



# Handbook for the organisation of intensive translation sessions

*Guide d'organisation de sessions de traduction intensive*

*Manwal għall-organizzazzjoni ta' sessjonijiet intensivi fit-traduzzjoni*

*Ghid pentru organizarea sesiunilor intensive de traducere*

*Manual para la organización de cursos intensivos de traducción*

*Příručka pro organizaci intenzivních překladatelských seminářů*



**UCL**  
Université  
catholique  
de Louvain



UNIVERSITATEA  
BABEŞ-BOLYAI

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# 1. Project description

## 1.1. Executive summary

The so-called [OTCT](#) (Optimising Translator Training through Collaborative Translation) project that we would like to introduce in this handbook naturally follows in the footsteps of the [EMT](#) (European Master's in Translation) network and the [OPTIMALE](#) project (working group on professionally-oriented practices: integrating competence acquisition within the curriculum). The former has been ongoing since 2006 and the latter was closed in 2013. The three projects are supported by the European Commission.

The OTCT project, which took the form of an Erasmus + Strategic Partnership between 2014 and 2016, was coordinated by Rennes 2 University, in France, and included seven academic partners in total, namely Babes-Bolyai University in Cluj-Napoca (Romania), Charles University in Prague (The Czech Republic), Marie Haps Institute/Université Catholique de Louvain in Brussels/Louvain (Belgium), Malta University (Malta), Swansea University (United Kingdom), and University of Pablo de Olavide in Sevilla (Spain).

The project originates from the work of Daniel Gouadec, who implemented in the long run a project-based pedagogy, with bi-annual intensive technical translation sessions known as "Tradutech", at Rennes 2 University. The more specific goal of the OTCT project was to share and disseminate this proven methodology for translator training. The project meant to experiment the feasibility of the concept in new frameworks, while integrating some historic partners of the master's degree who had already taken part in Tradutech sessions, in order to help optimise the implementation of intensive translation sessions.

This handbook intends to define the objectives and prerequisites for the organization of sessions - as took place in Rennes 2 University, the coordinating University, and in the other partner Universities - at programme level, consortium level and practical level. It then describes the typical organization of intensive collaborative technical translation sessions, as far as internal and inter-institutional implementation is concerned. A problem / solution approach is then presented in the case studies to illustrate the potential strategies that can be applied to adapt sessions to local constraints, whether they be due to regulation, internal organization or logistics. To complete and broaden the picture of such a project, feedback from students, trainers and professionals who took part in that experience is offered, to prove the benefits and challenges represented by this complementary element of training for future translation professionals.

The concluding words express how much we encourage the implementation of intensive translation work in teams, and within an international collaboration, for it strengthens and

develops future translators' competence, as much as multitask management abilities and confidence - all indisputable assets in a demanding professional sector.

## 1.1. Résumé analytique (French)

Le projet « OTCT » (pour Optimising Translator Training through Collaborative Translation) que nous voulons présenter dans ce guide s'inscrit dans la continuité du réseau « EMT » (European Master's in Translation) et du projet « Optimale » (working group on professionally-oriented practices: integrating competence acquisition within the curriculum). Le réseau EMT existe depuis 2006 et le projet Optimale s'est terminé en 2013. Les trois projets sont soutenus par la Commission Européenne.

Le projet OTCT, qui s'est déroulé dans le cadre d'un Partenariat stratégique Erasmus + de 2014 à 2016, a été coordonné depuis l'université Rennes 2 en France. Il totalise sept partenaires : l'Université Babes-Bolyai à Cluj-Napoca (Roumanie), l'Université Charles à Prague (République tchèque), l'Institut Marie Haps / Université Catholique de Louvain à Bruxelles / Louvain (Belgique), l'Université de Malte (Malte), l'Université de Swansea (Royaume Uni) et l'Université Pablo de Olavide à Séville (Espagne).

Le projet tire son origine du travail de Daniel Gouadec, qui a mis en place, sur le long terme, une pédagogie par projets intégrant deux fois par an des sessions de traduction technique intensives appelées « Tradutech », à l'Université Rennes 2. Le projet OTCT a eu pour objectif plus spécifique de partager et de disséminer cette méthodologie éprouvée pour la formation des traducteurs. Il visait à tester la faisabilité du concept dans de nouveaux contextes, tout en intégrant des partenaires historiques du Master qui avaient déjà participé à des sessions « Tradutech », afin de contribuer à une meilleure mise en œuvre des sessions intensives dans le partenariat.

Le présent guide définit les objectifs et les prérequis de l'organisation des sessions – telles qu'elles se sont déroulées à l'Université Rennes 2, l'université coordinatrice, et dans les autres universités partenaires – au niveau des formations, du consortium et à un niveau plus pratique. Le guide décrit ensuite l'organisation-type des sessions Tradutech, sur le plan interne et inter-institutionnel. Une approche de type problème / solution est ensuite adoptée dans la présentation d'études de cas qui illustrent les stratégies pouvant être déployées pour adapter les sessions aux contraintes locales, que celles-ci soient dues à des questions de réglementation, d'organisation interne ou de simple logistique. Pour compléter et élargir la vision du projet, le guide revient sur le retour d'expérience offert par les étudiants, les formateurs et les professionnels qui y ont pris part. Ces témoignages rappellent les bénéfices et les défis que représente un tel complément de formation pour le perfectionnement des futurs professionnels de la traduction.

Pour finir, ce guide vise à convaincre de l'utilité de la mise en œuvre de sessions de traduction intensive en équipe, dans une dimension internationale. Ces actions de formation ont un impact direct sur le renforcement et le développement des compétences des futurs traducteurs, tout comme sur leurs capacités de gestion de tâches multiples et leur confiance : des atouts indéniables dans un secteur professionnel très exigeant.

## 1.1. Sommarju eżekuttiv (Maltese)

L-hekk imsejjaħ proġett tal-OTCT (Taħriġ għat-Tradutturi mill-Aktar Fejjiedi bis-Saħħa tal-Kollaborazzjoni fit-Traduzzjoni) li aħna nixtiequ nintroduċu f'dan il-manwal naturalment jimxi fuq il-passi tan-Netzwerk tal-EMT (European Master's in Translation/Maġisteru Ewropew fit-Traduzzjoni) u tal-proġett "Optimale" (grupp ta' ħidma fuq il-prattiċi orjentati lejn il-professjonalità: bl-integrazzjoni ta' kompetenzi akkwiziti mit-tħaddim tal-kurrikulu). Tal-ewwel ilu għaddej mill-2006 u tal-aħħar ingħalaq fl-2013. It-tliet proġetti għandhom l-appoġġ tal-Kummissjoni Ewropea.

Il-proġett OTCT, li ħa l-forma ta' Erasmus + Sħubija Strateġika bejn l-2014 u l-2016, kien ikkoordinat mill-Università ta' Rennes 2, fi Franza, u b'kolloxx kien jinkludi seba' msieħba akkademiċi, jiġifieri l-Università ta' Babes-Bolyai fi Cluj-Napoca (Ir-Rumanija), l-Università Charles fi Praga (Ir-Repubblika Ċeka), l-Istitut Marie Haps/l-Università Kattolika ta' Louvain fi Brussell/Louvain (Il-Belġju), l-Università ta' Malta (Malta), l-Università ta' Swansea (Ir-Renju Unit), u l-Università ta' Pablo de Olivade f'Sivilja (Spanja).

Dan il-proġett tnissel mix-xogħol ta' Daniel Gouadec, li implimenta fuq medda twila ta' żmien pedagogija bbażata fuq proġett, b'sessjonijiet intensivi ta' traduzzjonijiet tekniċi darbtejn f'sena magħrufin bħala «Tradutech», fl-Università ta' Rennes 2. L-għan iżjed speċifiku tal-proġett OTCT kien li din il-metodoloġija, ippruvata li siewja għat-taħriġ tat-tradutturi, tinqasam ma' ħaddieħor u tinfirex. L-intenzjoni wara dan il-proġett kienet dik li tiġi vverifikata il-prattikabilità tal-kunċett f'oqsfa godda, waqt li jiġu integrati xi msieħba storiċi fil-livell ta' Maġisteru li diġà ħadu sehem qabel f'sessjonijiet tat-Tradutech, bil-għan li jservi ta' għajnuna ħalli l-implimentazzjoni ta' sessjonijiet intensivi tat-traduzzjoni tkun mill-aktar fejjieda.

L-intenzjoni wara dan il-manwal hija li jiġu definiti l-oġettivi u l-prerekwiżiti għall-organizzazzjoni ta' sessjonijiet – bħal dawk li saru fl-Università ta' Rennes 2, l-Università li qiegħda tikkoordina x-xogħol, u fl-Universitajiet imsieħba l-oħra – fil-livell ta' programm, ta' konsorzju u dak Prattiku. Imbagħad il-manwal jiddeskrivi l-organizzazzjoni tipika ta' sessjonijiet tat-Tradutech, sa fejn għandha x'taqsam l-implimentazzjoni interna u inter-istituzzjonali. Jiġi pprezentat imbagħad approċċ tat-tip problema/soluzzjoni fl-istudji ta' każijiet li juru l-istrategiji potenzjali li jkunu jistgħu jithaddmu sabiex is-sessjonijiet jiġu addattati għal limitazzjonijiet fuq livell lokali, ħtija ta' regolamenti, loġistika jew organizzazzjoni interna, huma x'inhuma. Sabiex titkompla u titwessa' l-istampa ta' proġett bħal dan, jingħata r-rispons tal-istudenti, tal-ħarrieġa

u l-professjonisti li ħadu sehem f'dik l-esperjenza, bħala prova tal-benefiċċji u l-isfidi murija bis-saħħa ta' dan l-element kumplimentari fit-taħriġ għall-professjonisti futuri tat-traduzzjoni.

Il-kliem tal-aħħar jesprimu kemm aħna ninkoraġġixxu l-implimentazzjoni ta' xogħol intensiv ta' traduzzjonijiet minn timijiet ta' tradutturi, u f'kollaborazzjoni internazzjonali, għax dan issaħħaħ u jżviluppa l-kompetenza ta' tradutturi futuri, kif ukoll l-abbiltajiet u l-kunfidenza meħtieġa fi tmexxija ta' diversi xogħlijiet f'daqqa jew multitasking - ilkoll riżorsi indisputabbli f'settur professjonali impenjattiv.

## 1.1. Scurtă prezentare (Romanian)

Proiectul OTCT (Optimizarea Formării Traducătorilor prin Traducere Specializată Colaborativă) prezentat în acest ghid a luat naștere la inițiativa unor universități din rețeaua EMT (Masterat European în Traduceri) și are la bază rezultatele proiectului Optimale (Grupul de lucru privind integrarea practicilor profesionale în cadrul programei universitare pentru a asigura dobândirea de competențe specializate). Proiectul rețelei EMT a fost demarat încă din anul 2006, iar proiectul Optimale a fost finalizat în anul 2013. Toate aceste trei proiecte au beneficiat de susținerea Comisiei Europene.

Proiectul OTCT, desfășurat în perioada 2014-2016 sub forma unui parteneriat strategic Erasmus +, a implicat participarea a șapte universități: Universitatea Rennes 2 din Franța care a fost și coordonatorul proiectului, Universitatea Babeș-Bolyai din Cluj-Napoca (România), Universitatea Karlova din Praga (Cehia), Institutul Marie Haps/Universitatea Catolică Louvain din Brussels/Louvain (Belgia), Universitatea din Malta (Malta), Universitatea Swansea (Regatul Unit) și Universitatea Pablo de Olavide din Sevilla (Spania).

La originea OTCT se află o metodă pedagogică implementată inițial de către prof. univ. dr. Daniel Gouadec la Universitatea Rennes 2 care utilizează proiecte interactive pentru a stimula dezvoltarea de competențe profesionale în cadrul unor sesiuni intensive bianuale de traducere tehnică, denumite „Tradutech”. Obiectivul principal al proiectului OTCT a fost de a face cunoscută această metodologie dovedită extrem de utilă în formarea traducătorilor la nivelul învățământului universitar. Astfel, proiectul și-a propus să testeze aplicabilitatea acestui concept în contexte academice noi, cu parteneri care implementau pentru prima dată această practică pedagogică, având, totodată, susținerea unor parteneri care au reușit în timp să integreze sesiunile Tradutech în programa de studiu - scopul final fiind de a optimiza implementarea acestor sesiuni intensive de traducere și de a facilita dezvoltarea componentelor adecvate pentru contextul instituțional specific în care urmau să se desfășoare aceste sesiuni.

