



**OPTIMALE**

# OPTIMALE: Enhancing employability of graduates

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**Christina Schaeffner**

# OPTIMALE

- Optimising professional translator training in a multilingual Europe
- Erasmus “Academic Network” funded by the Directorate-General for Education and Culture
- Starting date: October 2010 End: September 2013
- Partners: 64 EEA universities (27 countries), 5 non EEA universities, + EUATC (European Union of Associations of Translation Companies)
- Coordinator: Université Rennes 2, France
- [www.translator-training.eu](http://www.translator-training.eu)

# Aims and tasks of OPTIMALE

- monitor the changing nature of the translation professions
- act as a vehicle and stimulus for innovation and high quality in the training of professional translators
- build on and feed into the work being undertaken by the European Masters in Translation (EMT)
- strengthen ties with institutions and professional bodies (also beyond EMT network)

# EMT

- **European Master's in Translation (EMT)**
- European Commission initiative (DGT)
- A network of university programmes offering high quality Master's level training for translators (54 programmes accepted)
- ensure a good match between graduates' competences and employers' requirements.

# OPTIMALE Workpackages and deliverables

- **Mapping translator training (WP3):** interactive map of European translator training programmes
- **Monitoring market and societal needs and professional requirements relevant to translator training (WP4):** reports on emerging industry needs and (new) professional competence profiles
- **Training for professional practice (WP5):** Transferable good practice in specific areas of translator training
- **Training of trainers (WP6):** training of trainer sessions

# Employer competence requirements (WP4)

## 1. Quality, quality, quality

- Quality through translation competence (esp. in specialized fields)
- Quality through implementation of QA procedures

## 2. Professional awareness

- Through experience
- Through knowledge of professional standards and ethics

## 3. Academic training and qualification

## 4. Knowledge of the entire translation production process

- From identification of client requirements to consolidation of client relations
- From the definition of resources required to the use of TM systems

# WP5 Training for professional practice

- **Objective:**

- Describe, define and disseminate good practices in four thematic areas:
  - **5.1 New tools and technologies** – University of Vienna
  - **5.2 Domain specialization** –University of Salamanca
  - **5.3 Professional oriented-practices** – Aston University
  - **5.4 Quality assurance** –Babes-Bolyai University

- **Deliverables:**

- **Synthesis reports:** on the current existing practices
- **Case studies:** examples of good practice
- **Reference frameworks:** handbook for new courses or module
- **Resource materials:** Transferable learning materials

## 5.3 Professionally-oriented practices in academic context

- Mapping existing approaches to the introduction of professional practice in translator training programmes (questionnaires)
- synthesis report discussed at Workshop, 31 March 2012, Aston University, Birmingham
- case studies identified (good practice)
- Overall WP 5 meeting on 6 October 2012 at Aston



# Good practice: added value

## 1 Contribution of professional translators

- teaching practical translation classes
- (contribute to) teaching other specific modules
- Member of steering / programme committees

2 Specific workshops/talks/modules on professionally-oriented practices to cover business and commercial aspects of the profession, project management, ethical aspects, quality procedures, workflow, customer care ...

# Good practice: added value

3 Projects managed autonomously by students

- Translation 'companies' run by students (i.e. simulation, university projects, no competition) as a good method of practicing business and entrepreneurial skills and to enhance transferable skills (time management, team work, interpersonal skills, coping with conflict)
- To be added: monitoring mechanisms (i.e. Timesheets, Log file, Complaint form, Incident report form) (largely lacking in programmes)

# Good practice: added value

## 4 Placements and internships as integral part of programmes

- Establish good links between universities and companies.
- Universities to prepare students properly for starting a placement (so that company does not have to devote a significant amount of time to induction).
- Encourage the arrangement of shadowing (also including freelance translators) as a good opportunity to get experience of the profession from the beginning of a programme.

# Scope for enhanced cooperation

Memorandum of Understanding on Traineeships between the European Union of Associations of Translation Companies (EUATC) and the European Master's in Translation (EMT) Network (signed on 24 May 2012 in Brussels)

## *Article 1: Scope of the MoU*

The EUATC and the EMT thereby express their willingness to act together with a view to facilitating the creation of traineeship schemes for students of EMT universities to be organised at translation companies established in any European country.

# Article 3: *Good practice for individual traineeships*

- A traineeship agreement between parties should be defined;
- Professional and learning objectives of the traineeship should be defined;
- Knowledge, skills and competences gained during the traineeship should be documented;
- Traineeships should be of a reasonable duration and the trainee should not be replacing a permanent post;
- Adequate social insurance and remuneration of the trainee should be ensured;
- The rights and obligations of the trainee, the translation company providing the traineeship and, if applicable, the educational institutions, must be clear to all.



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Professor Christina Schaeffner  
Aston University  
Birmingham B4 7ET  
[C.Schaeffner@aston.ac.uk](mailto:C.Schaeffner@aston.ac.uk)

Also in UK:

National Network for Translation (Routes into Languages)  
[www.routesintolanguages.ac.uk/translation](http://www.routesintolanguages.ac.uk/translation)