BA (Hons)
English Language, Literature and Translation
Programme Specifications

AOU / OU-UK

(Revised September 2016)

Arab Open University
Faculty of Language Studies

BA (Hons)English Language, Literature and Translation (ELLT)

September, 2017

Outlines

Programme specification

1. Overview/ factual information:

Programme/award title(s)	BA (Hons)English Language, Literature and Translation
Teaching Institution	Arab Open University (AOU)
Awarding Institution	The Open University (OUUK)
Date of latest OU validation	April 2016
Next revalidation	April 2022
Credit points for the award	480 Points /129- 133 Credit Hours
UCAS Code	NA
Programme start date	September 2016
Underpinning QAA subject benchmark(s)	In designing the BA Programme in English Language, Literature and translation track, the FLS Council has been guided by the following General Points of Reference**:** • **AOU** mission, objectives and strategies • **QAA:** Benchmarking BA Level Programmes • **QAA:** Code of Practice for the Assurance of Academic Quality and Standards in Higher Education • **OU:** BA Programme in English Language and Literature Learning Outcomes
Other external and internal reference points used to inform programme outcomes	AOU Branches FLS: Faculty of Language Studies Reviewing Committee
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT)	4-8 years 7/16 semesters
Dual accreditation (if applicable)	Local Ministries of Higher Education where the programme is offered
Date of production/revision of this specification	Academic year 2015-2016 – reviewed in February 2018.

> **Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**
> **More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students' handbook.**
> **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

2. Programme aims and objectives

2.1 Educational aims and objectives

The English Language, Literature and Translation Track will:
- Provide for development in the subject area.
- Provide students with solid English language skills.
- Provide students with a broad understanding of the English language, contemporary use and development as a global language.
- Provide students with a wide-ranging knowledge of the literary texts that have been either written in English or translated into English.
- Combine the study of major principles and scholarly approaches to translation with application and practice.
- Provide the required know-how for competent translators who can work in private and public sectors using language with flexibility, knowledge and expertise.
- Develop students' skills of analysis and interpretation of both literary and non-literary texts.
- Enable students to develop a critical understanding of the traditions and approaches to the study and interpretation of language and literary texts.
- Provide students with opportunities to develop conceptual and communication skills, and to progress towards more independent thinking and judgment.
- Develop students' IT and socio-cultural skills.

On Successful completion of the programme, students will be able to:

- Communicate effectively in English -- orally and in writing.
- Understand the principles and major concepts of translation and translate a wide range of texts with acceptable accuracy.
- Understand the importance of conveying the precise message of a text while preserving the author's voice and style.
- Use skilfully computer and electronic translation tools.
- Demonstrate cultural awareness of idiomatic conventions and expressions that deal with culture-specific issues.
- Demonstrate knowledge of thematic skills involved in translating various documents.
- Adopt relevant computational and software programmes pertinent to translation.
- Demonstrate ability to write well in source and target languages.
- Analyze texts in a wide range of genres and styles.
- Render -- with accuracy -- business, legal, economic, political and technical texts.

- Show awareness and ability to select and use strategies and technical solutions to handle different translation tasks.

The intended learning outcomes of this degree are described in four areas:

Area 1: Knowledge and understanding
On completion of the programme, students will have knowledge and understanding of:
- the character and conventions of the principal literary genres – poetry, fiction and drama – and of other kinds of writing and communication;
- the history of English, its contemporary diversity, its role as a global language, and its use in a range of contexts in different parts of the world;
- how literature and language both reflect and impact upon cultural change and difference; and of the way texts are written and received within literary, cultural and socio-historical contexts;
- how language and literature may be described and analysed;
- the different theoretical approaches to the study of literature, language and translation;
- the main principles, concepts and strategies of translation;
- the importance of conveying the correct message of a text while preserving the author's voice and style;
- idiomatic expressions and rhetorical devices in the source and target language;

Area 2: Cognitive Skills
On completion of the degree, students will be able to:
- develop critical skills in the close reading and analysis of diverse literary and translated texts;
- use appropriate linguistic and critical terminology to describe and analyse texts;
- synthesize information and ideas drawn from varied sources and critically evaluate alternative explanations, arguments and theories;
- apply appropriate technical and professional strategies in translation;
- distinguish different text types and the comparable stylistic approach in translating them;
- adopt relevant computational and software programmes;

Area 3: Practical and professional skills
On completion of the degree, students will be able to:
- use and present English material in written and spoken form in a clear and effective manner;
- use reference material successfully, including bilingual and monolingual dictionaries;
- use the more specific knowledge, analytical skills and methods of language and literature studies as a basis for work in many professions (e.g. teaching and translation);
- develop competence in translating various documents and texts;
- demonstrate competent knowledge and experience in translating texts and discourses between Arabic and English;
- reproduce with reasonable accuracy business, legal, economic, political and technical texts in Arabic and English;
- develop awareness and ability to select and use strategies and technical solutions to tackle different translation tasks;
- develop expertise in using a range of translation and professional tools;

