

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

AOU / OU-UK

(Revised June 2022)



Arab Open University

Faculty of Language Studies

BA (Hons)English Language, Literature and Translation

June 2022

Outlines

1.Overview/ factual information.....	4
2. Programme aims and objectives.....	6
2.1. Educational aims and objectives.....	6
2.2 Relationship to other programmes and awards.....	10
3.Programme outcomes.....	13
4. Programme Structure.....	18
4.1. University Requirements (18 credit hours).....	19
4.2. University Requirements / Electives (3) credits.....	19
4.3 Faculty Requirements / Mandatory (8) credits.....	20
4.4 Faculty Requirements / Electives (4) credits.....	20
4.5 ELL Core Specialization / Mandatory Courses (56) credits	21
5. Distinctive Features of the Programme Structure.....	24
6. Support for Students and their Learning.....	39
7. Criteria for Admission.....	42
8. Language of Study.....	43
9. Information about Assessment Regulations.....	43
10. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning.....	49
10.1 Annexe 1 - Curriculum map.....	52
10.2 Annexe 2: Notes on completing programme specification templates.....	53

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons)English Language, Literature and Translation (ELLT)
Teaching Institution	Arab Open University (AOU)
Awarding Institution	The Open University (OU), UK
Date of latest OU validation	May 2016/ and partially in 2018
Next revalidation	2022
Credit points for the award	480 points
UCAS Code	Not applicable
Programme start date	September 2022
Underpinning QAA subject benchmark(s)	<p>In designing the BA Programme in English Language, Literature and Translation (ELLT), the FLS Council has been guided by the following General Points of Reference:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • OU: BA Programme in English Language and Literature Learning Outcomes
Other external and internal reference points used to inform programme outcomes	<p>AOU Branches</p> <p>FLS: Faculty of Language Studies Reviewing Committee • AOU mission, objectives and strategies</p>
Professional/statutory recognition	<ul style="list-style-type: none"> • 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
Duration of the programme for each mode of study (P/T, FT,DL)	<p>4-8 years</p> <p>7/16 semesters</p>
Dual accreditation (if applicable)	Local Ministries of Higher Education where the programme is offered
Date of production/revision of this specification	January 2022

Glossary of Acronyms Mentioned in the Document	
Academic Committee	AC
Annual Monitoring Report	AMR
Arab Open University	AOU
Branch Course Coordinator	BCC
Branch Examination Committees	BEC
Course Assessment Committee	CAC
Central Examination Committee	CEC
External Examiner	EE
The BA Hons English Language, Literature Programme	ELL
The BA Hons English Language, Literature and Translation (Track)	ELLT
English Language Unit	ELU
Faculty Council	FC
Final Exam	FE
Faculty Examination Committee	FEC
The General Course Coordinator	GCC
Head Quarters	HQs
Learning Management System	LMS
Mid-term Assessment	MTA
Overall Assessment Score	OAS
The Open University	OU
Open University, UK	OUUK
Programme coordinator	PC
The Quality Assurance Agency for Higher Education	QAA

Benchmarking BA Level Programmes	QAA
AOU Quality Assurance Department	QAD
Student Information System	SIS
Tutor Marked Assessment	TMA
Video Call/ Conference	VC

2. Programme aims and objectives

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. 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 (QAA).

2.1 Educational aims and objectives

The English Language, Literature and Translation Programme (ELLT) 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;
- demonstrate skills involved in translating various documents;
- 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), as well as raising students' awareness on cultural diversity, which would advance their career development through knowledge and understanding of different cultures, essential for many businesses and corporations as well as careers in politics and diplomacy;
- develop ability 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;
- recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.
- 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)

One point needs to be stated here:

The BA (Hons) English Language, Literature and Translation (ELLT) 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. The mandatory university requirements, the university requirements and university electives are the same in the English Language and literature programme (ELL), and the English Language, Literature and Translation (ELLT)

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

E120: Introduction to Language (AOU module)