Acest ghid are ca scop prezentarea obiectivelor și a condițiilor necesare desfășurării sesiunilor Tradutech așa cum au fost ele organizate la Universitatea Rennes 2, universitatea coordonatoare, și în celelalte universități partenere. Accentul cade pe detalierea aspectelor

practice de implementare la nivel instituțional, cu impact asupra programelor de studiu ale partenerilor, și la nivelul colaborării interinstituționale, în cadrul consorțiului OTCT. Studiile de caz evidențiază strategiile care pot fi utilizate pentru adaptarea metodologiei Tradutech la contextele instituționale specifice pentru a asigura o integrare pedagogică mai facilă. În mod detaliat, se identifică dificultățile care pot fi anticipate și se oferă soluții aplicabile care țin cont de potențialele restricții de implementare generate frecvent de reglementările educaționale în vigoare la nivel național, structurile organizaționale interne la nivel instituțional sau aspectele logistice la nivelul programului de studiu. Beneficiile și provocările oferite de introducerea și/sau utilizarea acestei metode, ca metodă complementară sau integrată, în formarea viitorilor profesioniști în traducere sunt analizate și prin prisma evaluărilor și opiniilor studenților, ale cadrelor didactice și ale partenerilor profesionali – companii de traducere – care au participat la proiect.

În încheiere, ghidul subliniază importanța implementării acestei metode în formarea traducătorilor, insistând asupra beneficiilor activității în echipă și în cadrul unei colaborări internaționale prin care se consolidează și se dezvoltă atât cunoștințele viitorilor traducători, cât și abilitatea și încrederea de a gestiona sarcini multiple - toate fiind atuuri indiscutabile care vin în întâmpinarea exigențelor mediului profesional.

## 1.1. Resumen (Spanish)

El proyecto OTCT (Optimising Translator Training through Collaborative Translation/Optimización de la formación de traductores mediante prácticas colaborativas de traducción especializada) que presentamos en este manual sigue los pasos de la Red de Másteres Europeos en Traducción (EMT, por su siglas en inglés) –que se inició en el año 2006– y la red académica Erasmus OPTIMALE (Optimising Professional Translation Training in a Multilingual Europe – cuyo programa finalizó en 2013–. Los tres proyectos, financiados por la Comisión Europea, fomentan la integración de prácticas de perfil “profesionalizante” en los programas curriculares que garanticen la adquisición de las competencias necesarias para el desarrollo de la profesión del traductor en función de las demandas del mercado.

El proyecto OTCT, que adoptó la forma de asociación estratégica Erasmus + entre 2014 y 2016, ha sido coordinado por la Universidad de Rennes 2, en Francia, e incluye siete socios académicos en total, a saber: Babes-Bolyai University, en Cluj-Napoca (Rumanía); Charles University, de Praga (República Checa Marie Haps Institute/Université Catholique de Louvain, en Bruselas/Louvain (Bélgica); Malta University (Malta); Swansea University (Reino Unido); y la Universidad Pablo de Olavide, en Sevilla (España).

El proyecto nace a partir del trabajo realizado por Daniel Gouadec, en la Universidad de Rennes 2, que implementó a lo largo de los años una metodología docente basada en proyectos,

que incluía dos cursos intensivos anuales de traducción técnica y que recibió el nombre de “Tradutech”. El objetivo principal del proyecto OTCT era compartir y difundir esta metodología validada en la Universidad de Rennes 2 para la implantación de posibles mejoras en los programas de formación de traductores. El objetivo era demostrar la viabilidad del concepto en nuevos contextos académicos, mediante la integración en el proyecto de antiguos socios del programa de máster que ya habían participado en cursos anteriores de Tradutech, con el propósito de que sacar el máximo rendimiento de estos cursos intensivos de traducción.

Este manual pretende definir los objetivos y requisitos de organización de este tipo de cursos –como los realizados en la institución responsable de la coordinación del proyecto, la Universidad de Rennes 2, y en las universidades socias–, a nivel del programa, la gestión de la asociación y a un nivel práctico. De este modo, el manual describe el sistema organizativo característico de los cursos de Tradutech tanto en el marco institucional interno como en el contexto interinstitucional. Como estrategia didáctica, el manual plantea el enfoque del estudio de casos basado en la toma de decisiones que requiere la solución de problemas con el propósito de ilustrar el conjunto de estrategias que pueden aplicarse para adaptar los cursos a las limitaciones impuestas por la normativa, la organización interna o los problemas logísticos de cada institución. Para completar y ampliar la perspectiva del proyecto, se recogen opiniones de los estudiantes, los profesores y los profesionales de la traducción que han compartido esta experiencia. De este modo, se exponen los retos que plantea este instrumento de formación complementario y se describen las ventajas que presenta para la formación de futuros traductores.

Como conclusión, expresamos nuestra convicción de que el trabajo intensivo de traducción en equipo, en un contexto colaborativo internacional, contribuye al desarrollo y al refuerzo de las competencias de los futuros traductores –como la autoconfianza o la denominada capacidad multitarea–, competencias todas ellas de incuestionable valor en un sector profesional cada vez más exigente.

## 1.1. Shrnutí (Czech)

Projekt OTCT (Optimising Translator Training through Collaborative Translation – Optimalizované vzdělávání překladatelů prostřednictvím výuky překladu za pomoci vzdělávání typu collaborative learning), který bychom chtěli představit v této příručce, navazuje na činnost sítě EMT (European Master’s in Translation, evropský program magisterských studijních programů v oboru překladatelství) a na projekt Optimale (pracovní skupina pro postupy ve výuce orientované na profesní praxi – zavádění profesních dovedností do studijního kurikula). Projekt EMT probíhá od roku 2006 a projekt Optimale skončil v roce 2013. Všechny tři projekty jsou podporovány Evropskou komisí.

Projekt OTCT, který měl podobu tzv. strategického partnerství v rámci programu Erasmus+

a probíhal mezi lety 2014 a 2016, byl koordinován francouzskou Univerzitou Rennes 2 a celkem zahrnoval sedm partnerů z akademické sféry, jmenovitě Univerzitu Babes-Bolyai v Kluži (Cluj-Napoca, Rumunsko), Univerzitu Karlovu v Praze (Česká republika), Institut Marie Haps v Bruselu / Katolickou univerzitu v Lovani (Belgie), Maltskou univerzitu (Malta), Univerzitu Swansea (Spojené království) a Univerzitu Pabla de Olavide v Seville (Španělsko).

Projekt OTCT vychází z práce Daniela Gouadeca, který na Univerzitě Rennes 2 zavedl dlouhodobou, projektově zaměřenou výuku, a to semestrální intenzivní semináře odborného překladu s názvem «Tradutech». Konkrétní cíl projektu OTCT bylo sdílet a šířit tuto ověřenou metodiku pro vzdělávání překladatelů. Projekt si kladl za cíl ověřit proveditelnost této koncepce v nových kontextech spolupráce a zároveň zapojit některé magisterské programy, které se účastnily již seminářů Tradutech, za účelem pomoci optimalizovat průběh těchto intenzivních překladatelských seminářů.

Smyslem této příručky je definovat cíle a předpoklady pro organizaci seminářů tak, jak probíhaly v rámci výuky v Univerzitě Rennes 2 (koordinující univerzita) a v ostatních partnerských univerzitách, a to jak na úrovni studijního programu a konsorcia univerzit, tak z hlediska samotné výukové praxe. Následně je v příručce popsána standardní organizace seminářů Tradutech v rámci ústavů/kateder a interinstitucionální spolupráce. Následují případové studie s uvedením příkladů problémových situací a jejich řešení, čímž jsou ilustrovány potenciální strategie, které je možné použít k přizpůsobení seminářů místní situaci, ať už jde o problematiku začlenění v rámci kurikula, o samotnou organizaci v rámci ústavu nebo o logistiku. Popis projektu je na závěr doplněn o zpětnou vazbu od studentů, vyučujících a představitelů z profesní sféry, kteří se projektu účastnili, s cílem poukázat na přínosy a výzvy této doplňkové součásti vzdělávání budoucích profesionálních překladatelů.

Slova uvedená na závěr pak reflektují skutečnost, že pro účastníky projektu je uplatňování intenzivní skupinové překladatelské výuky, a to v rámci mezinárodní spolupráce, velmi důležité a že si zaslouží další podporu. Posiluje totiž a rozvíjí dovednosti budoucích překladatelů, jejich schopnost multitaskingu, jakož i sebedůvěru – což jsou vše nezbytné vlastnosti v tomto náročném odvětví profesní činnosti.

instrument that every translation programme across EU could benefit from. Here are the pillars on which it is based and here are some examples that any translation programme contemplating the introduction of an intensive translation session can analyze, and compare to its own context and import with relevant adjustments.

## 1.2. Objectives

The OTCT project objectives are based on what we call the 4 'P's':

- Translation as a purposeful activity
- Translation as a process
- Translation as a profession
- Translation as a project-based activity

Practically speaking, the project aims to fully adapt translation students to their future profession by integrating professional practices in translator training curricula. This can be achieved by:

- Organizing intensive collaborative technical translation sessions mimicking professional conditions (intensive translation sessions),
- Exchanging best practices and material on project-based training resources between partners
- The general principles of such intensive translation sessions include:
  - Real or «realistic» projects, based on professional practices
  - Teamwork of students from different years and with different levels of competence
  - Clear levels of responsibility and tasks: managers, translators, quality controllers, terminology, DTP specialists...
- Intensive use of IT and shared resources

Beyond the general goals of the project, the objectives of intensive translation sessions can be defined at three distinct levels: (1) programme level, (2) consortium level, and (3) practical level. Each individual institution running intensive translation sessions and the institutions collectively involved in its pan-EU implementation can, however, have different objectives.

### 1.2.1. At programme level

Intensive translation sessions are an opportunity for students to test out their competences, to react in a controlled educational/pre-professional environment, and this allows them to consolidate the learning that they receive from other programme components. The following skills are especially put into practice:

#### **Project management skills:**

- Develop client-agency collaboration patterns
- Exercise organisational patterns for effective project management

- Develop risk management skills
- Learn to smoothly allocate roles between team members
- Better understand the importance of team-work for specialised translation projects
- Learn to spot and overcome team-work difficulties
- Develop (self-)analysis techniques to support team dynamics

### **Communication/Negotiation skills:**

- Develop interaction skills to enable effective team work
- Acknowledge differences in communication with various stakeholders and team members
- Develop effective reporting skills
- Become aware of negotiation tactics and exercise their use

### **Specialised knowledge and competences:**

- Apply theoretical knowledge into practical projects
- Develop learner autonomy in specialised translation processes
- Adopt an appropriate methodology for documentation and terminology mining
- Develop confidence in tackling new highly-specialized fields for translation and/or terminology projects
- Better understand and apply computer-aided processes for translation and/or terminology

## **1.2.2. At consortium level**

The EU dimension of projects such as OTCT allows for a much more realistic simulation of the global nature of specialised translation projects. The international dimension of the project increases the requirements of professional responsibility and accountability, triggering a more mature reaction from students and calling on the following skills:

### **Project management skills:**

- Strengthen understanding of the mechanisms and requirements of international collaborative projects
- Witness and experiment the different facets of professionalism across countries
- Understand the added value of international cooperation within the teams
- Address the difficulties linked to the integration of international team members

### **Communication skills:**

- Develop understanding of international communication patterns
- Become aware of culture-specific elements which need to be considered in such collaborations

### **Specialised knowledge and competences:**

- Experience different theoretical and practical approaches to specialised translation across universities
- Discover new elements of training which are not covered in all curricula

## **1.2.3. At practical level**

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### **Students should develop the following abilities and skills:**

- Translation-associated skills: translation, terminology/phraseology, proofreading, quality control, DTP, CAT tools
- Management skills: recruitment, team management, guidelines definition, document management, in-depth document and project analysis, time and deadline management, project management, proposal drawing, budget management, negotiation
- Human skills: team work, professional communication (written and oral), stress management, adaptability/flexibility, autonomy, initiative, interpersonal skills, conflict management, resourcefulness

## **1.3. Pre-requisites**

We propose to look at pre-requisites as conditions which facilitate an effective implementation of intensive translation sessions. These are not to be considered as requirements, but as arrangements which contribute relevantly to the objectives.

