicians and Laboratory Assistant	1	--	--	2	2	
Administrative and Supportive Staff	6	--	--	-	-	
Others (specify)	--	--	--	-	-	

The needed numbers of faculty members, technicians and employees are determined by the Head of the Department.

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

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

- 1) Using Internet databases to determine some learning resources that can be helpful in teaching the Program courses and they are included in each course specification.
- 2) A contract is made between the University and an accredited bookshop, and a similar list of textbooks & references needed to be prepared or copied with sufficient numbers for the students before the beginning of the academic year.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

(Library, laboratories, classrooms, etc.)

- Two highly-equipped language laboratories in each section.
- College library
- Classrooms are equipped by sophisticated overhead projectors (data shows)
- Many First Aid kits
- English Language & Translation Club

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

There is a number of health and safety arrangements in the college classrooms and labs such as First Aid kits, fire extinguishers, central air-conditioning, etc.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.

https://nejranuniversity-my.sharepoint.com/:w:/g/personal/mamohsen_nu_edu_sa/EfV4womfKaxProSs9-nyaosBWQs3VHyHorDdIXLaHUAd-A?e=gTIKJ6

2. Procedures to Monitor Quality of Courses Taught by other Departments

Formal Communication with Heads of these departments.

3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

The Translation Program is only offered at Najran University main campus, with no other branches or locations. Since the inception of Translation Program, offered in both Male and Female Sections, the Department administration follows the university approved policies and procedures in both Male and Female Sections to ensure the unified use of the program study plan, program specification, course specifications, textbooks and materials in both sections. To achieve this end, the program administration uses the following means:

- Correspondences Tracking Systems (CTS)
- Site visits to both sections
- University emails of teaching staff
- Observations through visiting Quality Corner in both sections.

4. Assessment Plan for Program Learning Outcomes (PLOs),

Translation Program measures its learning outcomes through two methods:

- In terms of its Courses, Course Learning outcomes (CLOs) are assessed through midterm exams, assignments/ quizzes and final exams. In general, these LOs are measured every semester and reported in the Combined Overall Courses Report, which reflects to what extent every course LOs have been achieved or not. The Program approved target percentage of every LO is 60%.
- By the end of the program, expected graduates' learning outcomes through administering an Exit exam which measure the program LOs; target percentage of every LO is 60%. Calculation of Program LOs are made through an Excel LOs program which gives accurate results of the achieved and non-achieved LOs. The Exit Exam is prepared, administered and marked by members of Admission & Exit Exam Committee under the supervision of the Head of Translation Department. A Standardized Exam Report is written by this committee and presented to the Head of the Department, including strengths, weaknesses and improvement plans.

Program Learning Outcomes	Assessment Methods	Timeline	Person(s) Responsible	Criteria for Success	Use of Results
Knowledge					
K1 Identify grammatical, morphological, structural, semantic and syntactic rules of written and	Assignments and/or quizzes. Midterm exam Final exam	Weeks 5-8 Weeks 10-11 Weeks 16-17	Faculty	Demonstration of key concepts for and terminology related to the English language	Identify areas for improvement in teaching methods and curriculum



	spoken English as well as translation strategies and methods.	Surveys				
K2	Specify the necessary specific terminology needed for translating specialized texts.	Assignments and/or quizzes. Midterm exam Final exam Surveys	Weeks 5-8 Weeks 10-11 Weeks 16-17	Faculty	Demonstration of ability to use the necessary specific terminology needed for translating specialized texts.	Identify areas for improvement in teaching methods and curriculum
K3	Distinguish cultural, contextual, and stylistic differences between SL and TL texts.	Assignments and/or quizzes. Midterm exam Final exam Surveys	Weeks 5-8 Weeks 10-11 Weeks 16-17	Faculty	Demonstration of ability to distinguish cultural, contextual, and stylistic differences between SL and TL texts.	Identify areas for improvement in teaching methods and curriculum
S1	Interpret spoken discourse efficiently and professionally.	Assignments and/or quizzes. Midterm oral exam Final oral exam Surveys	Weeks 5-8 Weeks 10-11 Weeks 16-17	Faculty	Demonstration of ability to interpret spoken discourse efficiently and professionally.	Identify areas for improvement in teaching methods and curriculum
S2	Master cutting-edge technological devices efficiently in the field of translation and interpretation studies.	Assignments and/or quizzes. Midterm oral exam Final oral exam Surveys	Weeks 5-8 Weeks 10-11 Weeks 16-17	Faculty	Effective use of translation and interpretation programs and tools.	Identify areas for improvement in teaching methods and curriculum