E121: Introduction to Literature (AOU module)

A112T: Cultures (T)

EL118: Reading

EL122: Writing Research

L201A&B: English in the World

Course Code	Course Title
E120	Introduction to Language

E121	Introduction to Literature
A112T	Cultures (T)
EL118	Reading
EL122	Writing Research
A215A	Creative Writing (I)
A215B	Creative Writing (II)
L201A	English in the World (I)
L201B	English in the World (II)

In addition to the modules mentioned in the table above, the following translation modules are offered in the ELLT Programme:

Course Code	Course Title
TR102	Introduction to Translation
TR103	Contrastive Analysis for Translation Purposes
TR301N	Creative Writing in Arabic

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

Through this pathway, Faculty of Language Studies (FLS) aims to keep enhancing 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 of translators in all fields and areas.

3. Programme outcomes:

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the degree, you will have knowledge and understanding of:</p> <p>A1. the character and conventions of a range of literary genres and structures to explore their different roles and functions in creative writing</p> <p>A2. the ideas, behaviours, and customs of diverse groups of people, and how cultural encounters affect the creative process of writing;</p> <p>A3. how literature and language both reflect and impact upon cultural change and difference; and on the way texts are written and received within literary, cultural and socio-historical contexts;</p> <p>A4. how language, and literature may be described and analysed;</p> <p>A5. the different theoretical approaches to the study of literature, language and translation;</p> <p>A6. the main principles, concepts and strategies of translation;</p>	<p>Knowledge and understanding are gained and developed through the study of course materials in different modules related to the study of language, literature and business.</p> <p>Teaching: The AOU learning/teaching strategy provides contact hours that are equal to 25% of what traditional universities require. Thus, AOU students enjoy the benefits of both the open and traditional university systems.</p> <p>The BA programme will be delivered through two complementary modes:</p> <ol style="list-style-type: none"> 1. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 2. interactive distance learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours. <p>Knowledge and understanding skills are acquired through blended-learning materials including specially written course materials, study guides, readers, and audio-visuais.</p>

3A. Knowledge and understanding	
<p>A7. the importance of conveying the correct message of a text while preserving aspects of the author’s voice and style;</p> <p>A8. idiomatic expressions and rhetorical devices in the source and target language;</p>	<p>Assessment: Assessment methods are provided in detail in the Assessment booklet produced by FLS in line with the university requirements.</p> <p>Learning outcomes are assessed primarily by means of:</p> <ol style="list-style-type: none"> 1. One TMA (20%) 2. One MTA (30%) 3. One Final Exam (50%)

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the degree, you will be able to:</p> <p>B1. develop critical skills in creative writing and analysis of diverse genres and translated texts;</p>	<p>Teaching: Cognitive skills are developed and practised through the study of course materials and class discussions. Students will also have the opportunity to learn and practise these through group or</p>

3B. Cognitive skills	
<p>B2. use appropriate linguistic and critical terminology to describe and analyse texts;</p> <p>B3. synthesize information and ideas drawn from varied sources and critically evaluate alternative explanations, arguments and theories;</p> <p>B4. demonstrate skills involved in translating various documents;</p> <p>B5. apply appropriate technical and professional strategies in translation;</p> <p>B.6 distinguish different text types and the comparable stylistic approach in translating them;</p> <p>B7. adopt relevant computational and software programmes;</p>	<p>individual tutorial work, class presentations, in-class activities, and homework.</p> <p>Assessment: They are assessed in the following:</p> <ol style="list-style-type: none"> 1. One TMA (20%) 2. One MTA (30%) 3. One Final Exam (50%)

