EUROPEAN COMMISSION
DIRECTORATE-GENERAL FOR TRANSLATION

Directorate R - Resources
R.4 - Professional and organisational development

EMT-NETWORK – 2023/2024 SELECTION ROUND

GUIDE FOR ASSESSORS

Main reference document: [EMT competence Framework](#)

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Introduction

Thank you for taking part in the 2023/2024 <mark>assessment procedure for the selection for the European Master's in Translation network (EMT).</mark> Without your considerable contribution and the valuable work of your predecessors it would not have been possible to set up and develop the EMT project.

The European Commission's Directorate-General for Translation (DGT) has appointed you as an assessor for this selection exercise because of your acknowledged academic expertise in training highly qualified translators.

DGT expects you to fulfil this task according to the following general rules:

- ☛ *avoiding conflicts of interests* — if you, your programme or your university has any close relationship with the applicant assigned to you, please inform the EMT team so that we can hand over the task to one of your fellow assessors;

- ☛ *confidentiality* — assessing the applications is strictly individual; this means that during the evaluation you should not communicate with your colleagues or with applicants on application content, scoring or individual examples; please note that the EMT team can answer factual questions;

- ☛ *objectively* — you should base all judgments on the data provided in the online Application form and the requirements expressed in the Individual Assessment Form / Guide for Applicants. The feedback (see part III) to be sent to every candidate must refer to these requirements.

Structure of this Guide

This Guide sets out all the procedures and details of the different phases of the process, in particular the general selection procedure (part I), the evaluation procedure and how the programme criteria should be assessed (part II) and the feedback (part III). The second part of the Guide refers to the Individual Assessment Form and gives instructions on how to complete it. This form is the assessors' main instrument.

I. Selection procedure: ASSESSMENT, SELECTION DECISION AND FEEDBACK

The assessment work will be done remotely. DGT will create a secured space on the EMT wiki where the assessors can access the files assigned to them. Instructions on how to use this space will be provided to the assessors separately.

Each application will be assessed by two independent assessors. To create the right context for a fair and balanced exercise, the EMT team will assign the applications according to the following criteria:
- language competence (if necessary DGT will provide you with support for annexes in any EU

languages you do not understand)[1];

- place of work — in principle, you will not receive applications from the country in which you work.

There are three sets of criteria to be checked:
- Eligibility criteria — administrative and formal criteria (yes/no)
- Core criteria — academic admissibility according to the EMT standards as described in the [EMT Competence Framework](#) (yes/no for the language competence, scores for the remaining competences)
- Added-value criteria — information about specific assets which can improve the score.

The eligibility conditions will be checked first (details see part II.1). If the application **does not meet the eligibility requirements, it will not be assessed any further** and feedback will be provided only on the reasons for rejection.

If the application is eligible, the assessors will proceed to evaluate the Core criteria assessing the quality of the relevant aspects of the programme. The Added-value criteria will only be assessed if the programme meets the Core criteria.

To be considered for selection as a member of the EMT Network, a programme has to fulfil the five Core criteria, i.e. it has to fulfil the requirements for point 2.1 of the Individual Assessment Form (Language and culture competence) **and reach a minimum score for each of the remaining four core criteria** (2.2 Organisation, 2.3 Advanced translation competence, 2.4. Ability to use tools and technologies, and 2.5 Employability).

This minimum score is fixed at **14 points** out of a possible 20 for each core criterion. Only programmes reaching this threshold will be shortlisted. The shortlist will be submitted to the Supervisory Committee and the Director General of DGT who will take the final decision about the EMT membership on the basis of the assessors' full evaluation, i.e. Core criteria and Added-value criteria.

Assessment principles:
1. The programme must fulfill the eligibility criteria.
2. The programme must fulfill all 5 core criteria (at least 14 points in each 4 sections with points, and 'yes' in the section concerning language and culture. 13 points and less = the **whole** application considered as failed!).
3. Additional points are awarded for 'added-value criteria' only if the programme meets the minimum requirements for the core criteria.