**Ideally, any intensive translation session should be based on the following requirements, which are given according to their importance:**

- Implementation when students can be freed from normal coursework. This will allow students to focus only on the project and its outcomes during the whole week

- Appropriate infrastructure, i.e. lab with sufficient work stations for students to be able to meet, discuss and work together
- Some level of competence in applying techniques specific to translations, terminology and CAT tools. Prior experience in specialised translation, and, more specifically, in technical translation is not explicitly required but could be deemed an asset to the project
- Integration within Master level programme objectives (can be inclusive of Bachelor level, but would greatly depend on level of specialisation in translation which is being triggered)
- If possible, be assessed and/or credited (ECTS) as a separate entity within the programme
- Use of CAT tools and/or other technically supportive software for translation terminology and/or project management (only if included in the project scenario)

These requirements may not always be practical and/or possible within the various institutional structures, but the first requirements are of foremost importance. The implementation of an intensive translation session may take a staged approach with different operationalisation models being viewed as appropriate for various contexts across Europe. The case studies presented later on in this handbook will describe a broad range of models which are based on the same framework, have the same objectives, trigger the same outcomes and undertake the same activities, but in different contextual environments, hence with appropriate adjustments being required.

Intensive translation sessions constitute an educational instrument that every translation programme across EU could benefit from. Here are the pillars on which it is based and here are some examples that any translation programme contemplating the introduction of an intensive translation session can analyze, and compare to its own context and import with relevant adjustments.

## 1.4. Typical organisation of intensive translation sessions

Tradutech sessions are designed to encompass the main skills and know-how professional translators should master. This project was launched in 1996 by Daniel Gouadec (Rennes 2 University) and Hugo Marquant (Marie Haps Institute, Brussels) (Gouadec 2005). Based on how Tradutech sessions are typically organised in Rennes 2 University, we will explain how intensive translation sessions can be implemented in any university or institution training translators. We will then describe how inter-institutional intensive translation sessions can be organised and what it entails. The numbers, roles and overall configuration of the sessions are indicative and can of course be adapted to personal preferences and local constraints.

## 1.4.1. Internal implementation

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### 1.4.1.1. Overall organisation

Intensive translation sessions consist of intensive collaborative, mainly technical, translation projects in simulated professional conditions. Each five-day session involves all students in the translation study programme. They are organised in agencies and devote all their time to the project – all other classes should ideally be suspended during the week. The two Intensive translation sessions of the same academic year are traditionally organised differently in order to transfer knowledge and know-how between students and ensure an overall group dynamic. In the first intensive translation session, the more advanced students (usually second-year master's degree students) are in charge of the management of the session and share responsibilities within the agencies whereas the other students (usually first-year master's degree students) act as assistants and translators. In the second intensive translation session, less advanced students (usually first-year master's degree students) are in charge of the session and agency management while the other students (usually third-year bachelor's degree students) are assistants and translators. This organisation was chosen to gradually accustom students to handling large-scale translation projects and passing on know-how throughout their training (e.g., assistants putting into practice their experience during the following session as managers).

The teaching staff supervise the whole session (following a hands-off approach) and act as the client: They submit their translation requests to the agencies, set out their operational requirements, follow the services until their delivery, and provide feedback at the end of the session. The whole session is supervised by one or two student session overall managers in charge of the communication with the staff members and students, the writing of the general terms of reference, and the organisation of the intensive translation session from the students' point of view. The whole project is student-centred to be as formative and realistic as possible, and prepares students to carry out translation projects on their own.

### 1.4.1.2. Teams' constitution

During the weeks preceding the session, the more advanced students first set up fictitious translation agencies, which ideally include eight to twelve students, with specific responsibilities and roles. First, to make up each agency's management team, the more advanced students decide to gather by groups of three. Each management team then work to define their fictitious agency with a name and logo. They draft a job offer and design a poster which advertises the positions to be filled (project management assistant, terminology assistant and translators). The other students send their applications (CVs and cover letters) to several agencies. After examining the applications, the management team send a translation test to the selected

applicants. The applicants who pass the translation test are then interviewed. The management team of each agency write their own terms of reference, style guide, terminology guidelines, and any accompanying document they consider as necessary.

#### **1.4.1.3. Roles of agency members**

Each agency consists of a management team (i.e., an Agency Director, a Project Manager, a Project Manager Assistant, a Terminology Manager, and a Terminology Manager Assistant), and Translators. The Agency Director represents the agency, manages and organises the work in agreement with the Project Manager, communicates with the client and runs the agency email address. The Project Manager and the Project Manager Assistant are responsible for the distribution of the work, supervise the operators, communicate with the client, and ensure deadlines are met and work is delivered to the client. The Terminology Manager, with the help of the Terminology Manager Assistant, supervises the extraction and research of the terms in the source document(s), allocates them to the various agency members, and then compiles and validates the terminology. The Translators carry out terminology, translation, proofreading, and DTP tasks. The management team also take part in these different tasks.

#### **1.4.1.4. Types of source documents**

The authentic source documents submitted to each agency are selected by the staff members acting as the client. The content must be specialised and realistic but still feasible and not already translated. Due to assessment constraints, all the agencies translate in the same language combination – usually English into the local native language – the same or similar specialised source documents, whether they be technical manuals, reports or multimedia materials.

#### **1.4.1.5. Negotiation phase**

Intensive translation sessions include a negotiation phase with the client, based on their academic training. The client sends his request to the agencies. The agencies analyse the request and draw up a business proposal based on the in-depth analysis they performed. After receiving the proposal, the client contacts the Management Team of each agency to schedule an appointment. This interview aims to go through the terms of the proposal, clarify points, and judge the operational and financial conditions of the proposal. It is also an opportunity for each agency to defend its proposal. Once the final terms of the proposal are settled – it may take several rounds of negotiations –, the client confirms his request. The translation stage can then be launched.

#### **1.4.1.6. Translation stage**

Once the translation stage has begun, each agency may subsequently receive one or more additional requests from the client (extra documents, documents cancelled, new deadlines), forcing them to reschedule their workload. The agency should provide a response based on the client's specifications as well as on the agency's own capacities. The project is managed by students using collaborative software to exchange resource materials and files, and CAT software to carry out terminology and translation tasks, if applicable.

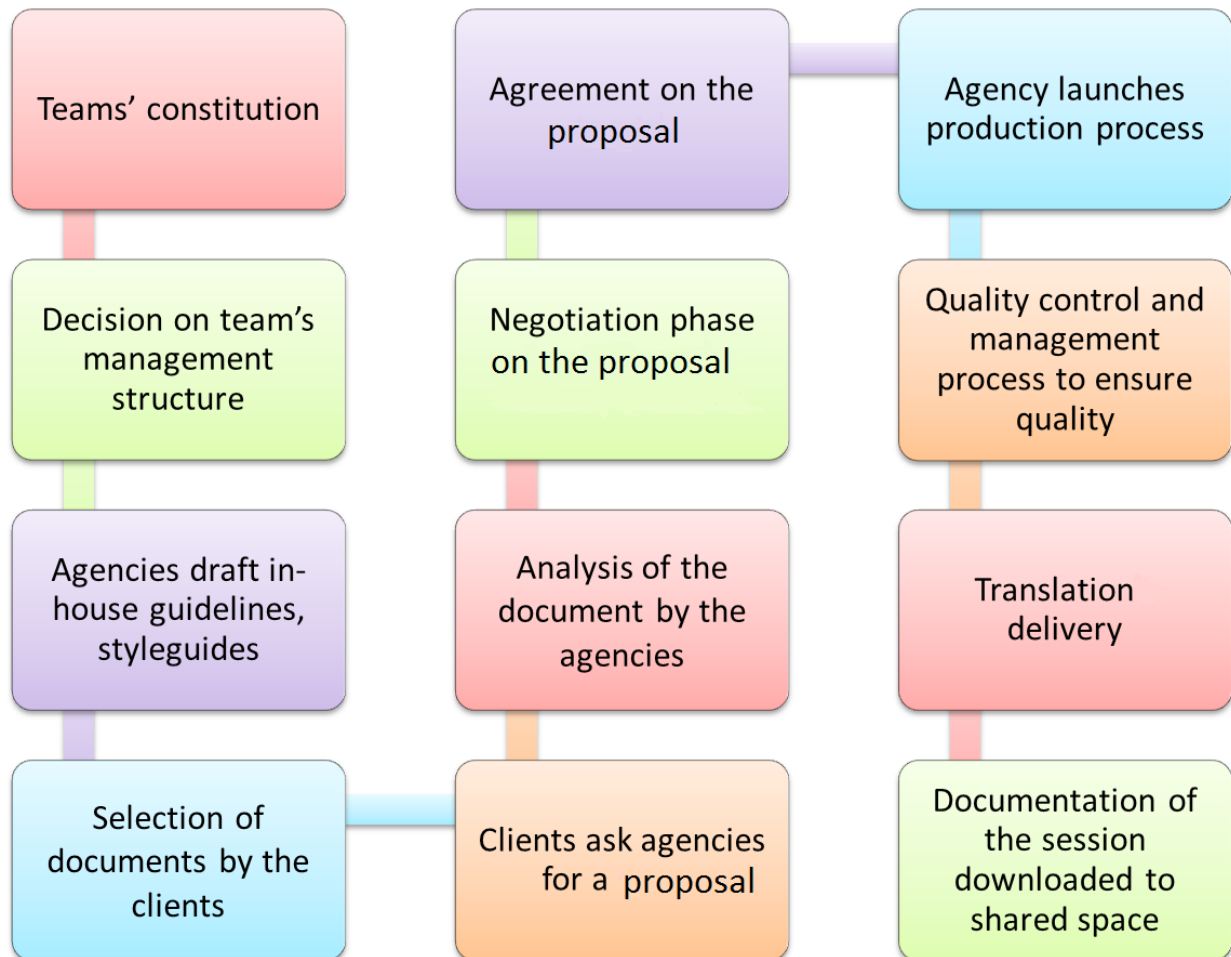
Minimal translation workloads are assigned to each student's role. Volumes are adapted to students' experience in simultaneously managing projects, and performing terminology, translation, proofreading, and DTP tasks. The client communicates with the agencies during the week and, if needed, adapts the volume of the new requests, and/or accepts that the agencies decline a work request, as long as the minimum workload of each agency is met. The minimum volume to be translated by each participant over the course of the week is generally as follows (although this can vary from session to session according to the project): each management team member and each assistant should translate around 2,000 words, and each translator 3,500 words. The use of machine translation is forbidden and translations identified as automatic are not evaluated. All participants are warned that minimal volumes are only indicative and may well be exceeded.

#### **1.4.1.7. Proofreading and delivery**

Once the translation stage is over, students all perform proofreading (bilingual/monolingual) and quality control tasks. Depending on their experience, they can perform DTP tasks on visual elements (figures, images, tables...) and on the translated files to prepare them for delivery. The Project Manager and his Assistant make sure everything conforms to the client's specifications and deliver the files to the client. At the end of the session, the Agency Director sends an invoice to the client, which should comply with all legal requirements as well as with the agreed proposal terms.

### 1.4.1.8. Recap of the different stages of an intensive translation session

The diagram below sums up the whole process of a typical intensive translation session, chronologically detailing the different stages of the project.



### 1.4.1.9. Alternative scenarios

From one intensive translation session to another, different scenarios can be defined by the teaching staff, mimicking real professional conditions: number of documents and requests and their scheduling, adding or/and cancelling documents, requiring terminology shuttle, using CAT tools, etc. Furthermore, these choices can be altered during the session and always take into account how students react to the client's demands. Depending on the scenario defined, the Project Manager and his Assistant may need to change their team's timetables and the original document allocation so as to adapt to the client's new requests and deadlines.

It goes without saying that this ideal framework shall be adapted to local requirements.

## 1.4.2. Inter-institutional implementation

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### 1.4.2.1. General organisation

Organising an intensive translation session simultaneously in different locations is an excellent way to extend the principle of intensive translation sessions to several universities or institutions, and share good practices among partners. However, the implementation of such a session should be precisely coordinated to ensure a successful development of the project, and avoid practical problems. Each partner's situation should be taken into account.

You should first investigate how flexible the partner's curriculum is to integrate the project: as part of the compulsory syllabus, assessment included in the students' final grades, as an extracurricular activity performed outside the official teaching hours, etc.). According to the situation, the students can be involved part-time or full-time in the project and assume various roles (work as full agencies, subcontractors, freelancers). Group numbers and sizes, and minimal translation workloads can all be adapted to local constraints.

In addition, you should make sure that the various modules taught in the partner University provide all the theoretical and practical background knowledge and skills required to carry out the project (technical translation, terminology, CAT tools, project management, quality control, proofreading, etc.). If not, it would be advisable to familiarize students with the missing skills before the intensive translation session, or choose not to include certain stages of the project (e.g., negotiation phase, proposal drafting, DTP).