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the degree, you will be able to:</p> <p>C1. use and present English material in written and spoken form in a clear and effective manner;</p> <p>C2. use reference material successfully, including bilingual and monolingual dictionaries;</p> <p>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);</p> <p>C4. develop ability in translating various documents and texts;</p> <p>C5. demonstrate competent knowledge and experience in translating texts and discourses between Arabic and English;</p> <p>C6. reproduce with reasonable accuracy business, legal, economic and technical texts in Arabic and English;</p> <p>C7. develop awareness and ability to select and use strategies and technical solutions to tackle different translation tasks;</p> <p>C8. develop expertise in using a range of translation and professional tools</p>	<p>Teaching: Practical and professional skills are taught cumulatively throughout the programme. Students are exposed to a variety of introductory courses which would lead to more advanced courses 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:</p> <ol style="list-style-type: none"> 1. One TMA (20%) 2. One MTA (30%) 3. One Final Exam (50%)

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the degree, you will be able to:</p> <p>(i) Communication:</p> <p>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;</p> <p>D2. read, synthesize and evaluate the significance of substantial quantities of material;</p> <p>D3. present sustained and persuasive arguments cogently and coherently;</p> <p>Information Technology</p> <p>D4. use relevant computational tools and software packages where appropriate for the analysis of data.</p> <p>Improving learning and performance</p> <p>D5. study and learn more independently, and from a variety of different media and teaching methods;</p> <p>D6. improve ability to write well in source and target languages</p>	<p>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.</p> <p>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 course.</p>

3D. Key/transerable skills	
D7. communicate and translate effectively as bilinguals and bicultural professionals in Arabic and English and in the spoken and written forms	

4.Programme Structure:

The ELLT programme will share the following requirement with the ELL programme:

No.	Category	Credit Hours
1	University Requirements /Mandatory	18
2	University Requirements/ Electives	3
3	Faculty Requirements/Mandatory	8
4	Faculty Requirements/Elective	4
5	Core Specialization Courses	56
6	Translation Specialization Courses	40
TOTAL		129

4.1. University Requirements (18 credit hours)

The following courses comprise the mandatory university requirement courses

Course Code	Course Title	Credit Hours	Prerequisite
AR113	Arabic Communication Skills	3	
EL111	English Communication Skills (I)	3	
EL112	English Communication Skills (II)	3	EL111
GB102	Principles of Entrepreneurship for non-specialists	3	
GR118	Life Skills and Coexistence	3	
GT101	Learning and Information Technology	3	
Total		18	

4.2. University Requirements / Electives (3) credits.

Course Code	Course Title	Credit Hours	Prerequisites
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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	--
SL101	Spanish for Beginners (I)	3	--
SL102	Spanish for Beginners (II)	3	--
FR101	French for Beginners (I)	3	--
FR102	French for Beginners (II)	3	--
Total		3	

4.3 Faculty Requirements / Mandatory (8) credits:

Course Code	Course Title	Credit Hours	Prerequisites
EL117	Writing	4	EL111
EL119	Oral and Presentation Skills	4	EL111

4.4 Faculty Requirements / Electives (4) credits

Course Code	Course Title	Credit hours	Prerequisites
EL230	American Literature	4	E121
EL123	Discourse Analysis	4	EL112
EL330	Teaching English as a Foreign Language	4	EL112
AR114	Introduction to Creative Writing in Arabic	4	AR113
EL240	Drama	4	EL112
EL350	Introduction to Literary Theory	4	EL112
Total		4	

4.5 ELL Core Specialization / Mandatory Courses (56) credits

Programme Structure - LEVEL 1				
Compulsory modules		Credit points	Optional modules	Credit hours
E120	Introduction to Language	15		4
E121	Introduction to Literature	15		4
A112T	Cultures (T)	30		8
EL118	Reading	15		4
EL122	Writing Research	15		4
TR102	Introduction to Translation	15		4

BA(Honours) English Language and Literature- Programme specification and curriculum map
Date: June 2022

Programme Structure - LEVEL 1				
Compulsory modules		Credit points	Optional modules	Credit hours
TR103	Contrastive Analysis for Translation Purposes	15		4
Total		120		32

Exit award: Certificate of Higher Education in English Language and Literature for students who have completed 120 credit points / 32 credit hours at level 1.