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[1] Applicants can submit the application in English, French or German. If the curriculum description or supporting documents are not available in English, French or German they can be uploaded in another official EU language. Documents in other languages cannot be taken into account, unless they are accompanied by a translation into the language of application.

All eligible applicants, whether they are admitted or not, will receive feedback:
- on the strengths and weaknesses of their programme as seen against the established EMT standards and
- recommendations for those aspects which could be improved.

If the application is rejected, the feedback must list the exact reasons. All ineligible applicants will be told why they are ineligible.

More detailed instructions on how to formulate the feedback are given in part III of this Guide.

II. Evaluation using the Individual Assessment Form

General recommendation to fill in the Individual Assessment Form:

In the assessment form, if you switch on the navigation pane in your View menu in Word, you can easily navigate between the sections of the document.

We have designed the form in such a way that you do not have to do the maths: Word can automatically calculate the number of points awarded for each section or table. To do so, select the total points field at the bottom of the column, do a right mouse click (the field turns grey) and select 'Update field'. Once you have a total for one section/table, you can click on the link at the end of the table to copy-paste that total in the summary table at the end of the document. The grand total in that table is also a field where you can do a right mouse click to calculate the sum of all the marks given in each section.

1. Eligibility criteria

As set out in the Guide for Applicants there are five eligibility criteria to be met:
1. Deadline.
2. Declaration of conformity signed and uploaded (automatically
3. Authorisation/accreditation by the relevant educational authorities of an eligible country.
4. Language of the application is EN, FR or DE.
5. Maturity of the programme corresponding to at least two cohorts of graduates.

The formal eligibility criteria 1 to 4 will be checked by the DGT EMT team.

Applications of programmes that do not fulfil these four criteria will not be submitted for further evaluation by the academic assessors. Their evaluation will stop here, and the candidate will be informed about the outcome of the application, including the reasons for ineligibility.

Applications that meet these four eligibility criteria will be submitted to the assessors. They will start the evaluation by checking the remaining fifth eligibility criterion: *Does the programme have at least two cohorts of graduates?*

Relevant parts of the application file to be checked:

► *Excel Form – Table 3: Graduates:* Here you will find the numbers of enrolments and

graduates for the past five years.

The Programme should be mature enough to have produced at least two cohorts of graduates since it was established.

If the name of the programme has been changed for a justified (for example, institutional) reason or if it has undergone other changes, graduates of the original programme can be taken into consideration, provided that the current programme builds upon the initial one and its contents have not led to a reduced degree of conformity to EMT-standards (see Core Criteria below). Programmes that have undergone changes in the past two years were asked to upload documentary evidence of the programme curriculum reflecting the situation before and after the changes.

► *Online Application form[2] – Section 7 – Annexes:* If the new programme is a logical continuation of the initial one the graduates of the latter should be taken into consideration.

Instruction to fill in the Individual Assessment Form: Once you have examined the applicants' replies please tick the appropriate box (Yes or No) related to the cohorts criterion in table 1 of the Individual Assessment Form. You can use the Comments field to explain your decision (for instance if a programme refers to cohorts of a predecessor programme or if you find that the criterion is not met).

=> *IS THE PROGRAMME ELIGIBLE?*

If **YES,** please proceed to the evaluation of the Core criteria.

If **NO,** please stop the evaluation and write feedback explaining why the application fails on this count.

If the second assessor reaches the same conclusion, the evaluation will not be continued and the candidate will be informed about the outcome of the application, including the reasons for ineligibility.

However, if the second assessor does not concur, the arbitration on eligibility will be handled by the DGT EMT Team on behalf of the Supervisory Committee. Following a formal check and a decision, the assessment will either be dropped or continue to the next phase.