Area 4: Key/transferable skills
On completion of the degree, you will be able to:
Communication
- communicate effectively in English in everyday situations and (semi-specialised) contexts, using standard oral and written means of communication and showing awareness of communication purpose and intended audience;

- read, synthesise and evaluate the significance of substantial quantities of material;
- present sustained and persuasive arguments cogently and coherently;

Information Technology
- use relevant computational tools and software packages where appropriate for the analysis of data.

Improving own learning and performance
- study and learn more independently, and from a variety of different media and teaching methods;
- improve ability to write well in source and target languages
- communicate and translate effectively as bilinguals and bicultural professionals in Arabic and English and in the spoken and written forms

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Hons) English Language, Literature and Translation pathway combines two popular disciplines: English and Translation. For this purpose, it employs modules from both the BA (hons) English Language and Literature Programme and some other translation modules. As for the mandatory university requirements and university electives, they are the same in the English Language and literature programme (ELL), and the ELL and Translation (ELLT).

Many of the OU-based and AOU-based modules are common to both ELL and ELLT. These are:

Module Code	Module Title
EL118	Reading
EL120	English Phonetics and Linguistics
EL121N	Literary Appreciation and Critique
EL122	Writing Research
AA100T	The Arts of Past and Present
A230A	Reading and Studying Literature (I)
A230B	Reading and Studying Literature (II)
U214A	Worlds of English (I)
U214B	Worlds of English (II)

The following translation modules are offered in the track EELT:

Module Code	Module Title
TR102	Introduction to Translation
TR103	Contrastive Analysis for Translation Purposes
TR301	Translation and Discourse
TR302	Computer Assisted Translation
TR303	Translation of Business Texts
TR304	Translation of Official and Legal Documents
TR305	Translation of Media Texts
TR306	Consecutive & Simultaneous Interpreting
TR307	Political & Diplomatic Translation
TR308	Special Topic in Translation

Upon launching ELLT, FLS aims to enhance students' employability, and provide them with an opportunity for progression and development. The world has become a small village of interaction and communication, and the region is in dire need for translators in all fields and areas.

3. Programme outcomes:

Intended learning outcomes are listed below:

A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On completion of the degree, you will have knowledge and understanding of: **A1**. the character and conventions of the principal literary genres – poetry, fiction and drama – and of other kinds of writing and communication; **A2**. the history of English, its contemporary diversity, its role as a global language, and its use in a range of contexts in different parts of the world; **A3**. how literature and language both reflect and impact upon cultural change and difference; and of the way texts are written and received within literary, cultural and socio-historical contexts; **A4.** how language and literature may be described and analysed; **A5.** the different theoretical approaches to the study of literature, language and translation; **A6.** the main principles, concepts and strategies of translation and interpreting; **A7.** the importance of conveying the correct message of a text while preserving the author's voice and style; **A8.** idiomatic expressions and rhetorical devices in the source and target language;	Knowledge and understanding are gained and developed through the study of module materials in different modules related to the study of language, literature and business. **Teaching**: The AOU learning/teaching strategy provides the AOU students with blended learning: The BA programme will be delivered through two complementary modes: 1. Face-to-face interactive tutorials 2. Interactive Learning Management System (LMS) Platform Knowledge and understanding skills are acquired through blended-learning materials including specially written module materials, study guides, readers, and audio-visuals. **Assessment**: Assessment methods are provided in detail in the Assessment booklet produced by FLS in line with the university requirements. Learning outcomes are assessed primarily by means of:

A. Knowledge and understanding	
	1. One TMA (20%)
	2. One MTA (30%)
	3. One Final Exam (50%)

B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On completion of the degree, you will be able to: **B1.** develop critical skills in the close reading and analysis of diverse literary and translated texts; **B2**. use appropriate linguistic and critical terminology to describe and analyse texts; **B3**. synthesize information and ideas drawn from varied sources and critically evaluate alternative explanations, arguments and theories; **B4.** apply appropriate technical and professional strategies in translation; **B5.** distinguish different text types and the comparable stylistic approach in translating them; **B6.** adopt relevant computational and software programmes;	**Teaching**: Cognitive skills are developed and practised through the study of module materials and class discussions. Students will also have the opportunity to learn and practise these through group or individual tutorial work, class presentations, in-class activities, and homework. **Assessment**: They are assessed in the following: 1. One TMA (20%) 2. One MTA (30%) 3. One Final Exam (50%)