This exit award is developed by OU and delivered by AOU. It is validated through a process of external peer review by OU-UK as being of an appropriate standard and quality

Programme Structure - LEVEL 2				
Compulsory modules		Credit points	Optional modules	Credit hours
L201A	English in the World (I)	30		8
L201B	English in the World (II)	30		8
A215A	Creative Writing (I)	30		8
A215B	Creative Writing (II)	30		8

Programme Structure - LEVEL 2				
Compulsory modules		Credit points	Optional modules	Credit hours
Total		120		32

Exit award: Diploma of Higher Education in English Language and Literature for students who have completed 240 credit points / 64 credit hours at level 1 and 2. (120 at level 1 and 120 at level 2)

This exit award is developed by OU and delivered by AOU. It is validated through a process of external peer review by OU-UK as being of an appropriate standard and quality

Programme Structure - LEVEL 3				
Compulsory modules		Credit points	Optional modules	Credit Hours
TR301N	Creative Writing in Arabic	15		4
TR302	Computer Assisted Translation	15		4
TR303	Translation of Business Texts	15		4
TR304	Translation of Official and Legal Documents	15		4
TR305	Translation of Media Texts	15		4
TR306	Consecutive & Simultaneous Interpreting	15		4
TR307	Political & Diplomatic Translation	15		4
TR308	Special Topics in Translation	15		4
Total		120		32

Exit award: BA Degree in English Language, Literature and Translation (ELLT) for students who have completed 360 credit points / 96 credit hours at level 1, 2 and 3. (120 at level 1, 120 at level 2, and 120 at level 3)

The BA Degree is validated through a process of external peer review by OU-UK as being of an appropriate standard and quality.

5. Distinctive features of the programme structure:

Where applicable, this section provides details on distinctive features 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 ELL Programme with Translation (ELLT) is based on some courses from FLS ELL programme accredited by the Open University OU in 2012, and 10 new translation courses accredited in 2016 and partially accredited in 2018.

The English Language, Literature and Translation Programme (ELLT) 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. The modules taken from the ELL programme are level-1 (90 points), added to it are 30 points at level one of translation modules (TR102 and TR103, 15 points each) making total at level one 120 points, level-2 (120 points).

- (ii) 40 credit hours (150 points) are new courses in translation. These are level-1 (30 points), and level-3 (120 points). The table below summarizes allocation points per level. Points of shared ELL are added to translation module points per level to make up the required 120 point per level in the total points.

Course level	Points ELL Courses	Points Translation courses	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 courses and the translation modules offered at each level.

Level	Courses and credit Hours		Total credit hours per level	Points
Level-1	ELL	EL120 (4) EL121N (4) A112T (8) EL118 (4) EL122 (4)	32 credit hours	120 points (32 credit hours)
	Translation	TR102 (4) TR103 (4)	8 credit hours	
Level-2	ELL	L201A (8) L201B (8) A215A (8) A215B (8)	32 credit hours	120 points (32 credit hours)

	Translation	None	None	
Level-3	ELL	None	None	120 points (32 credit hours)
	Translation	TR301N(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 33 credits which are not part of the validated programme.

Hence a student reading for the BA degree in ELL and translation (ELLT) is required to complete a minimum of 129 credits / 480 points.

The following table lists the 96 specialisation modules in ELL and translation (ELLT), which the programme comprises.

Specialisation	Course Number	Course Title	Points	Credit	Source
Level 1					
ELL	E120	Introduction to Language	15	4	AOU
	E121	Introduction to Literature	15	4	AOU
	A112T	Cultures (T)	30	8	OU
	EL118	Reading	15	8	OU
	EL122	Writing Research	15	4	AOU
Translation	TR102	Introduction to Translation	15	4	AOU

	TR103	Contrastive Analysis for Translation Purposes	15	4	AOU
Level 2					
ELL	A215A	Creative Writing (I)	30	8	OU
	A215B	Creative Writing (II)	30	8	OU
	L201A	English in the World (I)	30	8	OU
	L201B	English in the World (II)	30	8	OU
Level 3					
Translation	TR301 N	Creative Writing in Arabic	15	4	AOU
	TR302	Computer Assisted Translation	15	4	AOU
	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