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[2] The answers given in the online Application form will be made available for assessors as pdf-documents and stored on the secured space of the wiki, together with the other parts of the application file, i.e. excel table and any annexes that the applicant will have provided.

2. Core criteria

2.1. Advanced language skills, including cultural competence

As the language and culture competence is the most basic skill required of a translator, it should be a prerequisite for a Master's programme in translation. Please assess the procedures put in place by the applicant programme to ensure that students admitted to their programme have acquired the necessary level in this area of competence.

Relevant parts of the application file to be checked:
► *Excel Form – Table 1: Working languages and their assessment*

Aspects to be taken into consideration for the assessment of the language and culture criterion: entry requirements on language levels tested by the applicant programme, i.e. are the exact levels specified? Does the applicant provide documents or links as proof for the admission level?

Instruction to fill in the Individual Assessment Form: you are asked to tick the relevant box (yes/no) and to justify your decision in the Justification column.

> The use of the Justification boxes is mandatory. The comments that you put here will help the Supervisory Committee overseeing the selection procedure to understand the reasoning of your assessment. Moreover, they will be used for the feedback to the applicants (see part III and the feedback form attached to the Individual Assessment Form).

2.2 Organisation

Here you are requested to evaluate the overall organisation of the programme. It is a complex aspect that requires the assessors to look at various parts of the application such as the management of the programme, the resources, the staffing policy, the stability of the student intake.

Relevant parts of the application file to be checked:

► *Online Application form – Section 1 – Programme details:* This part gives you an overview of the main programme features, including links to the programme and the curriculum websites. The description in the Application form should correspond to the information given on the programme website.

► *Online Application form – Section 2 – Competences:* This part gives a general description of how the programme covers the main areas of competence as defined in the EMT Competence Framework.

► *Online Application form – Section 3 – Staffing:* Applicants were invited to describe their staffing policy here.

Aspects to be taken into consideration for the assessment of the organisation criterion:

- Are the learning outcomes from the various modules indicated?
- Does the programme have suitable monitoring methods and marking or assessment criteria?
- What structures are put in place to supervise students' progress, advice and guidance for students? Given the diversity of national and local contexts and varying university traditions, there is no unique and definitive model for a system of student supervision. However, a system with clear rules and evident outcomes should be distinguishable from a theoretical model designed to embellish the application. The applicant should describe the system in a fact-based manner.
- Staffing: The programme should employ teaching staff with a suitable mix of profiles to ensure high-quality theoretical and practical training. This refers in particular to professionals who are involved in the programme while working as full-time or part-time translators.

Instruction to fill in the Individual Assessment Form: Please tick the relevant box in the table (yes/no) and attribute points respecting the maximum indicated for each category. Please write a clear and concise justification in the last column.

The total for this section can be added up automatically (please see general recommendations under II). In addition to the points, you are asked to give a qualitative comment describing your overall assessment of the organisational aspects in the 'overall justification' box. The use of the justification boxes is mandatory because your comments will be used for the feedback.

2.3 Advanced translation competence

Together with preparation for the profession (see 2.5 Employability) the EMT standard competences as defined in the EMT competence framework are at the heart of the EMT project and are therefore particularly important.

Relevant parts of the application file to be checked:

► *Online Application form – Section 2 – Competences:* Here you will find a general description of how the programme covers the EMT competences, except for the language competence which is being dealt with separately (see 2.1 above).

► *Excel Form – Table 2: Modules and competences*

In Table 2 you will find more detailed information about the courses/modules offered within the programme and how they cover the main EMT competence areas.

Applicants were instructed to enter details of the course (name, hours, ECTS credits), a short description of the course/module and its expected learning outcomes. They were also asked to indicate how far they teach the main EMT competence areas by indicating the relevant subskill covered (**indicated as C1-C14 in the table**). Your evaluation of course content, class size and assessment methods should concentrate on this information in the light of

your experience. In addition, applicants were asked to provide a link to the curriculum document (**see online Application form – Section 1 – Programme details**). This document should give a good presentation of the programme and, ultimately, its quality.