### 1.4.2.2. Gradual integration

In order to ensure minimal integration and functional operation of the overall concept, the following prerequisites should at least be met by all partners: choose the same documents for all students, follow the same schedule, and work from the same source language.

For a smooth implementation, we strongly advise to gradually integrate new partners within the project. For instance, over a two-year period involving four intensive translation sessions, the organising team can choose to apply four different collaboration models between partner universities, from the least to the most integrated pattern:

1. In the first intensive translation session, teams are built independently in each partner university and work in parallel. The documents to be translated are sent to the trainers in each university, who transfer them onto their respective students. The student teams interact on a bilateral basis through one student Project Manager in each university (one in the organising university and one in each partner university). The two Project

Managers interact as necessary during the project in a subcontracting relationship. The partner university Project manager delivers the translated documents to the organising university project manager at the end of the session.

2. In the second intensive translation session, each agency from the organising university physically hosts one or two international coordinators, who are students from the partner universities. The international coordinator ensures the communication between the hosting agency and his/her home agency. S/he sends the translation request to his/her home university. In the organising university, s/he simply observes the work of one agency, and how the team handles the whole project. Yet, the international coordinator is still part of his/her home university agency and, as such, takes part in the completion of the translation according to the conditions established by his/her home university. The international coordinator receives the translated files, and delivers them to his/her hosting agency, who in turn sends them to the client.
3. In the third intensive translation session, each agency from the organising university works with one or several international subcontracting agencies from the partner universities. In each agency in the organising university, the International Supplier Relationship Manager communicates with his counterpart(s) in the partner universities: the former sends to the latter the documents to be translated, and requests a quotation and a deadline. If necessary, he manages the linguistic aspects of the project and acknowledges the deliverables. The International Supplier Relationship Manager in the organising university receives the translated files, and then delivers them to the client.
4. In the fourth intensive translation session, the visiting students (to and from the organising university) are fully integrated in the hosting agencies (in the organising or partner universities). The visiting students, who translate into their mother tongue, form a language team integrated into the local agency. Documents are sent to the local agencies by the local clients (the partner university teaching staff). The visiting students are integrated in the management team and work with them on the project study, quotation draft, work allocation, etc. Each agency receives the translated documents from their language team and delivers them to their client.

#### **1.4.2.3. Training of trainers sessions**

In order to properly guide and enhance the various intensive translation sessions, it is advisable to organise parallel training of trainers sessions. These sessions, which focus on informing on the project, have taken place once a year during the project (during the December intensive translation sessions). The following elements of training have been provided to trainees from the seven partner universities:

- Rationale and benefits of project-based translator training
- History and evolution of Tradutech sessions at Rennes 2 University
- Choosing source materials, the role of clients, the negotiation phase
- Planning a session according to local constraints
- Quality control, proofreading and editing
- DTP Process, evaluation (peer assessment and teacher/student assessment)
- CAT tool and corpus analysing tool to be used in projects
- Preparing joint terminology projects

Beyond all these informal training, each participant “shadowed” a student team and monitored project management and translation activities, and contacted with the teams in their own universities.

#### **1.4.2.4. Terminology sessions**

Documentation and terminology research is, of course, central in technical translation projects, and is part of students’ training to accuracy and consistency building in their future professional translation work. When students have to work in teams on a common source documents translation, it is even more important to build a common methodology and framework for terminology harmonization.

In order to exchange best practices among partners, activities centered on terminology can be organized, as was the case during the OTCT project.

Two joint terminology projects were led:

- the first on a common, independent topic, using an Excel terminology shuttle
- the second building on an already-defined terminology from an intensive translation session, comparing it to an automatically-defined terminology using the Sketch engine software, and refining the database.

These projects have helped balance skills and enhance efficiency in future collaborative translation projects.

#### **1.4.2.5. Communication between partners**

A project tutorial and general terms of reference have been written by the students and the teaching staff of the organising university, and then translated and sent to the partner universities.

In addition, special instructions have been sent by the organising university only to the teaching staff of the partner universities, explaining the session scenario, the detailed schedule

of the session, and the roles staff members and students will play. The teaching staff were also given the documents to be translated, and informed about any change that may happen during the course of the session. Close contact with the staff in the organising university has to be established so as to quickly solve any arising problem. Meetings between sessions also have to be organised back to back with training of trainers sessions.

Finally, project support document models (terminology 'shuttle', timesheets, etc.) have to be transferred to trainers and students in partner universities in order to standardize working methods as much as possible.

## 2. Case Studies / internal or national constraints: problems and solutions

The case studies presented hereafter illustrate potential and operational strategies to adapt the implementation of intensive translation sessions to local constraints.

They include examples of various scenarios which could serve as guidance to operationalize intensive translation sessions in contexts where such conditions may not prove viable at a particular moment in time or can only be partially met while the project is being set up. They contain clear indications on how the various arrangements are dealt with and how difficulties can be overcome.

Despite these measures, special cases often occur in this type of partnerships, and they have to be addressed specifically to adapt them to the global project. The following section deals with the specific problems encountered during the OTCT project, and the solutions found to counter them.

### Case #1: Adding an Extra-curriculum Project

<b>Institution</b>	FIAL – Louvain School of Translation and Interpreting (previously Institut libre Marie Haps)
<b>Authors</b>	Caroline Vanderputten, Patricia Kerres, Philippe Moreau

#### Problem

The main challenge faced at the Louvain School of Translation and Interpreting (LSTI) was the implementation of the OTCT Project in a Master's programme that already counts 120 ECTS and cannot accommodate more projects and/or courses.

#### Solution

##### March 2015 session

Devoting a whole week to the OTCT project meant that participating students could not attend any of the regular classes scheduled that week. Yet, the teaching staff could not be asked to cancel or postpone all classes that week. In order to limit the number of teachers impacted

by the project it was decided to involve a limited number of students in the OTCT project. We chose the ten students with a focus on terminology. Indeed, these students are taught project management, documentary research, terminology extraction, compiling of glossaries, and use of CAT tools, which are all key elements of the OTCT project, more extensively than students with a different professional focus. It was also decided that this group of students was to participate in both the March OTCT session and December OTCT session. Thus, students would put the experience and knowledge gained in the March session (Master 1) to good use in the December session (Master 2). In return for their participation in the OTCT project, students were released from taking the scientific and technical translation workshop (English>French) in Master 1 (2014-2015). Work carried out during the OTCT session was assessed by a board of examiners and the grades awarded to students were allocated to the scientific and technical translation workshop (2.5 ECTS).

### December 2015 session

In December, in return for their participation in the OTCT session, the students did not have to attend the scientific and technical translation classes (English>French) of the Master 2 Combined Evaluation. The Master in Translation programme at the LSTI provided for three days of formative work and one day dedicated to the summative exam. For students who participated in the OTCT project, the December OTCT session replaced the three days of formative work of the Combined Evaluation. The students took the summative exam during the January exam session. The topic of the summative exam was the same as the topic worked on during the December OTCT session.

## Best practice

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We recommend that a university wishing to implement such a project:

- set up a modular Master's programme from the beginning, if possible;
- create a mock client and do not stick to the traditional "lecturer-student" relationship;
- give the mock translation agency free rein and have a teacher help only if questions or difficulties arise;
- get support from the teaching staff.

## Summary

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This case study written by the Louvain School of Translation and Interpreting describes the solutions adopted by the LSTI teaching staff to implement the OTCT project in their Master's programme.

## Problème (French)

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Le grand défi auquel a été confrontée la Louvain School of Translation and Interpreting (LSTI) lors de la mise en œuvre du projet a été le fait que le projet OTCT n'est pas inscrit au programme de Master en traduction.

## Solution

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### Session de mars 2015

Consacrer une semaine entière au projet signifie que les étudiants y participant ne peuvent pas suivre les cours prévus durant cette semaine. Il n'était pas envisageable de demander au corps enseignant d'annuler ou de reporter tous les cours de cette semaine. Ainsi, afin de ne pas avoir à solliciter la collaboration de trop de collègues, nous avons décidé d'impliquer un nombre limité d'étudiants. Notre choix s'est porté sur les dix étudiants de la finalité terminologie. Cette finalité se concentre en effet davantage que les autres sur la gestion de projet, la recherche documentaire, l'extraction terminologique, la compilation de glossaires et l'utilisation de la TAO (qui sont tous des éléments clés du projet OTCT).

Afin qu'ils puissent mettre à profit les acquis de l'expérience de leur session de mars, ces étudiants participeraient également à la session de décembre.

Leur participation au projet les libérait en contrepartie du cours de traduction scientifique et technique anglais>français en Master 1 (2014-2015). Le travail accompli au cours de la session OTCT était évalué par un collège de correcteurs et les notes obtenues étaient attribués au cours de traduction scientifique et technique anglais>français (soit 2,5 ECTS).

### Session de décembre 2015

Au cours de cette session, les étudiants participant au projet ne devaient pas suivre les cours de traduction scientifique et technique anglais>français de l'épreuve intégrée de Master 2. La refonte des programmes liée à l'intégration de la formation en traduction à l'université prévoyait en effet pour cette épreuve trois journées d'activité formative et une journée d'activité certificative. Les étudiants participant au projet OTCT ont donc vu la semaine de décembre compter pour les activités formatives de l'épreuve intégrée et ont présenté pendant la session d'examens de janvier 2016 le volet certificatif de ladite épreuve. Ce volet portait sur le sujet de la session OTCT de décembre.

## Bonnes pratiques

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Nous recommandons :

- d'opter, de préférence dès la conception du programme, pour un enseignement modulaire ;
- de ne pas faire l'économie du « vrai client » et de sortir de la relation classique « professeur-étudiant » ;
- de laisser à l'agence toute liberté pour organiser son travail, mais d'être disponible en cas de difficultés et de questions ;
- de pouvoir compter sur le soutien des collègues.

## Résumé

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Cette étude de cas rédigée par la Louvain School of Translation and Intepreting décrit les solutions mises en place afin de résoudre le défi posé par le fait que le projet n'est pas inscrit au programme du Master en Traduction.

## Case #2: Small Participant Numbers and Limited Rooms

Institution	Institute of Translation Studies, Charles University, Prague
Author	Tomas Svoboda

## Problem

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### Participant numbers:

The Institute of Translation Studies offers five foreign languages apart from Czech: English, French, German, Spanish, Russian. In the Master's study programme, the students are required to choose between the Translation and Interpreting curricula (some of them choose both). The Institute started to offer participation in the OTCT project to students studying English and focusing on the Translation curriculum in their Master's programme. The interest was big in the beginning, with participant numbers gradually declining over the first three sessions. One of the reasons for this was the fact that there is a limited number of students in the chosen specialisation. Thus, some of the students had participated in the project and did not enrol in subsequent runs.

### Rooms for Tradutech teams:

Despite the fact that, during the intensive translation week, participant students are entitled to focus on the project “full-time”, they can hardly be offered a place in the Institute building, which they could occupy constantly. This is due to the fact that (i) the building is shared with another institute and (ii) there are many more classes going on.

### Solution

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The remedy to the participant number issue was opening up project participation to students studying other language combinations as well. In the fourth session, there have been students with German, French, and Spanish involved. By grouping the students together according to language proficiency, two teams were created of a similar size: An English one and a French one. The interest was four-fold compared to the previous run of the project.

The remedy to the rooms issue was (i) finding free rooms in the Institute’s building and in another Faculty building and (ii) creating a timetable of half-day time windows, where the students can gather and work in teams. In between, they are free to use the library facilities, including the library PCs.

### Best practices

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The OTCT experience is extremely helpful for students’ professional growth. They tend to be very grateful for having been able to participate in the project. For the Prague Institute of Translation Studies it proved useful to open participation to any and all students majoring in Translation, despite the language studied.

### Summary

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Over the course of the project (during the first three semesters) the Prague Institute of Translation Studies saw participant numbers decline, despite a keen initial interest. The decline was due to the fact that there is a limited number of students of English Translation, which the project was initially restricted to. This obstacle was solved by opening up project participation to students studying other language combinations as well.

Despite the fact that students participating in intensive translation sessions profit greatly from teaming up and working together in one place, due to local logistics, they can hardly be offered a place in the Institute building, which they could occupy constantly. This obstacle was solved by creating a patchy timetable of time windows and rooms available, where students could go to for half a day or so.