Changes Since Last Revalidation:

The table below illustrates the changes to the specialization modules since the last revalidation. These were based on several reviews by Faculty Council (FC) and a consultation meeting with OU Academic Reviewers (ARs): Dr Anthony Howell, Dr Kristina Hultgren and Dr Helen Leung, in the presence of Mrs Catherine Bland Senior Quality and Partnerships Manager at the Open University (OU), and Mr Dominic Hicks, Senior International Partnerships Manager, OU Business Development Unit, on 23 February 2021.

(i) The changes to the specialization modules since the last validation, and specialization modules to be revalidated in 2022.

Course Code	Course Title	Credit Hours		Course Code	Course Title	Credit Hours
EL120	English Phonetics and Linguistics	4	The first column lists modules from the old plan while the second column lists modules to be validated. Shaded rows indicate changes	E120	Introduction to Language	4
EL121N	Literary Appreciation & Critique	4		E121	Introduction to Literature	4
AA100T	The Arts of Past and Present	8		A112T	Cultures (T)	8
EL118	Reading	8		EL118	Reading	4
EL122	Writing Research			EL122	Writing Research	4

A230A	Reading and Studying Literature (I)	8	in the old plan	A215A	Creative Writing (I)	8
A230B	Reading and Studying Literature (II)	8		A215B	Creative Writing (II)	8
U214A	Worlds of English (I)	8		L201A	English in the World (I)	8
U214B	Worlds of English (II)	8		L201B	English in the World (II)	8
Total		56		Total		56

As the table shows, there is no change in terms of the number of credit hours of the specialization courses, but some modules will be using different titles that are more common at universities in the countries where AOU branches are located; the content and course code remains the same, as is the case with EL120 and EL121N, which have become: E120 Introduction to Language and E121 Introduction to Literature respectively. Other modules have been replaced by new ones, as the old ones have phased out by OU as is the case with U214 A&B, which has been replaced by the OU by L201A&B: English in the World. A third type of change is replacing a module that was initially borrowed from the

ELL programme with another OU offered module which is deemed better suited to serve the purposes of the ELLT programme, as is the case with A230A&B being replaced with A215A&B: Creative Writing.

(ii) Changes in the translation modules since the last revalidation and the Translation modules to be revalidated in 2022.

Course Code	Course Title	Credit Hours	The first column lists modules from the old plan while the second column lists modules to be validated. Shaded rows indicate changes in the old plan.	Course Code	Course Title	Credit Hours
TR102	Introduction to Translation	4		TR102	Introduction to Translation	4
TR103	Contrastive Analysis for Translation Purposes	4		TR103	Contrastive Analysis for Translation Purposes	4
TR301	Translation and Discourse	4		TR301N	Creative Writing in Arabic	4
TR302	Computer Assisted Translation	4		TR302	Computer Assisted Translation	4
TR303	Translation of Business Texts	4		TR303	Translation of Business Texts	4
TR304	Translation of Official and Legal Documents	4		TR304	Translation of Official and Legal Documents	4

TR305	Translation of Media Texts	4		TR305	Translation of Media Texts	4
TR306	Consecutive & Simultaneous Interpreting	4		TR306	Consecutive & Simultaneous Interpreting	4
TR307	Political & Diplomatic Translation	4		TR307	Political & Diplomatic Translation	4
TR308	Special Topics in Translation	4		TR308	Special Topic in Translation	4
Total		40		Total		40

In this category, there are not many changes; the only single change is replacing TR301 (Translation and Discourse) by TR301N (Creative Writing in Arabic).

Pre-requisites: The following table indicates the pre-requisites for each course:

ELLT Core Specialization/Mandatory (56) credits.