Aspects to be taken into consideration for the assessment:

Are the EMT competences, according to the new EMT Competence Framework, reflected in a didactically convincing way in the programme curriculum? Has the corresponding table been completed with relevant and reliable information? Has the applicant indicated in which course/s the specific competences are taught and how they are taught?

If you have any doubts, please check the statements against the official declarations (descriptions of the courses provided in the application or on the internet, etc.).

For the ECTS credits please take a look at the ECTS Users' Guide.[3] Please note in particular: Based on the ECTS key feature 60 credits are allocated to the workload of a full-time academic year, 30 ECTS credits are normally allocated to a semester and 20 ECTS credits to a term/trimester. Qualifications which have formal programmes lasting two full-time academic years are allocated 120 ECTS credits.

Instruction to fill in the Individual Assessment Form:

Programmes are not expected to cover each and every subskill described in the EMT Competence Framework. However, **subskills C4, C6, C7 and C11 are considered mandatory** Core competences because they refer to the thematic competence and the actual translation competence. If they are not covered in the curriculum a programme cannot be considered for EMT membership.

Please indicate the competences taught by ticking the relevant box. In the comment box you can give additional explanations, for instance if you consider that a competence is particularly well covered. You do not need to comment on each individual subskill, only on those that deserve special mention – in the positive or the negative sense.

To take account of the variety of translator training programmes and their different specialisations we decided not to fix any point limits per category. This means that you can freely distribute the maximum of 20 points according to the strengths of the programme. The Overall Justification field next to the points column is mandatory. You are asked to give a qualitative comment on how far the programme covers the main EMT competences. Please bear in mind that your justification will be used for the feedback to the applicant.

2.4. Ability to use tools and technologies

Considering the speed of the technological development and its ever-growing impact on the translation profession the technology-based competence has gained in importance. It

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[3] http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf.

therefore deserves special attention in the assessment of translator training programmes,

Relevant parts of the application file to be checked:

► *Online Application form – Section 2 – Competences:* The general description of how the programme covers the EMT competences should also include its strategy to teach the technology-based competence.

► *Excel Form – Table 2: Modules and competences:* Detailed information on the courses/modules in which technology related competences are trained should be available in this table.

Aspects to be taken into consideration for the assessment:

- range of specialised software taught – standard and less standard;
- extent of professionally-realistic, hands-on training in tools and technologies (e.g. collaborative project, skills lab…);
- range of professional roles taught (e.g. translator, revisor, MT post-editor, project manager, LSP business manager, …);
- degree to which tools and technologies are embedded throughout the programme;
- incorporation of manufacturer's certification programme(s) into learning and assessment of tools and technologies;
- any innovative, unique or best practice pedagogical approaches to teaching tools and technologies;
- rigour of assessment of tools and technologies competences.

Instruction to fill in the Individual Assessment Form: As under section 2.3, points can be distributed freely according to the specific features of the applicant programme. However, please note that competence **C18** is considered a **mandatory** core competence. Please use the comments box to write explanations supporting your judgement. Don't forget to indicate the total points for this subsection and to write the overall justification.

2.5. Employability

This section of the application covers two aspects, the market training delivered by the applicant programmes and the employment situation of their graduates. As in the past EMT selection round, this chapter will be checked in parallel by members of the LIND-Expert Group.[4] They will comment on the 'employability' aspect. Their role is advisory; however,

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[4]   LIND (Language Industry) Expert Group is an official Commission expert group providing DGT their expertise in the area of the translation industry. It is composed of representatives of influential language industry associations appointed in their personal capacity. Its aim is to create a partnership between DGT, the language industry, professional associations and universities and to give the language industry a higher profile in the long term.

their comments should be taken into account in your overall assessment of the programme's employability policies. The evaluations by the industry representatives will be uploaded on the secured wiki space, next to the assessment files assigned to you.