C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On completion of the degree, you will be able to: **C1.** use and present English material in written and spoken form in a clear and effective manner; **C2.** use reference material successfully, including bilingual and monolingual dictionaries; **C3.** use the more specific knowledge, analytical skills and methods of language and literature studies as a basis for work in many professions (e.g. teaching and translation); **C4.** develop competence in translating various documents and texts; **C5.** demonstrate competent knowledge and experience in translating texts and discourses between Arabic and English; **C6.** reproduce with reasonable accuracy business, legal, economic and technical texts in Arabic and English; **C7.** develop awareness and ability to select and use strategies and technical solutions to tackle different translation tasks; **C8.** develop expertise in using a range of translation and professional tools;	**Teaching**: Practical and professional skills are taught cumulatively throughout the programme. Students are exposed to a variety of introductory modules which would lead to more advanced modules in language and literature. Students are taught this material through interactive classroom activities and presentations. In writing their TMA, students make use of different electronic resources such as the internet and the e-library. Students are assessed through: 1. One TMA (20%) 2. One MTA (30%) 3. One Final Exam (50%)

D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On completion of the degree, you will be able to: **D1.** communicate effectively in English in everyday situations and semi-specialised contexts, using standard oral and written means of communication and showing awareness of communication purpose and intended audience; **D2.** read, synthesise and evaluate the significance of substantial quantities of material; **D3.** present sustained and persuasive arguments cogently and coherently; **D4.** use relevant computational tools and software packages where appropriate for the analysis of data. **D5.** study and learn more independently, and from a variety of different media and teaching methods; **D6.** Improve ability to write well in source and target languages **D7.** Communicate and translate effectively as bilinguals and bicultural professionals in Arabic and English and in the spoken and written forms	**Teaching**: Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme. The interactive distance learning delivered through specially designed support material helps students to enhance their own independent learning skills. **Assessment**: In class MTAs and essay-type TMAs particularly assess students' ability to communicate effectively their knowledge and understanding of the subject matter. Tutors feedback is constructively written to help students improve their performance. The final exam allows students to consolidate many of the key skills they learn in the module.

4. Programme Structure

The track will be within English and Language and Literature Programme (ELL) and will in include the following requirements:

No.	Category	Credit Hours
1	University Requirements /Mandatory	18
2	University Requirements/ Electives	3-7
3	Faculty Requirements/Mandatory	8
4	Faculty Requirements/Elective	4
5	ELL Core Specialization Modules	56
6	Translation Track Specialization Modules	40
TOTAL		**129-133**

4.1 University Requirements (18 credit hours)

The following modules comprise the mandatory university requirement modules

Module Code	Module Title	New Equivalents		Credit Hours	Prerequisite	
AR111	Arabic Communication Skills (I)	AR113	Arabic Communication Skills	3	---	---
AR112	Arabic Communication Skills (II)	GB102	Principles of Entrepreneurship for Non-Specialists	3	AR111	EL111
EL111	English Communication Skills (I)			3	EL099	

EL112	English Communication Skills (II)			3	EL111	
GR101	Self-learning Skills	GR118	Life Skills	3		---
TU170	Learning Online	GT101	Learning and Information Technology	3	EL098	---
Total					**18**	

4.2 University Requirements / Electives (3-7) credits.

Module Code	Module Title	Credit Hours	Prerequisites
BE322/4	Entrepreneurship and Small Business Management	4	B120
GR111	Arabic-Islamic Civilization	3	--
GR112	Issues and Problems of Development in the Arab Region	3	
GR115	Current International Affairs	3	
GR131	Branch Requirement	3	--
CH101	Chinese for Beginners (I)	3	--
CH102	Chinese for Beginners (II)	3	CH101
SL101	Spanish for Beginners (I)	3	--
SL102	Spanish for Beginners (II)	3	SL101
FR101	French for Beginners (I)	3	--
FR102	French for Beginners (II)	3	FR101
Total		**3-7**	

4.3 Faculty Requirements / Mandatory (4) credits:

Module Code	Module Title	Credit Hours	Prerequisites
EL117	Writing	4	EL111
EL119	Oral and Presentation Skills	4	EL111
Total		**4**	

4.4 Faculty Requirements / Electives (4) credits

Course Code	Course Title	Credit Hours	Prerequisites
EL123	Discourse Analysis	4	EL120
EL230	American Literature	4	EL121N
EL240	Drama	4	EL121N
EL350	Introduction to Literary Theory	4	EL121N
ED256	Teaching Methods	4	EL112
Total		**4**	