Course Code	Course Title	Credit Hours	Prerequisites
E120	Introduction to Language	4	EL111
E121	Introduction to Literature	4	EL117 & EL119
A112T	Cultures (T)	8	EL117
EL118	Reading	4	EL111
EL122	Writing Research	4	EL117
A215A	Creative Writing (I)	8	A112T
A215B	Creative Writing (II)	8	A215A
L201A	English in the World (I)	8	E120
L201B	English in the World (II)	8	L201A
Total		56	

Translation Specialization Courses (40) credits

Course Code	Course Title	Credit Hours	Prerequisites
TR102	Introduction to Translation	4	EL117
TR103	Contrastive Analysis for Translation Purposes	4	EL117
TR301N	Creative Writing in Arabic	4	AR113
TR302	Computer Assisted Translation	4	TR102
TR303	Translation of Business Texts	4	TR103
TR304	Translation of Official and Legal Documents	4	TR103
TR305	Translation of Media Texts	4	TR103
TR306	Consecutive & Simultaneous Interpreting	4	TR304

TR307	Political & Diplomatic Translation	4	TR304
TR308	Special Topics in Translation	4	TR302
Total		40	

The different components of the programme are integrated in the following study / advisory plan:

Advisory Plan for English Language, Literature and Translation (ELLT)

	Code	Course Title	Credit Hrs	Pre-requisite	Type of course
First Year – First Semester					
1	AR113	Arabic Communication Skills (I)	3	-	Univ. Man.
2	EL111	Eng. Communication Skills (I)	3	EL099	Univ. Man.
3	GR118	Life Skills and Coexistence	3	-	Univ. Man.

4	GT101	Learning and Information Technology	3	-	Univ. Man.
5	University elective	To be chosen from the list	3-4		Univ. Elective
Total	15-16 Credit Hours				
First Year – Second Semester					
1	GB102	Principles of Entrepreneurship for non-specialists	3	AR111	Univ. Man.
2	EL112	Eng. Communication Skills (II)	3	EL111	Univ. Man.
3	EL117	Writing	4	EL111	Fac. Man
4	Faculty Elective	To be chosen from the list	3-4	EL111	Faculty elective
5	EL119	Oral & Presentation Skills	4	EL111	Fac. Man
Total	18 Credit Hours				
Second Year – First Semester					

1	E120	Introduction to Language	4	EL111	Core
2	E121	Introduction to Literature	4	EL117 & EL119	Core
3	A112T	Cultures (T)	8	EL117	Core
Total	16 Credit Hours				
Second Year – Second Semester					
1	EL118	Reading	4	EL111	Core
2	EL122	Writing Research	4	EL117	Core
3	TR102	Introduction to Translation	4	EL117	Translation Specialization
4	TR103	Contrastive Analysis for Translation Purposes	4	EL117	Translation specialization
Total	16 Credit Hours				
Third Year – First Semester					
1	A215A	Creative Writing (I)	8	A112T	Core

BA(Honours) English Language and Literature- Programme specification and curriculum map
Date: June 2022

2	L201 A	English in the World (I)	8	E120	Core
Total	16 Credit Hours				
Third Year – Second Semester					
1	A215B	Creative Writing (II)	8	A215A	Core
2	L201 B	English in the World (II)	8	L201 A	Core
Total	16 Credit Hours				
Fourth Year - First Semester					
1	TR301N	Creative Writing in Arabic	4	AR113	Translation Specialization

	TR302	Computer Assisted Translation	4	TR102	Translation Specialization
2	TR303	Translation of Business Texts	4	TR103	Translation Specialization
	TR304	Translation of Official and Legal Documents	4	TR103	Translation Specialization
Total	16 Credit Hours				
Fourth Year - Second Semester					
1	TR305	Translation of Media Texts	4	TR103	Translation Specialization
	TR306	Consecutive & Simultaneous Interpreting	4	TR304	Translation Specialization
2	TR307	Political & Diplomatic Translation	4	TR304	Translation Specialization

	TR308	Special Topics in Translation	4	TR302	Translation Specialization
Total	16 credit Hours				

All incoming students must sit for an English Placement Test. On the basis of their results, they must enrol in EL097, EL098, EL099, EL111 and EL112 consecutively, or are exempted from them. EL097, EL098 and EL099 are offered on a no-credit basis. EL111 and EL112 are university requirements but students can be exempted from them depending on their placement test scores.