## Problém (Czech)

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### Počet účastníků:

Na ústavu translatologie se kromě češtiny vyučuje pět cizích jazyků: angličtina, francouzština, němčina, španělština a ruština. V magisterském programu si studenti volí, zda budou studovat překlad nebo tlumočení (někteří studují obojí). Jako první nabízel ÚTRL projekt TraduTech studentům angličtiny, a to zejména studentům magisterského programu překladatelství. Zpočátku byl zájem velký, zájem o účast v následujících bězích však opadal. Jedním z důvodů je, že danou specializaci studuje omezené množství studentů. Někteří studenti se projektu účastnili jednou a na další běh se již znovu nepřihlásili.

### Prostory pro týmy během projektu:

I když se studenti mají věnovat projektové činnosti během týdnu, kdy TraduTech probíhá, naplno, neexistuje možnost, aby měli po celou dobu k dispozici vlastní prostor, a to ze dvou důvodů: (i) Ústav translatologie sdílí budovu s dalšími ústavu a katedrami a (ii) v budově neustále probíhá výuka.

## Řešení

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Ke zvýšení počtu účastníků přispělo otevření projektu také studentům s jinými jazykovými kombinacemi než pouze CS-EN. Čtvrtého běhu se zúčastnili také studenti, kteří studují němčinu, francouzštinu a španělštinu. Podle jazyků se rozdělili do dvou stejně velkých skupin, anglické a francouzské. Zájem o projekt byl oproti předchozímu běhu čtyřnásobný.

Problém s místem pro společnou práci byl vyřešen (i) nalezením volných místností v budově ÚTRL a v další budově fakulty a (ii) vytvořením rozvrhu půldenních «okének», kdy se studenti mohou sejít a pracovat společně. V mezičase jim je k dispozici knihovna včetně počítačů.

## Osvědčené postupy

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Zkušenost s projektem TraduTech je velice užitečná pro profesní růst studentů. Jsou velice rádi, že se projektu mohli zúčastnit. Na ÚTRL se ukázalo, že je vhodné umožnit účast na projektu všem studentům překladatelství bez ohledu na jazyk, který studují.

## Shrnutí případové studie

V průběhu celého projektu (během prvních tří semestrů) se zájem studentů ÚTRL o projekt snižoval, i když zpočátku byl vysoký. Důvodem je omezené množství studentů, kteří studují v programu Překladařství - angličtina, na který byl projekt omezen. Tento problém byl vyřešen otevřením projektu i pro studenty s jinými jazykovými kombinacemi.

I když je týmová práce na jednom místě pro studenty velice přínosná, kvůli fungování budovy, v níž ÚTRL sídlí, není možné jim poskytnout místnost, kterou by mohli využívat po celou dobu překladové části projektu. Tento problém byl vyřešen vytvořením rozvrhu, který obsahoval přehled volných místností v různých časech, které studenti mohli využívat na půl dne a podobně.

### Case #3: Credits and Late Training in Translation

Institution	University of Malta
Author	Anthony Aquilina

### Problem

**Does your Institute award ECTS credits for a Tradutech session? If so, how many? What are the outcomes required?**

With regard to the first question, the answer is YES, as we have coupled intensive translation sessions with the 2nd semester Project Unit which carries 4 ECTS credits. As OTCT coordinator, I evaluate the end product myself and the students all receive the same mark (out of 100) as the exercise as a whole is the fruit of teamwork.

**Does your Institute implement Tradutech on a full-time basis? How do you handle the process without having a full-time week dedicated to this project?**

Regarding the second question, the answer is NO. As I have explained on various occasions, our Department of Translation Studies participated in the project because in the absence of enough traineeship opportunities and very much concerned that Translation agencies demand experience above everything else, we felt that intensive translation sessions could make a big difference. And now we know that it does make a big difference because this is the feedback we are getting from last year's intake after applying for jobs as translators and being given preference on the merit of their OTCT certificate. What we did, both last year and this year, was to adapt existing units in both semesters for the exigencies of the March intensive translation

session only. In practice this meant that the Units on Terminology and Use of CAT tools during the first semester gradually brought our students skills up to scratch and gave them the necessary confidence in themselves (because one has to keep in mind that we only offer a one year post-graduate course in Translation Studies). Then another two units during the second semester, namely Professional Issues and Translation for Specific Purposes were used specifically to prepare our students for the exigencies of technical translation and the intensive translation process. As the March session coincided with the last week before Easter holidays, we stopped normal lectures with the least inconvenience for everybody.

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### **What numbers of students have participated in the sessions so far? How does your institute deal with large and/or small numbers of students?**

Regarding the third question, last year we had thirteen students and this year we had eleven. Dealing with such a small group and in view of the fact that our students were practically beginners meant that only one 'contract' could be negotiated last year and only part of this year's document (about twenty thousand words) could be handled. If we had more students it would have been possible to complete everything.

### **Solution**

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Besides what I have already intimated above I would like to add that our main constraint was that we as a Department are bound to follow our course descriptions. You'd have to go to Senate to change whatever it is (even a comma so to speak). So to accommodate the exigencies of intensive translation sessions to existing course descriptions we had to do a bit of musical chairs, changing a unit from second semester to first semester, and carry out a bit of 'cosmetic surgery', like putting more focus on the OTCT process during Professional Issues and include the March intensive translation session under Translation Project. This constraint alone ties our hands when it comes to the December intensive translation session; although as I have pointed out on several occasions the real reason is that our students would not be up to it after practically only two and a half months of general translation practice, thus risking 'frightening them off' into abandoning Translation Studies in order to take up something else which they might consider less difficult since there is nothing in our University regulations that prevents them from doing this so early on in the course. Having said this, let me say that what our students could not possibly do in December they made up for it during the rest of the academic year as they produced the December assignment as team coursework for TIS 5000: Translation for Specific Purposes which I corrected and sent before the Prague meeting, if you remember. (I shall be dealing with the December 2015 translation on "Welding" in the same way.)

### **Best practices**

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I have repeatedly pointed out how much I, personally, and we as a Department believe in the benefits to be had from the OTCT project. I would like to reiterate that the way forward is for intensive translation sessions to have at least three levels or programmes. Tradutech à trois vitesses, so to speak: Level one would be for first year (absolute beginners) and second year students who lag behind at undergraduate level, as well as for students at post-graduate one-year full-day diploma courses, a sort of Initiation au Tradutech; Level two (at undergraduate level) for years 2 and 3 (again for those who still need to perfect their act, let us say); and Level 3 for third year undergraduate and at Master's level who have already passed levels 1 and 2. There should then be 3 intensive translation sessions or weeks – Level 3 in December, Level 2 in March and Level 1 in June. Each of the universities and/or institutions participating in this Erasmus project could then be the officially recognised partners organising intensive translation session courses around Europe and elsewhere around the globe.

## Summary

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The project was challenging and very intensive, offering real-life situations that required more than just role playing on the part of the students. It had a lot to offer in terms of training for trainers. For reasons already mentioned, it took us some time to get to grips with it. In my opinion students need to be gradually broken into it, since learning translation skills and tools takes a lot of time, not to mention the difficulties of how to go about the terminology shuffle. Students also need to get to know each other well, learn from each other's strengths and weaknesses, if they are to work well together as a team.

I found that this year's group worked more harmoniously than last year's one, possibly because the average age of the students was higher. This could be seen in the way they worked as a team both at the run up to it during lectures, and at the ICT lab at university (as well as from home working sometimes until very late). Of course, I do not exclude that I was able to prepare them better having learnt from last year's experience.

This project deserves to be an ongoing one, also catering for the needs of Departments of Translation Studies in other universities /institutions.

## Problema (Maltese)

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Inkwantu għall-ewwel mistoqsija, it-twegiba hija IVA, billi aħna abbinajna t-Tradutech mal-Proġett fil-programm tat-tieni semestru tagħna, kreditat b' 4 ECTS. Bħala l-koordinatur tat-Tradutech, huwa jien li nevalwa l-prodott finali u l-istudenti jieħdu lkoll l-istess marka (minn mija), minħabba li t-taħriġ komplessivament huwa kkunsidrat bħal frott ix-xogħol tal-grupp sħiħ.

Fir-rigward tat-tieni mistoqsija, it-twegiba hija LE. Kif kelli l-okkażjoni nispjega drabi oħra, id-

Dipartiment tagħna tal-Istudji tat-Traduzzjoni pparteċipa f'dan il-proġett minħabba li fl-assenza ta' opportunitajiet biżżejjed biex l-istudenti jieħdu taħriġ imsieher u konsapevoli li l-agenziji tat-traduzzjoni jitolbu l-esperjenza 'l fuq kull haġa oħra, hassejna li Tradutech seta' jagħmel differenza kbira. U issa nafu fiċ-ċert li tabilhaqq jagħmel differenza kbira mill-feedback li qed ikollna mill-istudenti tas-sena l-oħra li applikaw u mpjegaw irwieħhom ma' agenzi tat-traduzzjoni bis-saħħa taċ-ċertifikat li ħadu wara l-esperjenza tas-sessjoni Tradutech ta' Marzu. Li għamilna, is-sena li għaddiet kif ukoll din is-sena, kien li addattajtna unitajiet mill-kors tagħna għall-eżiġenzi tat-Tradutech għas-sessjoni ta' Marzu biss. Fil-prattika dan fisser li l-unitajiet fuq it-Terminoloġija u l-Użu tal-GħoTGHaK (Għodod tat-traduzzjoni bl-għajnuna tal-kompjuter/ Cat Tools) saru matul l-ewwel semestru u hekk bil-mod il-mod taw iċ-ċans lill-istudenti tagħna jibnu l-ħiliet tagħhom f'dawn l-oqsma fuq pedamenti sodi, bil-konsegwenza li saħħew il-kunfidenza tagħhom fihom infushom (għax ma rridux ninsew li aħna noffru kors postgraduatorju ta' sena biss għal diploma fl-Istudji tat-Traduzzjoni). Imbagħad żewġ unitajiet oħra matul it-tieni semestru, jiġifieri Normi u Kwestjonijiet Professjonali kif ukoll Traduzzjoni għal Skopijiet Partikulari, servew sabiex iħejju lill-istudenti tagħna għall-esiġenzi tal- proċess tat-Tradutech u tat-traduzzjonijiet tekniċi rispettivament. Imbagħad, billi s-sessjoni ta' Marzu taħbat fl-aħħar ġimgħa qabel il-btajjel tal-Għid, stajna nwaqqfu l-lekċers normali bl-anqas inkonvenjent għal kulhadd.

Fir-rigward tat-tielet mistoqsija, is-sena li għaddiet kellna tlettax-il student u din is-sena għandna ħdax. Bi grupp daqshekk zġħir u l-fatt li l-istudenti tagħna Prattikament ma jkollom ebda esperjenza ta' traduzzjoni professjonali meta jidhlu għall-kors, kien ifisser li seta' jiġi 'nnegozzjat kuntratt' wieħed biss milli kien hemm f'Marzu tas-sena l-oħra, u għoxrin elf kelma biss mid-dokument ta'din is-sena. Li kieku kellna aktar studenti kien ikun possibbli li jittieħed 'il-kuntratt' kollu kemm hu.

## Soluzzjonijiet

Minbarra dak li diġà tgħarraft hawn fuq, nixtieq inżid li x-xkiel ewlenija kien il-fatt li aħna bħala Dipartiment obligati mmexxu mill-qrib mad-deskrizzjoni tal-kors u din mhix possibbli tinbidel mil-lum għal għada. Kollox irid jgħaddi mis-Senat u f'ħinu (sa l-anqas virgola biex ngħid hekk). Għaldaqstant sabiex nakkomodaw l-esiġenzi tat-Tradutech fil-qafas tad-deskrizzjoni attwali tal-kors tagħna, ħtiġilna nagħmlu speċi ta' musical chairs, billi nibdlu unitajiet minn semestru għal ieħor, u neffettwa ftit ta' 'l-kirurgija kosmetika', bħal bidla fil-fokus tul l-unità li fiha nittrattaw in-Normi u l-Kwestjonijiet Professjonali u ninkludu s-sessjoni tat-Tradutech f'Marzu taħt l-unità dedikata għall-Proġett tat-Traduzzjoni. Dan ix-xkiel waħdu kien biżżejjed biex jimpedina milli nieħdu sehem fis-sessjoni tat-Tradutech ta' Diċembru; għad li kif indikajt diversi drabi, il-vera raġuni hi li l-istudenti tagħna ma kinux se jlaħħqu mal-livell meħtieġ wara biss xahrejn u nofs f'dik li hi Prattika tat-traduzzjoni u estrazzjoni ta' termini. Ma stajniex nirriskjaw li 'nbeżżgħuhom' sal-punt li kapaċi jaqtgħu qalbhom u jabbandunaw il-kors tagħna fl-Istudji tat-Traduzzjoni biex

jagħzlu kors ieħor li fil-perċezzjoni tagħhom ikun eħfef, la darba m'hemm xejn fir-regolamenti tal-Università li jżzommhom milli jagħmlu dan f'dil-faži daqshekk kmieni tal-kors. Wara kolloxx, irridu ngħidu li l-istudenti tagħna tas-sena l-oħra xorta rnexxielhom jittraduċu t-test 'fil-kuntratt' ta' Diċembru (bl-estrazzjoni tat-termini b'kolloxx) matul it-tieni semestru bħala parti mill-assenjament marbut max-xogħol tal-unità TIS 5000 – Traduzzjoni għal Skopijiet Partikulari, li mbagħad ikkoreġejt jiena stess u bgħattu Rennes qabel il-laqqgħa ta' Praga, jekk intom tiftakru. (U l-istess se jkunu qed jagħmlu l-istudenti ta' din is-sena rigward it-traduzzjoni fuq "il-welding" fis-sessjoni ta' Diċembru 2015.)