4.5 ELL Core Specialization / Mandatory Modules (56) credits

Programme Structure - LEVEL 1				
Compulsory modules		**Credit Hours**	**Optional modules**	**Credit points**
EL118	Reading	4		
EL120	English Phonetics and Linguistics	4		
EL121N	Literary Appreciation and Critique	4		
EL122	Writing Research	4		

Programme Structure - LEVEL 1				
Compulsory modules		**Credit Hours**	**Optional modules**	**Credit points**
AA100T	The Arts of Past and Present	8		
TR102	Introduction to Translation	4		
TR103	Contrastive Analysis for Translation Purposes	4		
Total		**16**		

Programme Structure - LEVEL 2				
Compulsory modules		**Credit hours**	**Optional modules**	**Credit points**
U214A	Worlds of English (I)	8		
U214B	Worlds of English (I)	8		
A230A	Reading and Studying Literature (I)	8		
A230B	Reading and Studying Literature (II)	8		
Total		**64**		

Programme Structure - LEVEL 3				
Compulsory modules		**Credit hours**	**Optional modules**	**Credit points**
TR301	Translation and Discourse	4		
TR302	Computer Assisted Translation	4		
TR303	Translation of Business Texts	4		
TR304	Translation of Official and Legal Documents	4		
TR305	Translation of Media Texts	4		
TR306	Consecutive & Simultaneous Interpreting	4		
TR307	Political & Diplomatic Translation	4		
TR308	Special Topic in Translation	4		
Total		**32**		

On successful completion of level 3 of this pathway, students will be awarded the BA (Hons) English Language, Literature and Translation comprising: 360 credit points / 96 credit hours at levels 1, 2, and 3 (120 at level 1, 120 at level 2, and 120 at level 3).

5. Distinctive features of the programme structure:

- **Where applicable, this section provides details on distinctive featurs such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

- **where in the structure above a professional/placement year fits in and how it may affect progression: NA**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The BA programme in ELL and Translation consists of 96 credit hours (360 points) of specialization OU-based modules in (i) ELL and (ii) in translation.

(i) 56 credit hours (210 points) of core ELL modules from the validated AOU BA programme in English Language and Literature. These modules are level-1 (90 points), level-2 (120 points).

(ii) 40 credit hours (150 points) are new modules in translation. These are level-1 (30 points), and level-3 (120 points). The table below summarizes this point.

Module level	Points ELL Modules	Points New Translation Modules	Total Points
Level-1	90	30	120
Level-2	120	0	120
Level-3	0	120	120
Total	210	150	360

The table below details the ELL modules and the translation modules offered at each level.

Level	Modules and credit Hours		Total credit hours per level	Points
Level-1	ELL	EL118 (4) EL120 (4) EL121 N (4) EL122 (4) AA100T (8)	24 credit hours	120 points (32 credit hours)
	Translation	TR102 (4) TR103 (4)	8 credit hours	
Level-2	ELL	U214 A (8) U214B (8) A230A (8) A230B (8)	32 credit hours	120 points (32 credit hours)
	Translation	None	None	
Level-3	ELL	None	None	120 points (32 credit hours)
	Translation	TR301(4) TR302(4) TR303(4) TR304(4) TR305(4) TR306(4) TR307(4) TR308 (4)	32 credit hours	

(iii)   In addition, students are required to take other AOU modules (university and faculty requirements and electives) totalling a minimum of 32 credits **which are not part of the validated programme**.

Hence a student reading for the BA degree in ELL and translation is required to complete a minimum of 128 credits / 480 points.

The following table lists the specialisation modules in ELL and translation which the programme comprises.

Specialisation	Module Number	Module Title	Points	Credit	Source
Level 1					
ELL	EL118	Reading	15	4	AOU
	EL120	English Phonetics and Linguistics	15	4	AOU
	EL121N	Literary Appreciation and Critique	15	4	AOU
	EL122	Writing Research	15	4	AOU
	AA100T	The Arts of Past and Present	30	8	OU
Translation	TR102	Introduction to translation	15	4	AOU
	TR103	Contrastive Analysis for Translation Purposes	15	4	AOU
Level 2					
ELL	U214A	Worlds of English (I)	30	8	OU
	U214B	Worlds of English (II)	30	8	OU
	A230A	Reading and Studying Literature (I)	30	8	OU
	A230B	Reading and Studying Literature (II)	30	8	OU
Level 3					
Translation	TR301	Translation and Discourse	15	4	AOU
	TR302	Computer Assisted Translation		4	
	TR303	Translation of Business Texts	15	4	AOU
	TR304	Translation of Official and Legal Documents	15	4	AOU
	TR305	Translation of Media Texts	15	4	AOU
	TR306	Consecutive& Simultaneous Interpreting	15	4	AOU
	TR307	Political & Diplomatic Translation	15	4	AOU
	TR308	Special Topic in Translation	15	4	AOU