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 programme is 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, etc.
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 Learning Management System (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 course material. Furthermore, tutors are available via phones, as well, to answer any emerging queries and offer support.
7. Writing Centre and English Speaking Skills Centre – these two important Centres have been providing services that enhance students' writing and speaking skills.
8. 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.
9. Educational Resource Centres.
These centres provide the needed resources such as Internet and other facilities.
10. Student Information System (SIS).
11. There are also orientation sessions that introduce students to the learning system which the AOU adopts.
12. AOU students also get effective academic advising.
13. In addition to all of this, there are numerous activities that the branches organize for their students, and the availability of these varies from one branch to another. Generally, however, the following can be found at several branches:
 - i. Environment Awareness and Conservation.
 - ii. Chess Club.
 - iii. Arabic Calligraphy.

- iv. Arts & Folkloric Dance Club.
- v. Theatre Performing Arts Club.
- vi. Drawing and Painting Club.
- vii. Poetry and Speech Club.
- viii. English Language Club.
- ix. Holy Quran Club.
- x. Soccer Club.
- xi. Basketball Club.
- xii. University Chorus.
- xiii. Table Tennis.

14. 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 English Language Unit (ELU) programme. Translation facilities and labs are continuously updated to suit the needs of students.

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 Courses:

The student can attend the workshops and training courses 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 courses, 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 course 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 courses.

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

As for the recruitment strategy, the ELL and ELLT are 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 ELLT has been attracting a good number of students. The following are the current numbers in the three branches:

Branch	Lebanon	Palestine	Egypt
Total	76	29	95

We expect that the numbers will increase remarkably, when other branches such as KSA and Kuwait start offering the ELLT. These two branches have applied for local accreditation, and we hope the endeavour will be a success. Oman has also applied for local approval and is still waiting for the local authorities to respond.

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 (EEs). Similarly, all Tutor Marked Assessments (TMAs) and Mid-term Assessments (MTAs) and their answer keys are approved by external examiners.
- All final examination scripts, TMA and MTA samples are sent to AOU Headquarters (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 (PCs) 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 (PCs), general course coordinators (GCCs), examination committees (EEs)).
- d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses 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 (BCCs) 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 course 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:

(ii) Continuous Assessment: This comprises:

- Course TMA(s), and
- Course MTA(s)

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

(iii) Final Assessment: This consists of:

- ONE FINAL EXAM

This component represents 50% of the Overall Assessment Score

How to Pass the Course?

In order to pass the course, 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 course. For part A of 16 credit OU modules and most AOU 4 credit

modules, in-class assessment in the form of written tasks or presentations, that carries the same 20% weight was agreed with OU as it ensures students' involvement with the material thus avoiding plagiarism.

(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 course. 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. During lockdown caused by Covid-19 AOU University Council introduced for all Faculties 5 quizzes testing mechanism that was administered online and at close intervals to encourage students to keep studying under the enforced distance learning mode. Now with the situation going back to normal branches are slowly going back to the on-campus MTA method of assessment.

(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 course 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. The Centre of Applied Linguistics Research CALR at the Arab Open University in Lebanon has hosted a number of conferences in collaboration with the British Council in Lebanon. Recently, an international conference organized by FLS, AOU and CALR was held in October 2021 with the participation of delegates from many countries including USA, UK, Spain, Italy, Chile, and many Arab countries. All FLS tutors in the different country branches participated actively in this conference. All FLS programmes in the different branches organize weekly or bi-weekly seminars and workshops on teaching, syllabus design, curricula as well as research-oriented topics.

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.