## L-Aħjar Prattika

Ħafna drabi għedt li jien, personalment, kif ukoll aħna bħala Dipartiment nemmnu bis-sħiħ fil-benefiċċji li għandu x'joffri t-Tradutech. Irrid nerġa' nteni hawnhekk dak li għedt drabi oħra wkoll li t-triq 'l quddiem biex Tradutech jiġi implimentat b'mod sħiħ hi dik li jkollu tal-anqas tliet livelli jew programmi. Tradutech à trois vitesses, biex ngħid hekk: L-Ewwel Livell ikun immirat għal studenti tal-ewwel sena (għadhom jibdedu) u dawk tat-tieni sena (undergraduate) li jkunu għadhom lura, kif ukoll għal studenti postgraduatorji jsegwu kors ta' sena għal diploma fit-traduzzjoni, speċi ta' Initiation au Tradutech; it-Tieni Livell (undergraduate) għal studenti fit-tieni sena (u dawk fit-3 li jkun jonqoshom x'jipperfezzjonaw, ngħidu aħna); u t-Tielet Livell għal studenti fit-3 sena undergraduate u dawk li daħlu għall-Maġisteru wara li jkunu għaddew mill-Ewwel u t-Tieni Livell. Għaldaqstant għandu jkun hemm tliet sessjonijiet jew ġimgħat matul is-sena, iddedikati għat-Tradutech – it-Tielet Livell f'Diċembru tas-sena akkademika, it-Tieni Livell f'Marzu u l-Ewwel Livell f'Ġunju. Kull waħda mill-Universitajiet u/jew istituzzjonijiet li pparteċipaw f'dan il-proġett ta' mobilità Erasmus allura jkunu jistgħu jiġu ufficjalment rikonoxxuti bħala msieħba fl-organizzazzjoni ta' korsijiet Tradutech madwar l-Ewropa u bnadi oħra fid-dinja, (għax le?).

## Summary

Irrid ngħid li dal-proġett tat-Tradutech fuq medda ta' sentejn kien fih sfida u kien intensiv ħafna għall-istudenti tagħna, wieħed li offra sitwazzjonijiet ta' xogħol f'kundizzjonijiet mill-aktar realisti, u li kienu jinħiegu ferm iżjed minn sempliċi ħdim ta' xi rwol jew ieħor minn għandhom. Kellu wkoll ħafna x'joffri mil-lat ta' taħriġ għal min iħarreġ lit-tradutturi. Għal raġunijiet li diġà semmejt, bilfors kellna bżonn indumu aktar minn msieħba oħra f'dan il-proġett biex stajna nadegwaw irwieħna. Fil-fehma umli tiegħi jidherli li studenti friski m'għandhomx jingħataw dehxa billi jinxteħtu kmieni wisq għal din l-esperjenza. Aħjar għalihom jtkissru bil-mod f'użu tal-għodod u s-sengħa tat-traduzzjoni u fit-tmekkik tat-terminologija. L-istudenti jeħtiegu wkoll żmien biżżejjed ħa jsiru jafu tajjeb lil xulxin, ħa jigħallmu mid-dgħjufijiet u l-ħiliet ta' xulxin, jekk għandhom jaħdmu flimkien bħala grupp f'tim (xi ħaġa li ma jidherlix tigħom faċli wisq lill-istudenti tagħna, b'mod generali).

Madanakollu, sibt li l-grupp ta' dis-sena ħadem b'mod aktar armonjuż minn dak tas-sena l-oħra, possibbilment għax l-età medja tal-istudenti kienet ikbar u allura kienu aktar maturi. Dan stajt narah fil-mod li ħadmu bħala tim sew qabel, waqt il-lekkers huma u jithejjew, kif ukoll matul il-gimgha fl-ICT lab tal-università (u anki mill-feedback li għandi tax-xogħol li komplew jagħmlu d-dar sa tard bil-lejl). Naturalment, ma neskludix li wara dak li tgħallimt jiena stess mill-esperjenza tas-sena l-oħra, kont kapaċi nippreparhom aħjar.

It-Tradutech hu tassew proġett li ħaqqu jitkompla mingħajr ma jaqta', u anki jieħu ħsieb il-bżonnijiet f'Dipartimenti tal-Istudji tat-Traduzzjoni f'universitajiet u/jew istituzzjonijiet oħrajn.

## Case #4: Raising Interest in a New, Intensive Project

Institution	Swansea University
Author	Maria Fernandez Parra

### Problem

The main issue was how to get students interested in getting involved in an intensive project in addition to their studies and assessment at Swansea.

### Solution

The system at Swansea is such that no further credits could be awarded to students for taking part in OTCT sessions. The only way students could take part is if they were persuaded to do so in addition to their studies at Swansea. Our solution was to strive to motivate students to participate, due to the obvious benefits. In order to do this, we organised meetings outside their classes, where we found that the main issue raised by the students was how to fit in the OTCT work around their work for the Swansea courses and assessment. We also discovered that other concerns included assessment and lack of attendance to Swansea courses in order to take part in the intensive translation sessions. We solved this by discussing the individual concerns with students in order for them to finally sign up to take part. As a result, about half of our students took part in the first two sessions and up to 60% took part in the following two sessions.

### Best practices

Our tips for best practice based on our case study would include awareness of data protection issues, as well as confidentiality, as these are important issues in the UK, and good

administration of the project.

## Summary

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Students at Swansea are not awarded ECTS credits for taking part in the project. Instead, they must be motivated and well supported by the institution so that they can fit in taking part as fully as possible around their studies. In our case, support included using the various administrative mechanisms at Swansea to allow students to re-arrange the deadline for the submission of their work and authorised non-attendance of some lectures as required. As a result, up to 60% of our students took part in each intensive translation session.

## Case #5: Awarding Credits and Assessing Sessions

<b>Institution</b>	Faculty of Letters, Department of Applied Modern Languages, Babes-Bolyai University of Cluj Napoca, Romania
<b>Authors</b>	Anca Greere and Manuela Mihaescu

## Problem

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At BBU, within the European Master's for Translation Studies and Terminology, the intensive translation sessions are incorporated in Professional practice modules and form an integral part of the master's curriculum and are compulsory. Every academic year we run two sessions with different tasks allocated to the 1st year and 2nd year students.

The Tradutech week is free of other course activities. Students have a dedicated computer lab which they can use from 8am to 10pm (with special permission from the Dean's office). Most frequently we have one team composed of 1st and/or 2nd year students, depending on the semester. The team size is of 10-18 students.

### Main Issue: Awarding ECTS and evaluating outcomes

If before 2010, the Tradutech project counted, in terms of assessment, as part of multiple courses (i.e. Terminology, Specialised Translations, IT etc), being divided appropriately to contribute to the grades/ECTS for those courses, currently we attribute the project a stand-alone position within the curriculum as it serves to underpin Professional Practice modules throughout the 4 semesters of the Master's programme.

## Solution

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To enable us to award individual grades per student we have set up a number of supporting mechanisms that allow the tutors to appropriately judge the involvement of individual students, even though this is not through direct observation.

- We ask students to copy tutors into any communication that they have with “the client” and to produce detailed minutes of their most important meetings, like pre-Tradutech training/briefing/organisational meetings.
- We ask students to produce reports which detail the way they organised themselves, how much time they invested on what activities, what difficulties they faced and what solutions they found, what they thought they did particularly well, what recommendations they had for future Tradutech sessions etc.
- We organise a debrief session where 1st year students and 2nd year students present differentiated views about the session and draw on their perceptions of the different roles, their interactions and any other aspects worth highlighting.
- We ask students to produce detailed individual evaluations, which are submitted to the tutor. These will include qualitative statements (identifying positive aspects and areas for improvement) as well as a grade from 1-10. Evaluations are: self-evaluation, evaluation of team members, evaluation of the whole performance of the team.

## Best practices

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Being able to analyse these items, we created a grid which is designed to appropriately incorporate within the final grade awarded the outcomes which are the marker of collective/team efforts and those that take on board individual performance within the team. The specific elements graded in the grid are:

- Involvement and contribution to the project, as observed by tutors, peers and as recorded in the various documents produced
- Team interaction/reactions
- Quality of comments in the evaluations submitted and alignment of grade proposed with the comments
- Contribution to preparatory meeting
- Contribution to the final feedback/debrief meeting

## Summary

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BBU has been implementing the Tradutech project since 1999, with levels of variation in the activities explored. Currently we attribute the project a stand-alone position within our curriculum and we use a grid for evaluation which is designed accordingly.

## Problem (Romanian)

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În cadrul Masteratului European de Traducere-Terminologie de la Universitatea Babeș-Bolyai, modulul de Practică profesională (în cadrul căruia se regăsește sesiunea Tradutech) face parte integrantă din curricula programului, având regim de disciplină obligatorie. În fiecare an academic se organizează două sesiuni Tradutech, pe parcursul cărora studenții din anul I și II de master au roluri și sarcini diferite.

Pe parcursul săptămânii Tradutech cursurile se suspendă, iar studenții au la dispoziția lor laboratorul de informatică pe care pot să-l utilizeze, pentru desfășurarea activității, de la ora 8.00 până la ora 22.00 (cu aprobare prealabilă de la decanat). În general, ei se organizează într-o singură echipă, formată din studenți din anul I și/sau II de masterat, în funcție de semestru. Numărul studenților din echipa totală variază între 10-18.

### **aspect problematic: Evaluarea individuală în cadrul sesiunii Tradutech**

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Până în anul 2010, Tradutech nu se evalua ca disciplină distinctă, participarea și implicarea studenților în proiectul Tradutech erau evaluate contribuind la nota diferitelor discipline relevante ca părți componente din examenul altor cursuri, de exemplu Traduceri specializate, Terminologie, TIC etc. În prezent, odată cu definirea/structurarea modulului de Practică profesională ca element distinct în curriculum creditat independent, Tradutech devine disciplină de sine stătătoare, fiind creditată și având formă specifică de verificare. În această situație, forma de evaluare se modifică, necesitând acordarea unei note individuale fiecărui masterand exclusiv pentru activitatea Tradutech. Având în vedere că Tradutech nu presupune o participare/observare directă a cadrelor didactice, ci doar intervenții minimale ale profesorilor coordonatori, notarea trebuie să se bazeze și să cuantifice elemente indirecte, astfel ca sistemul de notare să inspire credibilitate și să poată diferenția în mod relevant între performanțele membrilor echipei. Criteriile de evaluare trebuie să fie clare și să țină cont de întreaga gamă de elemente care contribuie la formarea masteranzilor prin proiectul Tradutech.

## Solution

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Pentru a putea evalua și acorda note individuale fiecărui student participant la proiect, au fost concepute o serie de mecanisme/instrumente care să permită profesorului să evalueze cât mai obiectiv și complet implicarea fiecărui student.

- Studenții trebuie să trimită profesorilor (în copie) toată corespondența pe care aceștia o au cu "clientul" și să realizeze scurte note/procese-verbale asupra celor mai importante întâlniri pe care le au între ei, pentru organizare, pregătire, analize etc.;
- Studenții trebuie să realizeze rapoarte detaliate asupra modului în care se organizează, își planifică activitățile, dificultățile întâlnite și modul de rezolvare, soluțiile

propuse, lucrurile care s-au desfășurat foarte bine, recomandări etc.;

- La finalul fiecărei sesiuni Tradutech, se organizează o întâlnire comună “sinteza activităților” (cu participarea tuturor studenților din anul I și II) în care aceștia prezintă din perspective diferite, modul de desfășurare, comunicare și alte aspecte care trebuie evidențiate;
- La finalul fiecărei sesiuni Tradutech, studenții trebuie să trimită profesorilor evaluări individuale calitative în care să aprecieze cu o notă, anumite aspecte pozitive/negative și recomandări. Aceste evaluări sunt: autoevaluări, evaluările membrilor echipei, evaluarea echipei.