Under the market training section applicants should demonstrate how the programme prepares students for employment in the language industry. In concrete terms, applicants should explain how their programme deals with career guidance and preparation of students for the job market, and how this is reflected in the curriculum or at the university; they should also demonstrate the links between the programme and market players. In terms of EMT Core competences this aspect should be translated by the coverage of the personal and interpersonal competence as well as the service provision competence

Relevant parts of the application file to be checked:
► *Online Application form – Section 4.1 Market Training – Preparation for the profession*
► *Excel Form – Table 4.1.A - Specific activities in preparation for the profession*
► *Excel Form – Table 4.1.B - Internships/Work placements*

In the Excel forms the applicant is invited to provide data to support the claims made in the general description. They should include evidence of career guidance, courses targeted at job seeking or at setting up and running a business, internships (both compulsory and voluntary) and job-placement activities.

Instruction to fill in the Individual Assessment Form: Please tick the relevant box in the table (yes/no) and attribute points respecting the maximum indicated for each category. Please write a clear and concise justification in the last column.

The 'Employment' part was designed to give an overview of the employment situation and hence the employability of the applicants' graduates.

Relevant parts of the application file to be checked:
► *Online Application Form – Section 4.2 Employment*

As data collection (and the legal framework) varies greatly from one country to another and even from one university to another, there will be a wide range of possible answers here. Applicants were asked to include all available data and clearly indicate how their system works, how they collected the data and what the figures represent. Physical evidence on how the data were obtained (such as questionnaires or mailing lists) and legal evidence proving the existence of a national/university body or partnership for employment statistics with which the programme is associated should demonstrate that the programme is part of an operational system.

Specifically, assessors should make sure by all available documentary means (description of the system and explanation of its principles and functioning) and evidence that the figures reflect the commitment of the applicant to gather raw data on graduates by a variety of systematic or improvised means (phone calls, word of mouth, e-mails), depending on the local policies of the applicant's institution.

Instruction to fill in the Individual Assessment Form: The assessment of the 'employment'

aspect will be included in the Added-value criteria, notably under the 'professional outreach' item in the Individual Assessment Form.

3. Added-value criteria: Outreach, Research and Quality Assurance

The information given in this section is designed to provide an insight into the current status of the applicant programme's external links, including:

- connections with the language industries, including monitoring of graduate destinations/employment;
- membership of national and international networks;
- degree to which research strands, publications and projects contribute to wider research agendas in Translation and Interpreting Studies.

Any self-assessment mechanisms put in place to ensure sustained programme quality are also evaluated in this section.

These features are considered assets or Added-value criteria, i.e. they will not influence the decision to shortlist the programme or not. However, they may become decisive once a programme is shortlisted because the final decision about EMT membership will be taken by the Director-General of the DGT on the basis of the full assessment, i.e. including the Added-value criteria and the assessors' justifications.

Relevant parts of the application to be checked:

For the assessment of 'teaching practices' and 'specialisations':
▶ *Excel Form – Table 2: Modules and competences*

For the acknowledgement of 'language variety':
▶ *Online Application form – Section 1 – programme details*
▶ *Excel Form – Table 1: Working languages and their assessment*

For the assessment of the professional 'outreach', including the 'employment' criterion:
▶ *Online Application form – Section 4.2 Employment (*See above under 2.5, notably the 'Employment' part)

For the assessment of cooperation and research activities:
▶ *Online Application form – Section 5*
▶ *Excel Form – Table 5.1.A – Interinstitutional cooperation*
▶ *Excel Form – Table 5.1.B - Contribution to the discipline and dissemination of good practices, knowledge exchange since January 2019*

PROCESSING THE RESULTS

Once you have marked the applications and calculated the overall scores you will be asked to save your evaluation in the secured space of the wiki. The EMT team will double-check the results.