S3	Translate different text types from English into Arabic and vice versa efficiently and professionally.	Assignments and/or quizzes. Midterm oral exam Final oral exam Surveys	Weeks 5-8 Weeks 10-11 Weeks 16-17	Faculty	Accurate and fluent translation of texts from English to Arabic and vice versa, demonstrated through clear and coherent writing and/or speaking.	Identify areas for improvement in teaching methods and curriculum
S4	Analyze the cultural, contextual, stylistic, grammatical, and morphological differences Between SL and TL texts.	Assignments and/or quizzes. Midterm oral exam Final oral exam Surveys	Weeks 5-8 Weeks 10-11 Weeks 16-17	Faculty	Demonstration of ability to analyze the cultural, contextual, stylistic, grammatical, and morphological differences Between SL and TL texts.	Identify areas for improvement in teaching methods and curriculum
V1	Bear responsibility for self-study and self-improvement.	Observation card / Rubrics	All through the program	Program Coordinator and Faculty	Evidence of self-reflection and self-awareness, identification of strengths and areas for improvement, and willingness to learn and adapt to new situations	Use feedback to improve curriculum and teaching methods to better promote student autonomy and self-improvement
V2	Have ethics of translation and interpretation professions.	Observation card/ Rubrics	All through the program	Faculty	Clear articulation of ethical principles and values, evidence of critical evaluation and reflection, and demonstration of ethical	Identify areas for improvement in curriculum or teaching methods to better promote ethical behavior and decision-making

					decision-making skills	
V3	Show self-confidence during the activities and tasks assigned.	Observation card/ Rubrics	End of each semester	Faculty	Faculty and/or peers	Effective communication and collaboration, successful completion of tasks, and demonstration of self-confidence

For assessing Translation Project, we have created rubrics to ensure fairness of correction. The rubric is as follows

1. Review & evaluation of the first part completed by each individual student.
2. Review & evaluation of the second part completed by each individual student.
3. Review & evaluation of the third part completed by each individual student.
4. Assessment of the whole project through presentations by individual students, comments of the instructor then submission of the project for final assessment.
5. Correction by at least 2 faculties and a presentation by the student.

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of Teaching	Students, graduates, alumni, faculty, program leaders	Surveys, interviews, visits	Beginning of semesters, end of semesters, end of academic year
Overall Program Evaluation	students, graduates, other faculty members' visits/ peer reviewing, independent advisors and/or evaluators, employers and other stakeholders	Surveys, interviews, visits, writing reports	Beginning of semesters, end of semesters, end of academic year
Effectiveness of Teaching	Students, graduates, alumni, faculty, program leaders	Surveys, interviews, visits	Beginning of semesters, end of semesters, end of academic year
Overall Program Evaluation	students, graduates, other faculty members' visits/ peer reviewing, independent advisors and/or evaluators,	Surveys, interviews, visits, writing reports	Beginning of semesters, end of semesters, end of academic year





Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
	employers and other stakeholders		

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.)

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)

6. Program KPIs*

The period to achieve the target (4) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Students' Evaluation of quality of learning experience in the program	75%	Surveys & questionnaires	By the end of the semester
2	KPI-P-02	Students' evaluation of the quality of the courses	75%	Surveys & questionnaires	By the end of the semester
3	KPI-P-03	Completion rate	80%	Statistical data	By the end of the semester
4	KPI-P-04	First-year students retention rate	80%	Statistical data	By the end of the semester
5	KPI-P-05	Students' performance in the professional and/or national examinations	60%	Statistical data	By the end of the semester
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	50%	Statistical data	By the end of the semester
7	KPI-P-07	Employers' evaluation of the program graduates' proficiency	75%	Surveys & interviews	By the end of the semester
8	KPI-P-08	Ratio of students to teaching staff	25:1	Statistical data	By the end of the semester
9	KPI-P-09	Percentage of publications of faculty members	1:1	Statistical data	By the end of the semester



No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
10	KPI-P-10	Rate of published research per faculty member	1:1	Statistical data	By the end of the semester
11	KPI-P-11	Citations rate in refereed journals per faculty member	1:1	Statistical data	By the end of the semester

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	Translation Department Council
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