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**Students and professional practice: structuring intra-curricular interactions**

14th Annual Portsmouth Translation Conference, University of Portsmouth, 8 November 2014
Overview

• Background
  - Bridging the “university-industry gap”

• Contexts
  - Study structures & regulatory framework

• Intra-curricular interactions with professional practice
  - Human resources: staff recruitment & CPD
  - Partner networks: commercial, freelance, institutional, educational
  - Curricular solutions: interleaving practice, research & theory

• Looking back and forward
  - Viability: SWOT
Background

Bridging the “university-industry gap”

• Market adequacy (e.g. LIND-Web 2012, 2013)
  “[…] the situation today is too many translation graduates not finding employment and too many employers or companies not finding the right translators (meaning ‘suitable’ for the jobs or contracts).” (Gouadec 2007/2010: 337)

• “The academy-industry divide” (Drugan 2013: 38)
  • e.g. quality issues as “a significant area of disparity between the ivory tower and the ‘wordface’.”

• Pre-professional apprenticeship
  • Authentic experiential learning (e.g. Kiraly 2000, 2013; Way 2009) to narrow “the competence gap in translator education” (Kiraly 2005)
  • Simulated bureaus & entrepreneurship (Thelen 2014; Vandepitte 2009)
Institutional context: Swiss universities of applied sciences

- Prototypical study structure

- (Professional) Baccalaureate: 1-year relevant work placement
- BA: 6 semesters, 180 ECTS
- MA: 3 semesters, 90 ECTS
Institutional context: Swiss universities of applied sciences

- BA and MA study structure (IUED)

(Professional) Baccalaureate
No relevant work placement needed

BA Applied Languages
Optional extra-curricular work placement (3-6 ECTS)
Optional semester abroad work placement (30 ECTS)

Pre-MA gap semester:
Optional relevant extra-curricular work placement (3 ECTS)

MA Applied Linguistics
No mobility or work placement (yet)
Institutional context: curricular constraints on MA

- **Regulatory framework**
  - 90 ECTS / 3 semesters (full-time)
    - Limited credit availability for placements (3 ECTS)
    - Short programme restricts work experience and mobility options to part-time students
  - Study regulations
    - Planning cycles
      - 12-18 months for course adaptations
      - Need for shell modules
Contexts

Institutional context: human resources

• Staff recruitment and development
  - New permanent staff
  - MBO
Interactions with professional practice

Institutional context: human resources

• Staff recruitment and development
  ✓ New permanent staff
    o Mentorships for teaching, R&D, professional translation
  ✓ MBO
    o Annual evaluation and target-setting cycle with line managers
    o Strong Personal Development Planning component (PDP)
    o PDP resourcing (≤ 168 paid hrs. + EUR 1500 p.a. & p.)
Networks: internal

Our mandate

- BA & MA
- Applied R&D
- CPD & other services
Networks: internal

Our mandate

BA & MA

Applied R&D

aR&D-led teaching

CPD & other services
Networks: external

- Alumni
- Associations
- Commercial LSPs
- Institutions
- Educational partners
- Freelance
Networks: external

- Alumni
- Associations
- Institutions
- Commercial LSPs
- Freelance
- Educational partners
Networks: external

- CPD
  - + Tracking Events
  - + aR&D
  - + aR&D Sponsorship etc.
- MA
- + aR&D
- + aR&D VTS, IAMLADP etc.
- EMT CIUTI
  - SEMP/bilateral (Erasmus+)
- CPD
Curricular solutions

Professional translation skills modules (1300 hrs.)

• Translation L2/L3/L4-L1, L1-L2 (800 hrs.)
  • High frequency of authentic projects (non-profit)
• Language Technology (210 hrs.)
• Optional Professional Experience (90 hrs.)
  • Pre-MA external work placement
  • Short in-study external or internal* work placement
    *(in-house translation service)
• Professional & Business Skills (45 hrs.)
• Extended Translation Skills (60 hrs.)
• Revision & Post-Editing (90 hrs.)
Curricular solutions

Both modules

- **Form:** 4-hr blocks; mixed input & hands-on assignments
- **Instruction:** Team-teaching (external professionals & internal staff) wherever feasible
- **Content:** Shell modules with highly variable content (adaptable to student and market needs)
- **Assessment:** Independent study assignments; active participation
# Curricular solutions: Extended Translation Skills

<table>
<thead>
<tr>
<th>Block</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Multilingualism in the EU</td>
</tr>
<tr>
<td>T</td>
<td>Web translation</td>
</tr>
<tr>
<td>P</td>
<td>ASTTI Congress: <em>équivalences 2014</em></td>
</tr>
<tr>
<td>T</td>
<td>Dubbing</td>
</tr>
<tr>
<td>S</td>
<td>Legal translation I</td>
</tr>
<tr>
<td>S</td>
<td>Economic translation I</td>
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<tr>
<td>S</td>
<td>Legal translation II</td>
</tr>
<tr>
<td>S</td>
<td>Economic translation II</td>
</tr>
<tr>
<td>T</td>
<td>Reading between the lines</td>
</tr>
<tr>
<td>T</td>
<td>Good-enough text reception</td>
</tr>
<tr>
<td>P</td>
<td>Translation workplace ergonomics</td>
</tr>
<tr>
<td>P</td>
<td>Quality management</td>
</tr>
</tbody>
</table>

T=Transfer competence; S=Specialised translation; P=Professional competence; *industry partners*
### Curricular solutions: Revision & Post-Editing

<table>
<thead>
<tr>
<th>Rev 1</th>
<th>Introduction and input: definitions (EN15038 2006; Künzli 2014), revision phases, and revision parameters (Mossop 2011, 2013); aR&amp;D on revision</th>
</tr>
</thead>
</table>
| Rev 2 | Monolingual and bilingual revision (DGT 2010; Martin 2007; Shih 2006)  
**Revision workshops with LSP professionals** (GE, FR, IT; commercial, freelance & institutional) |
| Rev 3 | Justifying changes; revision in the L2 (Burrough-Boenisch 2013; Schopp 2007)  
**Revision in the L2 workshops with LSP professionals** (EN or GE; commercial & freelance) |
| PE 1  | Post-editing guidelines (Guerberof Arenas et al. 2013; TAUS-CMGL 2010), post-editor profiles, tools; aR&D on post-editing |
| PE 2  | Fast vs. full post-editing; bilingual vs. monolingual post-editing (Mitchell et al. 2013)  
**Post-editing workshops with LSP professionals** (GE, FR, IT; commercial & freelance) |
| PE 3  | Quality issues and post-editing effort (O’Brien 2006; 2007); post-editing in the L2  
**Post-editing in the L2 workshops with LSP professionals** (EN or GE; commercial & freelance) |
Looking back & forward

Viability

• Strengths
  ✓ Professionalisation (student & staff), flexibility

• Weaknesses
  – Dependency (external), uncertainty

• Opportunities
  ✓ Networking (IUED, students, staff), employability

• Threats
  – Resource limitations (human, financial)
Thank you!

Questions?

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References


EN15038 2006 *Translation services – service requirements*. Brussels: European Committee for Standardization.


References


References