BA(Honours) English Language and Literature- Programme specification and curriculum map

Date: June 2022

Level	Study module/unit																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	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					✓	✓				✓			✓	✓	✓		✓		✓	✓		✓					✓		✓	✓		
	E120 – Introduction to Language				✓			✓			✓						✓	✓						✓	✓	✓		✓					
	E121 – Introduction to Literature		✓		✓				✓		✓						✓	✓						✓	✓	✓							
	A112T – Cultures (T)		✓		✓	✓		✓			✓	✓					✓	✓						✓	✓	✓							
	EL118 – Reading		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓		✓	✓			✓	✓	✓				✓			
	EL122 – Writing Research		✓			✓					✓		✓				✓	✓						✓	✓			✓					

Level	Study module/unit																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
2	A215 – Creative Writing	✓	✓	✓	✓					✓	✓	✓					✓	✓	✓						✓	✓	✓					
	L201 – English in the World	✓	✓	✓	✓					✓	✓	✓					✓	✓	✓						✓	✓	✓		✓			

Level	Study module/unit																																
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7
3	TR301N – Creative Writing in Arabic	✓				✓		✓										✓	✓			✓						✓	✓	✓	✓		
	TR302 - Computer Assisted Translation						✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	TR303 - Translation of Business Texts						✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	
	TR304 - Translation of Official and Legal Texts					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	TR305 - Translation of Media Texts					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓

TR306 – Consecutive & Simultaneous Interpreting						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TR307 – Political and Diplomatic Translation						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TR308 - Special Topics 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 section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 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: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 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 than English** must have programme specifications both in English and the language of delivery.

Appendix 1

Learning outcomes: Certificate of Higher Education in English Language and Literature:
The intended learning outcomes of this certificate are:

Area 1: Knowledge and understanding

On completion of the degree, you will have knowledge and understanding of:

- A2.** the ideas, behaviours, and customs of diverse groups of people, and how do cultural encounters affect the creative process of writing;
- 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;
- 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

2: Cognitive Skills:

On completion of the degree, you will be able to:

- 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.** demonstrate skills involved in translating various documents;
- B5.** apply appropriate technical and professional strategies in translation;
- B6.** distinguish different text types and the comparable stylistic approach in translating them;
- B7.** adopt relevant computational and software programmes

Area 3: Practical and professional skills:

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;
- C4.** develop ability in translating various documents and texts;
- C5.** demonstrate competent knowledge and experience in translating texts and discourses between Arabic and English;
- C7.** develop awareness and ability to select and use strategies and technical solutions to tackle different translation tasks;

Area 4: Key/transferable skills:

On completion of the degree, you will be able to:

Communication:

- 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, synthesize and evaluate the significance of substantial quantities of material;
- D3.** present sustained and persuasive arguments cogently and coherently;

Improving own learning and performance

- 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

Appendix 2

Learning outcomes: Diploma of Higher Education in English Language and Literature.

The below listed learning outcomes relate specifically to knowledge gained from completing Level Two modules. However, the Diploma incorporates within it the learning outcomes associated with the certificate.

Area 1: Knowledge and understanding

On completion of the Diploma, you will have knowledge and understanding of:

- A1.** the character and conventions of a range of literary genres and structures to explore their different roles and functions in creative writing
- A2.** the ideas, behaviours, and customs of diverse groups of people, and how do cultural encounters affect the creative process of writing;
- 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;
- A7.** the importance of conveying the correct message of a text while preserving the author's voice and style;

2: Cognitive Skills:

On completion of the degree, you will be able to:

- B1.** develop critical skills in creative writing and analysis of diverse genres 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;

Area 3: Practical and professional skills:

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);

Area 4: Key/transferable skills:

On completion of the degree, you will be able to:

Communication:

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, synthesize and evaluate the significance of substantial quantities of material;

D3. present sustained and persuasive arguments cogently and coherently;

Improving own learning and performance

D5. study and learn more independently, and from a variety of different media and teaching meth