The table below divides these core / specialisation modules into:

(i)   ELL validated core modules (56 credits)

Module Code	Module Title	Credit Hours
EL118	Reading	4
EL120	English Phonetics and Linguistics	4
EL121N	Literary Appreciation and Critique	4
EL122	Writing Research	4
AA100T	The Arts of Past and Present	8
A230A	Reading and Studying Literature (I)	8
A230B	Reading and Studying Literature (II)	8
U214A	Worlds of English (I)	8
U214B	Worlds of English (II)	8
Total		**56**

(ii)   Translation modules validated.

Module Code	Module Title	Credit Hours
TR102	Introduction to Translation	4
TR103	Contrastive Analysis for Translation Purposes	4
TR301	Translation and Discourse	4
TR302	Computer Assisted Translation	4
TR303	Translation of Business Texts	4
TR304	Translation of Official and Legal Documents	4
TR305	Translation of Media Texts	4
TR306	Consecutive & Simultaneous Interpreting	4
TR307	Political & Diplomatic Translation	4
TR308	Special Topic in Translation	4
Total		**40**

The table indicates the prerequisites for each module:

ELL Core Specialization/Mandatory (56) credits.

Module Code	Module Title	Credit Hours	Prerequisites
EL118	Reading	4	EL111
EL120	English Phonetics and Linguistics	4	EL111
EL121N	Literary Appreciation and Critique	4	EL117&EL119
EL122	Writing Research	4	ELL111 & EL117
AA100T	The Arts of Past and Present	8	EL112 & EL117
A230A	Reading and Studying Literature (I)	8	AA100T
A230B	Reading and Studying Literature (II)	8	A230A
U214A	Worlds of English (I)	8	EL112
U214B	Worlds of English (II)	8	U214A
Total		**56**	

Track Specialization Modules (40) credits

Module Code	Module Title	Credit Hours	Prerequisites
TR102	Introduction to Translation	4	EL117 & EL118
TR103	Contrastive Analysis for Translation Purposes	4	TR102
TR301	Translation and Discourse	4	TR102
TR302	Computer Assisted Translation	4	TR102
TR303	Translation of Business Texts	4	TR301
TR304	Translation of Official and Legal Documents	4	TR301
TR305	Translation of Media Texts	4	TR301
TR306	Consecutive & Simultaneous Interpreting	4	TR301
TR307	Political & Diplomatic Translation	4	TR306
TR308	Special Topic in Translation	4	TR301
Total		**40**	

6. Support for students and their learning

Students at AOU, including FLS students, are offered various methods of student support. These include:

1. Study materials with guides and audio-visual aids. 56 credits of this new track will be OU based.
2. The university website www.arabou.edu.kw also embodies a lot of guidance and support materials such as: updated Course Guides, Study Calendars, Specimen Exam papers, TMAs, TMA and MTA cover forms, as well as additional notes and information on modules.
3. A two-hour weekly tutorial. Students meet their tutors on weekly basis for two hours per class as part of the University's policy to adopt a system of blended learning.
4. Tutors hold weekly office hours. Students can have face-to-face contact with their tutors to seek their assistance, and ask them for clarifications. All part-time and full-time tutors are requested to hold two weekly office hours for each taught section.
5. Interaction with tutors through the LMS.
   The LMS has become an integral part of teaching and learning in AOU. It is the main channel of communication between tutors and their students. Students receive their assignments, their tutors' responses, and feedback through the LMS. The privacy of this channel allows students to discuss with their tutors some matters that they may be uncomfortable discussing publicly in the classroom.

6. There are also chat sessions online with tutors, and face-to-face feedback sessions. Additionally, emails are constant means by which tutors and students can discuss important ideas related to module material. Furthermore, tutors are available via phones, as well, to answer any emerging queries and offer support.
7. Computer and e-library facilities
   Both AOU students and staff are given access to e-library resources. Recently, AOU has updated its e-library subscriptions.
8. Educational Resource Centres.
   These centres provide the needed resources such as Internet and other facilities.

9. Student Information System (SIS).
10. There are also orientation sessions that introduce students to the learning system which the AOU adopts.
11. AOU students are assigned an academic advisor (refer to page 19 of Student Handbook).
12. Some of the on-campus facilities which offer support to students include:

Language & Translation Labs
The physical resource base for the ELL programme at AOU branches is available and being put to effective use. All branches are fully equipped with language labs, which are being effectively used in the ELU programme. Translation facilities and labs will be introduced upon need.