## Best practices

Analiza detaliată a acestor aspecte a permis crearea unei grile, prin aplicarea căreia, nota obținută să reflecte atât participarea individuală cât și efortul în cadrul echipei/colectivului. Elementele specifice ale grilei sunt:

- Implicarea și contribuția fiecărui participant în proiect, pe baza evaluării tutorelui, colegilor din echipă și a menționării activității lui în diferite documente redactate;
- Interacțiunea/comunicarea pe perioada desfășurării sesiunii;
- Calitatea comentariilor și argumentarea notelor acordate în evaluările colegiale (sau autoevaluări);
- Implicarea fiecărui participant în etapele premergătoare sesiunii Tradutech;
- Implicarea fiecărui participant în timpul reuniunii finale de sinteză.

## Summary

Proiectul Tradutech a fost implementat la UBB încă din 1999, parcurgând diferite etape de dezvoltare, explorând diferite variante în desfășurare. În prezent, proiectul are regimul de disciplină distinctă obligatorie în cadrul programului de masterat, iar pentru a putea fi evaluat corespunzător a fost creată o grilă specifică de evaluare.

## Case #6: High Numbers of Students with a Different Program

Institution	Faculty of Humanities, University Pablo de Olavide, Sevilla
Author	Marian Moron Martin

## Problem

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Intensive translation sessions have been implemented on a voluntary basis, taking into account we usually have around 120-150 students in the fourth year (English) in the Translation degree. This together with the fact that the Faculty of Humanities approves the contents of each course unit during the previous academic year have made it impossible to include these sessions on a full-time basis. Besides, Technical Translation is taken during the third-year, while four-year students usually study Legal and Financial Translation, as well as translation into their foreign languages. Since this project is professionally oriented, we decided that it was four-year students who could participate in and benefit the most from the experience. Most of the lecturers who participate in the project also teach four-year students, so we considered that our coordination would be easier that way.

## Solution

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- Selection of participating staff based on their main fields of work, matching projects' main areas: Specialized Translation (English-Spanish), terminology, IT for Translation and Software and Webpage Translation
- Participation in the project was offered on a voluntary basis to four-year students who studied Specialized Translation (from English into Spanish). A limit of 20 students per edition was established, so that trainers' individual attention was guaranteed.
- The selection of the best candidates was based on their average mark. During the first year of the OTCT experience, several students were not able to participate, since this selection left some of them out.
- Since our students did not work exclusively or full-time on the intensive translation sessions, their participation in the project was shared with class activities. However, similar working conditions as compared with other OTCT partners were designed. The lecturers of the units taught during the week of the translation project were contacted, and some measures were proposed in order to excuse students from class attendance or from essays' or translation handing in. However, students did not finally opt for them.
- We later applied for the recognition of their participation in the project as free-elective ECTS credits, aiming at the development of transversal, instrumental, linguistic and professional competences. The recognition of 1.5 ECTS credits was awarded. It is important to highlight these credits were provided to the students once they had already made the decision of participating in the project, which definitively proves our students' motivation was not at all conditioned by this fact.

## Best practices

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The work with large translation projects and the use of translation and translation management tools. Our degree and its special implementation features (i.e. number of students per class) make it difficult to implement large projects which allow for individual feedback of our students' translations. However, working on a large translation project, which included texts with many words, and with strict temporal constraints, has been one of the most valued aspects of the experience.

Our students have been able to adequately respond to a situation which intends to imitate the characteristics of an authentic translation project, they have appreciated the possibility of applying the knowledge and competences acquired during the previous years of their degree.

Feedback from professional translation agencies has been one of the elements attracting students the most.

## Summary

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It was somewhat difficult for the UPO to fully implement the OTCT project, because of the special design of our undergraduate degrees (lasting 4 years). On the one hand, the Faculty of Humanities has a high number of four-year students (over 100 students with English as their first foreign language) and, on the other hand, Technical and Scientific Translation are taught during the third year, and the contents of these course units must be approved by the Faculty during the previous academic year. Finally, because of both the instrumental and professional approach of the project and the above-mentioned peculiarities of the undergraduate degrees in Spain's university system, as compared to other EHEA countries (following a 4+1 structure, instead of a 3+2 adopted in other partners), we eventually decided to work with four-year students. The students finally selected proved to be highly motivated and enthusiastic about the project since not only they worked really hard but even made their daily academic responsibilities (course units, traineeships, final degree dissertation) compatible with their duties as participants in intensive translation sessions. They also highly valued the possibility of working in a large translation project and they all recommend the implementation of similar experiences in the future.

## Problema (Spanish)

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En nuestra institución, el proyecto Tradutech se ha implementado a modo de proyecto voluntario, teniendo en cuenta que solemos contar con entre 120 y 150 estudiantes de cuarto curso (lengua inglesa). Este hecho, unido al sistema de aprobación de los programas de las asignaturas durante el año anterior han evitado la plena integración del proyecto en el aula. A

esto se une el hecho de que, en nuestro título, , la traducción técnica se imparte en tercer curso de carrera, mientras que en cuarto curso los estudiantes suelen abordar la traducción hacia la lengua extranjera y la traducción jurídica y económica. Dada la orientación profesional del proyecto, los estudiantes de cuarto eran los participantes ideales para sacar el máximo partido de la experiencia. Además, una mayoría de profesores implicados en el proyecto impartimos clase en 4º curso y esto también hacía más fácil la coordinación.

## Soluciones

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- Selección del profesorado por los principales campos de especialidad del proyecto: traducción especializada, terminología y tecnologías.
- Se ofreció la participación en el proyecto a título voluntario a los estudiantes de traducción directa inglés de cuarto curso. Se estableció un límite de 20 estudiantes por edición para que el equipo de formadores pudiera ofrecer una atención individualizada.
- Se procedió a seleccionar a los mejores candidatos, partiendo fundamentalmente de la nota media del expediente académico.
- Dado que los estudiantes no participaban en el proyecto con exclusividad y a tiempo completo, se intentó conciliar este trabajo con las actividades de clase, sin embargo, se intentó equilibrar la situación a la de otras instituciones participantes. Se informó al resto de profesores sobre la actividad y se propusieron medidas que les eximieran de sus tareas en otras asignaturas, pero los estudiantes no hicieron uso de estas medidas
- Se solicitó a posteriori el reconocimiento de créditos por una actividad libre, como actividad que supone el desarrollo de competencias transversales, instrumentales, lingüísticas o profesionales. Se otorgó un reconocimiento de 1,5 ECTS para los participantes en la experiencia. Es importante subrayar que esto ocurrió después de la adscripción de los sujetos al proyecto, por lo que podemos afirmar que la motivación de nuestros participantes no se vio condicionada por el reconocimiento en créditos.

## Buenas prácticas

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- El trabajo con grandes proyectos y el empleo de herramientas de gestión y traducción. Dadas las particulares circunstancias de nuestro grado (por ej., dado el número de estudiantes por clase), resulta complicado asumir proyectos de traducción de gran envergadura que permitan un feedback personal e individual de las producciones de los

estudiantes. Sin embargo, el hecho de afrontar un único proyecto de gran envergadura (en número de palabras, con estrictas restricciones temporales) ha sido uno de los elementos más destacados y valorados por nuestros participantes.

- Los participantes han asumido y respondido acertadamente a un proyecto que simula la práctica real de la traducción; han valorado la puesta en práctica de conocimientos y competencias desarrollados durante su carrera.
- El feedback de profesionales ha sido quizás el elemento que ha suscitado un mayor interés.

## Resumen

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La UPO encontró algunos obstáculos a la hora de integrar plenamente y a tiempo completo el proyecto Tradutech, debido fundamentalmente al particular diseño de nuestro grado (de 4 años). Por un lado, contamos con un elevado número de estudiantes de cuarto curso (superior a 100 para la combinación lingüística inglés-español) y, por otro lado, las materias de traducción técnica y científica se imparten en tercer curso de grado, cuyos programas han de ser aprobados con un año de antelación por el equipo decanal. Finalmente, tanto por la naturaleza y enfoque instrumental y profesional de las competencias requeridas, como por la distinta implementación del grado europeo en España, con respecto a otros países (en estructuras de 4+1, en España, frente a las del 3+2 de otras instituciones participantes) nos decidimos a contar con estudiantes de cuarto y último curso de grado. Los estudiantes voluntarios respondieron con gran dedicación, entusiasmo y motivación, y compatibilizaron sus actividades y tareas cotidianas (asignaturas, prácticas de empresa, trabajo fin de carrera) con su participación en Tradutech. La realización del proyecto (de gran envergadura) simulado fue altamente valorado por los participantes y todos ellos recomiendan al realización de experiencias similares a la de Tradutech.

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*All these special cases illustrate the difficulties of joining institutions to work the same way, but also the interest and benefits raised by such initiatives. General feedback from students, trainers and professionals who participated in OTCT further enhance these aspects.*

## 3. Feedback

### 3.1. Student Feedback

675 students took part in the various translation sessions during the OTCT project and 392 responded to the feedback questionnaires. Of these 392:

- 214 were full-time translators
- 70 were terminology managers
- 43 were project managers
- 34 were team managers
- 31 were international coordinators.

Students were mainly MA students (205 first-year students and 72 second-year students).

Overall, more than one million words were translated during the sessions.

**As a general feedback, students' comments were that:**

- their participation in the project gave them better insight on how translation projects are handled in a professional situation;
- the highly technical aspect of the source documents made terminology work the most difficult task;
- some source texts were poorly written, thus leading to translation and layout problems.

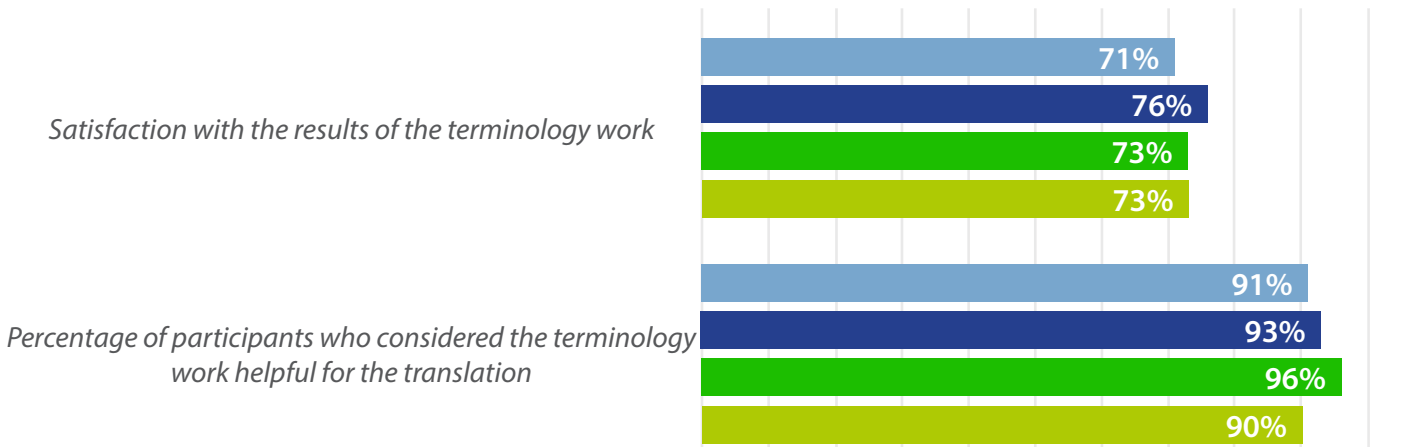
**As far as outcomes are concerned, students expressed the following impressions:**

- 72% of the participants think they will gain recognition of their skills.
- 67% of the participants think Tradutech will help them in finding a job.
- 92% of the participants think Tradutech will help them in their further studies/career.
- Overall, the participants were satisfied with the academic outcomes of Tradutech.