Student Counselling Support Unit
The unit, available at some branches and being adopted for future implementation in all, provides a range of services and activities that help the student to achieve social and psychological adaptation. These services are as follows:

Individual Counselling
Individual sessions allow the student to meet with the Educational Counsellor. These sessions help the student to identify the problems facing him/her or the difficulties that prevent him/her from achieving his objectives. The Educational and Psychological Counsellor helps the student to develop skills and capabilities which can help him/her to handle all kinds of problems.

Training Modules
The student can attend the workshops and training modules on different educational and psychological topics which help him/her to acquire new concepts and essential skills.

Exit Interview
The Educational Counsellor interviews the student who wants to drop-out from the University or to withdraw from his/her study for one or more semesters in order to identify the reasons behind the student's decision. The counsellor tries to find solutions which may help this student to continue studying at the university in cooperation with the concerned teaching staff.

Follow-up on Academic Achievement:
The counsellor tries to get information about the students who obtained low marks in many modules, to hold constant meetings with them in which they will be taught study skills and techniques or methods to improve their memory.

7. Criteria for admission

All students must sit for an English Placement Test. Based on their results; they enrol in EL099, EL111, and EL112 or are exempted from them. They also sit for a proficiency test in Arabic. Throughout their module of study, students are monitored through assessment for their language proficiency in Arabic and English. Students exhibiting signs of weakness are supported by extensive workshops and language labs in Arabic and English to supplement any anticipated language difficulty and ensure successful progression in the specialization modules.

Students take enough English in the 1st and 2nd years, and the translation modules are offered in the 3rd and 4th years.

As for the recruitment strategy, the ELL and Translation track will be targeted in recruitment campaigns and advertised on TV and in newspapers. It will be promoted during school visits and student orientation meetings as well as through AOU booklets and student affairs campaigns.

As for projections, it is expected that admission will vary from small to big branches. However, the translation track is expected to generate surplus as early as the first year of its introduction since human and physical resources are already available at the branches. In brief, the following projection is estimated:

Branch	Year One	Year Two	Year Three	Year four
Lebanon	25	50	75	100
Egypt	100	150	200	250
Bahrain	25	40	50	50
Kuwait	250	300	400	500
KSA	250	300	350	400

8. Language of study

English & Arabic

9. Information about assessment regulations

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations in all its branches. AOU regulations include: anonymous and group marking, (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

Below is a brief summary of major assessment principles, policies, and procedures adhered to by FLS which are congruent with the general precepts defined in Section 6 of the QAA Code of Practice.

1. General principles
AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FLS implements:

➢ Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and MTAs and their answer keys are approved by external examiners.

➢ All final examination scripts, TMA and MTA samples are sent to AOU HQ from the University's branches for review by external examiners.

2. Contribution to student learning
The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions (MTAs and Final Exam questions), course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees
The AOU and the FLS implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FLS *Assessment Booklet*:

Course Assessment Committee (CAC)
Faculty Examination Committee (FEC)
Central Examination Committee (CEC)
Branch Examination Committees (BEC)

4. The preparation and administration of examinations
AOU ensures that assessment is conducted with rigour and fairness and with due regard to security:

a. To guarantee the security of examinations and safeguard against possible leakage, the FLS Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;

b. Branch directors and branch programme coordinators supervise the administration of the examinations;

c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);

d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in modules taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

e. Tutors' marking of TMAs, MTAs and finals is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FLS Dean every semester;

f. All TMAs, MTAs and final examination scripts are reviewed by external examiners;

g. The final results for each module are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examinations committee (CEC).

5. Marking, grading and staff training

The FLS adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that assessments are valid and are monitored by relevant bodies.

7. Documenting and disseminating assessment decisions

AOU requires that all assessment decisions be recorded and documented accurately and systematically at each administrative level and that the decisions of relevant assessment panels and examination boards are communicated as quickly as possible.

Components of Module Assessment

Module assessment is based on three main types of written works:
 (i) Tutor-Marked Assignments (TMAs)
 (ii) Mid-Term Assessment (MTAs)
 (ii) Final Exams (FEs)

Assessment Components

Students' module results will depend upon their achievements across the different components of assessment:

(i) Continuous Assessment: This comprises:
- Module TMA(s), and
- Module MTA(s)

The two components represent 50% of the Overall Assessment Score (OAS), 20% and 30% respectively, **AND**

(ii) Final Assessment: This consists of:
- ONE FINAL EXAM

This component represents 50% of the Overall Assessment Score

How to Pass the Module

In order to pass the module, a student must obtain:
(i)   An average of at least 50% across the different components of assessment (i.e. Continuous Assessment and Final Assessment),
(ii) A minimum average of 20/50 on the Final Assessment.
(iii) A minimum average of 15/50 on Continuous Assessment comprising both TMA(s) and MTA(s).

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Components	Form of Assessment & Marks		%
CONTINUOUS ASSESSMENT	TMA	20	50%
	MTA	30	
FINAL ASSESSMENT	FINAL EXAM	50	50%
GRAND TOTAL		**100**	**100%**

Notes on TMAs, MTAs & Final Exams

(i)   Tutor-Marked Assignments (TMAs)
Students prepare one TMA for the whole semester. This assignment serves to invoke and develop the investigative and research skills of students. The TMA carries 20% of the overall grade of the module.

(ii)   Mid-Term Assessment (MTA)
MTAs are viewed to be another contributor to monitoring the progression of students' achievement. They carry 30% of the overall grade of the module.   Questions in MTAs typically require short notes/answers/comments: e.g. definitions; exemplification; completion; matching; writing one or two paragraphs, etc. In other words, they are not of the open-ended essay type.

(iii) Final Exams (FEs)
Final exams are typically of the essay type and are divided into three Sections/Parts each covering one or two blocks/themes of the module as in the table below: Students will be required to answer 3 questions in 3 hours.

Part	Questions	Notes
A	**1**	- ONE compulsory question, but there might be some options within this question (e.g. defining seven key terms out of 10) - The question typically deals with a very important/central topic
B	**2&3**	- This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme
C	**4&5**	- This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme

10. Methods for evaluating and improving the quality and standards of teaching and learning.

FLS recognizes the need to ensure effective teaching and learning experiences through sustained and disciplined critical reflection on the education process. Standards-based teaching and learning are applied whereby FLS classifies modules according to levels and identifies learning outcomes that learners should achieve upon completing a specific module.

In teaching: FLS does not advocate a fixed, single best-teaching practice but rather continuous assessment and reflective planning on how to incorporate the content standards and benchmarks into the curriculum, instruction and assessment, with the aim of promoting deep understanding, higher-order thinking, and expansion of application beyond the module setting. The following are common means of achieving this overall objective:

Evaluating the quality and standards of teaching:
Tutors undergo continuous orientation and training on tutoring in the open-system context. They are briefed about teaching performance expected of them and methods of follow-up, peer-coaching, monitoring and support. All new teaching staff are required to attend at least one tutorial given by the course coordinator or an experienced tutor. All new tutors are required to give at least one tutorial, at the beginning of the semester that will be monitored by the course coordinator for purposes of evaluating and improving the quality of teaching. Feedback is given with the aim of supporting the new tutor and advising on additional resources that can be incorporated in the tutorial. In the case of concern, another monitoring session can be scheduled focusing on the areas that will be addressed in the monitoring. In addition to in-class monitoring of teaching, students complete an anonymous survey that indicates teaching assessment from the learners' perspective. Moreover, the end-of-semester student results also contribute to profiling the quality and standard of teaching.

Improving the quality and standards of teaching:
FLS tutors are encouraged to participate in workshops and conferences on thematic and pedagogic areas for purposes of improving the quality and standard of their teaching. FLS staff members are also encouraged to participate in conferences in open education, to acquire additional information that can contribute to the quality and standard of the teaching process. FLS tutors are engaged in quality training, researching and publication.
FLS tutors vary their teaching methods – combining the classical ones whose effectiveness is proven and the more innovative – with the aim of motivating learners and encouraging them to take learning risks in tackling challenging academic work. The innovative methods engage students in various virtual forums that foster synthesizing, generalizing, explaining or arriving at conclusions that produce new meanings and understandings.
Intercollegiate teaching seminars and symposia are also arranged to discuss working practices and exchange ideas on ways of exploring connections and relationships across themes and topics to generate deep understanding. An example of these is the organizing and hosting by the Centre of Applied Linguistics Research CALR and the Arab Open University in Lebanon of a number of conferences in collaboration with the British Council in Lebanon. One of such conferences is the International Conference on Multiple Frames in English Language Teaching and Research in collaboration with the British Council in Lebanon and the University of Warwick in 2011. Guest speakers included Dr Richard Smith (University of Warwick), Barbara Hewitt (Director of the British Council in Lebanon) and leading researchers from prominent Lebanese and American universities in the region. Another international conference organized and hosted by the Centre of Applied Linguistics Research CALR at the Arab Open University in Lebanon was in 2009 in collaboration with the British Association of Applied Linguistics in Britain (BAAL)

where prominent speakers included Professor Caroline Coffin from The Open University (OU). A more recent international conference, which was organized and hosted in May 2014 by the Centre of Applied Linguistics Research at the Arab Open University in Lebanon, was the first Mediterranean interdisciplinary forum on humanities and social sciences, with the participation of delegates from 65 countries. This is in addition to periodic 4-5 annual seminars and workshops on teaching, syllabus design and curricula that involves university and high schools teachers in Lebanon and in some other branches to exchange ideas and improved teaching and learning experiences.