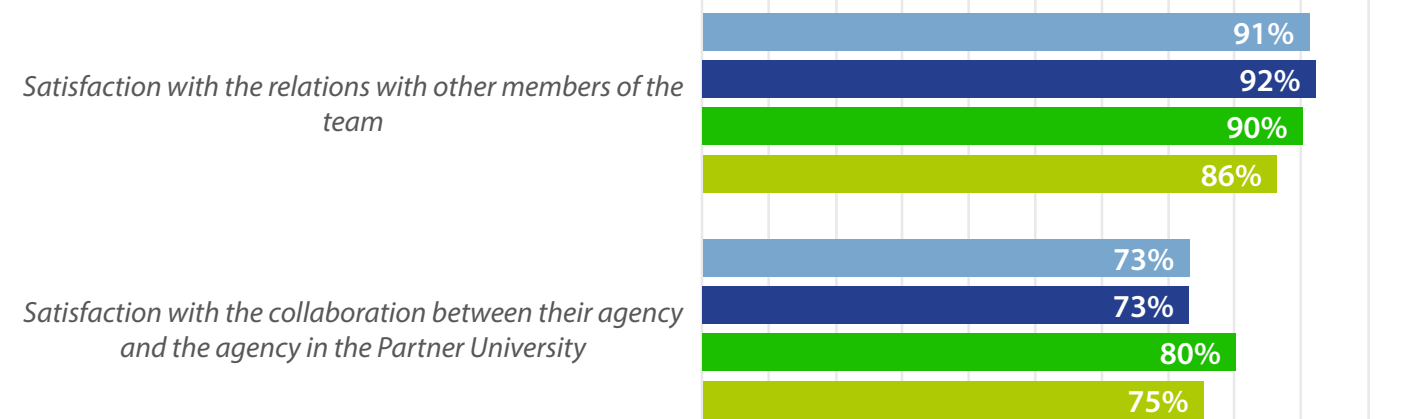
More specifically, feedback was provided on various aspects of the project according to the positions the students occupied in the various translation sessions:

More information on feedback from students session by session, and by ways of video interviews, is available on the OTCT website (<http://www.otct-project.eu/>).

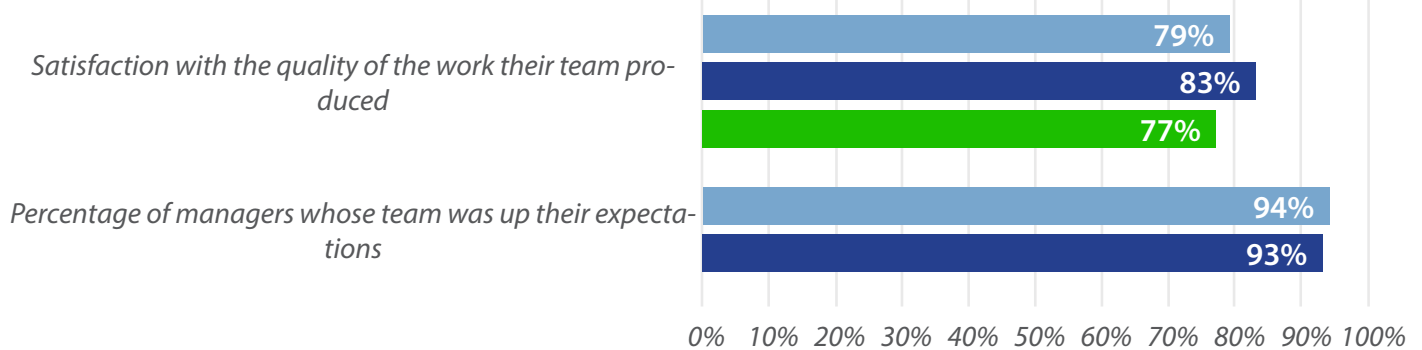
### Terminology



### Internal relationships



### Evaluation of quality and expectations



■ Team Managers   
 ■ Project Managers   
 ■ Terminology Managers   
 ■ Full-time translators

## 3.2. Staff Feedback

At the end of the OTCT project, the participating staff members were asked to answer a questionnaire and give their overall feedback. A selection of the most relevant and common quotations are given below and divided in four categories.

### Benefits of the experience in terms of innovative teaching practices:

- “Collaboratively working with other students from other countries” (Spain)
- “The use of translation tools such as Memsources and Sketch Engine” (Spain)
- “The use of a CAT tool platform not only for translation, but also for terminology and management of project” (Romania)
- “Engage professional input as distinctive training in preparation of intensive translation sessions – this focussed on providing management tips and debating terminological processes and their relevance within a translation project” (Romania)
- “Raised awareness of practice-related teaching methods among teaching staff” (Czech Republic)

### Strengths in terms of students’ competence development:

- “The project being professionally-oriented helped students face the difficulties and problems that may arise during a translation project” (Spain)
- “Allowed them to perform different roles, e.g. project managers, translators or terminology managers” (Spain)
- “Role-play within an international project leads to increasing awareness regarding culture-dependent attitudes to work” (Romania)
- “Because of this international collaboration, the negotiation phase was more realistic and put the students in more realistic situation to practice their communication skills, collaboration and professional correspondence knowledge” (Romania)
- “Highlights essential management skills, communication and negotiation skills, team development and team dynamics, as well as translation and terminology relevant competences” (Romania)
- “Enhanced the students’ organizing and groupwork skills but also their independent learning and problem-solving abilities” (Romania)
- “Students are very proud of their certificate of participation and think that it will be very helpful in finding a job” (United Kingdom)
- “The Tradutech certificate is a real asset for employability” (Malta)

### **Strengths from an institutional point of view:**

- “Cooperation with colleagues from other subject or fields” (Spain)
- “Inclusion of training activities for trainers, share of knowledge and expertise, reinforcement of links with other institutions” (Spain)
- “Allowed the staff to get to know different approaches to translation training” (Spain)
- “Familiarization with the way translation assessment, project management and teacher-student collaboration are tackled in other universities” (Romania)
- “Student mobilities have proved particularly interesting allowing students to observe and participate in different scenarios of intensive translation sessions to the ones they had been accustomed to in their home institution” (Romania)
- “Such good practice should be consolidated, continued and disseminated/promoted also outside the consortium” (Romania)
- “Project contributed to building relationships between our University/Department and the professional world” (Czech Republic)
- “Even if we faced problems to implement the project, we managed to organise it and our students even claimed a new session in October 2016” (Belgium)

### **Weaknesses from an institutional point of view:**

- “Current planning policies at UPO made it very difficult to integrate project implementation” (Spain)
- “The development of intensive translation sessions out of face-to-face hours and outside the workload of students” (Spain)
- “The main issue was to deal with so many language combinations” (United Kingdom)
- “Wish for more interaction amongst students from the various consortium institutions, including a conference skype at the end which could allow each student group to self-evaluate their performance by comparison with other teams” (Romania)
- “It’s difficult to include such a project in the curriculum for a one-year post-graduate course with only few students” (Malta)
- “The simulation can be developed with activities which allow more student groups to interact amongst themselves, which relevantly engage professionals, but also which are closely linked to the learning objectives as set by the curriculum and can be monitored from a reasonable distance by tutors” (Romania)

### 3.3. Employer Feedback

Eleven translation professionals from the seven partner countries in the project accepted to assess a sample of the student translations with an assessment grid developed by Rennes 2. They were also asked to give feedback on what they thought about the project as a whole, based on the information they were given on its organisation. They had to rate from 1 to 5 (5 being the highest score):

- the similarity of the project to professional conditions
- the usefulness of the project for translator training
- the usefulness of the project for training in other aspects of the profession
- the usefulness of international collaboration between students for professional purposes
- the usefulness of international collaboration between trainers for professional purposes.

The main feedback results, together with a few given comments, are as follows:

ASPECT	AVERAGE SCORE
<b>Similarity of the project to professional conditions</b>	<b>4.1</b>
<i>Comment:</i>	“You don’t really always have time to provide such a complete and accurate feedback.”
<b>Usefulness of the project for translator training</b>	<b>4.1</b>
<i>Comments:</i>	<p>“This is a very useful project for translator training. In particular, it gives students a good background in terminology work, use of reference materials and coordination with other team members.”</p> <p>“It is important for students to get used to have their translations assessed every time, as it is the way it is going to be in the professional arena.”</p>

ASPECT	AVERAGE SCORE
<p><b>Usefulness of the project for training in other aspects of the profession</b></p>	<p style="text-align: center;"><b>4.4</b></p>
<p><i>Comments:</i></p>	<p>“Translators in the profession are often required to work in teams in order to ensure terminological and stylistic consistency. This project gives students a very good basis in such team dynamic.”</p> <p>“It gives a better idea about the workflow involved.”</p>
<p><b>Usefulness of international collaboration between students for professional purposes</b></p>	<p style="text-align: center;"><b>4.2</b></p>
<p><b>Comment:</b></p>	<p>“This is a laudable initiative since it gives students a valuable insight into the working procedures of professional translation companies from different countries.”</p>
<p><b>Usefulness of international collaboration between trainers for professional purposes</b></p>	<p style="text-align: center;"><b>4.4</b></p>
<p><b>Comment:</b></p>	<p>“The international dimension is very important since it facilitates the exchange of best practices and sharing of different approaches.”</p> <p>“In a more and more global economy, collaboration between trainers is not only useful, but highly relevant.”</p>

## 4. Glossary

agency	Group of students who provide translation services, organised as a real “translation service provider” (TSP)
agency director	Student who represents the agency when dealing with the clients. They set internal procedures, ensure compliance with quality assurance (QA) procedures, supervise the work of the project manager and participate in the translation process
CAT tool	Computer-Aided Translation software used to facilitate the translation process
client	Teachers who play the role of clients and deal with the agencies
collaborative project	Project in which different students play various roles and all work together towards a common objective
DTP	DeskTop Publishing, phase during which members of an agency make sure that the target documents have the same layout as the source documents, and also localise the images of the documents
ECTS	European Credit Transfer System designed to make it easier for students to move between different countries. The system is based on the learning achievements and workload of a course so that students can transfer their ECTS credits from one university to another
guidelines	Set of instructions defined by the agency management team and given to the other members of the team to handle the various tasks of the project

international coordinator	Student who ensures the communication between the hosting agency and university and their home agency and university, and sends the translation request to the home university. In the organising university, they simply observe the work of a partner agency, and how the team handles the whole project
joint terminology project	Project performed by all students from all university partners that consists in mining and researching terminology with SketchEngine, a corpus manager and analysis software
negotiation	Phase during which the general manager and the project manager discuss the project with the client
OTCT	Optimising Translator Training through Collaborative Technical Translation, an Erasmus + strategic Partnership which aims to enhance the integration of professionally-oriented practices in translator training curriculum
poster	Job offer, designed and displayed by the students, that advertises the fictitious agency and the positions to be filled in each agency (project management assistant, terminology assistant and translators)
project-based pedagogy	Pedagogy based on long-term, interdisciplinary and student-centered learning activities, where students work in group on projects guided by the teachers. It involves a dynamic classroom approach during which students should develop autonomy, initiative and organization skills through active exploration of realistic projects and problems

project manager	Student who monitors the preparation process including preflighting, provision of technical resources, assignment of human resources translators, and revision and proofreading of the project). They monitor consistency; ensure that the work schedule is met, and maintain contact with the parties involved
project tutorial	Document describing all the tasks of an intensive translation project
proofreading	Phase during which the the target text is checked by dedicated students to make sure that there is no remaining mistake (language, layout) before delivering the document
proposal	Commercial proposition made by the general manager with the help of the managing team and sent to the client
quality control (QC)	Set of verifications performed by the students on a translated document to make sure no error has been left during the previous steps before delivering the document to the client
recruitment phase	Phase during which translators send applications, and do translation tests and interviews to join agencies
revision	Phase during which each member compares the translation produced by another member of the agency with the source text
session scenario	Framework of the intensive translation session defining the number of teams, team-members and documents, timing and type of requests
timesheet	Spreadsheet in which students indicate the time spent for each task performed during a collaborative project
terms of reference	Document for the students in which the intensive translation process is described in details

terminology manager	Student who monitors the terminology process. They make sure that the translators follow the instructions concerning terminology (list of forbidden sources, context of the terms, etc.), delete duplicate entries and validate the target terms
terminology shuttle	Spreadsheet in which the members of an agency enter the technical terms, and find their target equivalent and reliable sources
training of trainers	One-week session of different trainings for teachers willing to implement intensive translation sessions
Tradutech	Intensive collaborative technical translation sessions in simulated professional conditions lasting one week and taking place twice a year in Rennes 2 University and partner universities
Translation request	Instructions given by the client to the translation agency defining general and specific directives on how to handle the translation of the document(s)



**Erasmus+**

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