In learning: FLS promotes building positive learning environments to help learners work towards the best of their abilities, to achieve the learning objectives set for specific modules. The learning context created reflects a belief that all learners can learn important knowledge and skills in a climate where contributions are valued and efforts encouraged.

Evaluating the quality and standards of learning:
Standards of learning are assessed through formative and summative means aimed at evaluating the attainment levels of learners through qualitative feedback and assessment of educational outcomes. Assessments are designed to target knowledge and skills identified at the outset, in relation to learning outcomes, standards and benchmarks set for a given module. Evaluation of learning takes multiple forms that range from presentations to mini-project work. These provide feedback on the quality of learning in a given module against an explicit answer key that sets criterion on areas of competence, cognitive processing skills, deep level understanding and extended application.

Formative assessment helps track the progress of a learner and focus tasks on helping learners recognize and refine their skills and knowledge. Weak students are diagnosed at an earlier stage through formative evaluation and additional measures of support are devised. Summative evaluation provides an indicator on the outcome of the learning process and integrates assessment with standards and benchmarks.

Improving the quality and standards of learning:
FLS is keen to continue to develop series of measures to improve quality and standards of learning. FLS has always been engaged in action research on the difficulties that face English second language learners at AOU, with the aim of proposing measures that would improve the learning experience.

FLS incorporated teaching and learning blended methods that give more role for the learners, as part of the learner-centred approach. Using technology-supported learning methods, e.g. virtual forums, has created opportunities for learners to exchange views on learning themes and make interdisciplinary connections. Encouraging students to attend seminars has also supported learners' quality and standards of learning as they participated in discussions and listened to debates on current themes. Intercollegiate presentation seminars are held with strong student participation.

An Open Access Student Repository has been created to encourage authentic quality and standard learning outcome in the form of uploaded project work.

Annexe 1: Curriculum map
Annexe 2: Notes on completing the OU programme specification template

Annexe 1: Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
1	TR102 – Introduction to Translation						✓	✓	✓				✓	✓			✓			✓				✓				✓	✓	✓
	TR103 – Contrastive Analysis for Translation Purposes				✓		✓	✓	✓				✓				✓		✓	✓				✓				✓	✓	✓
	EL118 – Reading									✓	✓	✓		✓		✓	✓							✓	✓	✓		✓		
	EL120 – English Phonetics and Linguistics		✓		✓			✓	✓		✓	✓					✓	✓	✓					✓	✓			✓		
	EL121N – Literary Appreciation and Critique	✓			✓	✓					✓	✓	✓				✓	✓	✓					✓	✓	✓		✓		
	EL122 – Writing Research					✓											✓	✓	✓					✓	✓	✓		✓	✓	✓
	AA100T – The Arts Past and Present	✓		✓	✓						✓	✓	✓				✓	✓	✓					✓	✓	✓		✓		
2	A230A – Reading and Studying Literature	✓	✓	✓	✓	✓					✓	✓	✓			✓	✓	✓						✓	✓	✓		✓		
	A230B – Reading and Studying Literature	✓	✓	✓	✓	✓					✓	✓	✓			✓	✓	✓						✓	✓	✓		✓		
	U214A – Worlds of English		✓	✓	✓						✓	✓	✓		✓	✓	✓	✓						✓	✓	✓	✓	✓		
	U214B – Worlds of English	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓						✓	✓	✓	✓	✓		
3	TR301 – Translation and Discourse				✓		✓	✓	✓		✓			✓			✓	✓	✓	✓				✓				✓	✓	✓
	TR302 - Computer Assisted Translation						✓	✓					✓		✓			✓	✓	✓	✓	✓					✓	✓	✓	✓
	TR303 - Translation of Business Texts				✓	✓	✓	✓			✓		✓	✓			✓		✓	✓	✓	✓	✓					✓	✓	✓
	TR304 - Translation of Official and Legal Texts				✓	✓	✓	✓			✓		✓	✓			✓		✓	✓	✓	✓	✓					✓	✓	✓
	TR305 - Translation of Media Texts				✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓								✓	✓	✓
	TR306 - Consecutive and simultanous Interpreting					✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓						✓	✓
	TR 307: Political and Diplomatic Translation		✓	✓	✓	✓	✓	✓			✓		✓	✓			✓	✓	✓	✓	✓	✓	✓					✓	✓	✓
	TR308 - Special Topic in Translation			✓		✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.