❗ **Please do not communicate the individual marks or the overall score to other assessors. This is to comply with the principle of individual independent assessment.**

Each application will be evaluated by two assessors. Once the application has been evaluated by both assessors, the EMT team will check if:

- there are significant discrepancies between the overall scores;
- the application has been failed by only one of the two assessors.

IF THERE ARE NO SIGNIFICANT DISCREPANCIES:

- the EMT team will calculate the arithmetic mean of the scores;
- One of the two assessors will be responsible for the whole assessment file and will consolidate the comments, which will be sent as feedback to the applicants.

IF THERE ARE SIGNIFICANT DISCREPANCIES (≥18 points between the overall scores or the application has been failed by one of the two assessors):

- a third assessor will be called upon to assess the application individually;
- the EMT team will note that assessor's scores and calculate the arithmetic mean of the two results which are closest to each other;
- the feedback will be consolidated by the third assessor.

The Supervisory Committee appointed to guarantee full compliance with the applicable procedures will use these assessments to draw up a list of those programmes that have fulfilled the core quality criteria, ranked according to their total scores, including the 'added value criteria'. On the basis of this list and taking into account criteria such as the budget allocated to EMT activities and geographical distribution, the **Commission (Director-General of the DGT) will take the final decision** and establish the list of programmes admitted to the EMT Network. The work and decisions of the assessors' panel and of the Supervisory Committee (within their respective remits) are secret. The Director-General's decisions are final.

III. FEEDBACK

The feedback serves both as a tool for better communication — with successful and unsuccessful candidates alike — and as a practical guide for improving the applicant programmes. If the application is rejected, the feedback must list the exact reasons. All eligible applicants, whether they are admitted or not, will receive:

- feedback on the strengths and weaknesses of their programme as seen against the established EMT standards, and
- recommendations for those aspects which could be improved.

One of the two assessors will be responsible for the assessment file and will consolidate the comments and justifications and use them to formulate the comments in the feedback form (see Annex 1 of the Individual Assessment Form). If they conflict substantially (i.e. the opinions are contradictory) the relevant section should be discussed by the two assessors. The discussion will concern exclusively the wording, as marks will not be changed at this point.

As a general rule, all candidate programmes have areas where they excel and areas that could be further developed. The purpose of the feedback is to help those who have been admitted to understand where they stand in the context of the EMT Network, and those who have not been admitted to understand the structural differences between their programmes and the EMT standards.

All ineligible applicants will be told why they are ineligible.

As the feedback is a very important element of the assessment, especially for applicants who get a negative answer, it has to be filled out carefully. Assessors should, while the assessment is in progress, write down comments which might be useful for the feedback in the comments and justification boxes of the Individual Assessment Form.

General instructions on drafting feedback: start with an overall appreciation; continue with two or three relevant illustrations (especially if the score is very low). Try to provide a benchmark by giving a concrete example of a successful approach for comparison and build on that to give the advice. Always anchor your recommendations and assessment in facts and solutions and highlight any points requiring special attention.

Your assessment should be:
- objective and factual: you should explain value judgments (such as 'good', 'poor', 'appropriate', etc.);
- consistent: comments should match scores;
- balanced: specify weaknesses and strengths; explain the reasons for your scores;
- clear and neutral.

Good comments are:
- focused on the criteria concerned;
- clear (unequivocal);
- substantive;
- concise;
- facts/explanations, not opinions: rather than *'I think that….'* it is preferable to say *'This programme is….'*. Rather than *'The applicant does not adequately explain the use of technical resources'* it is preferable to say *'The applicant fails to explain the use of translation and terminology software and does not indicate the number of licences available.'*
- Rather than *'Technical resources are insufficient'*, it is preferable to say *'Given the number of students per year, the licences for translation software are clearly insufficient.'*

Avoid expressions such as *perhaps, I think, it seems, probably* and use expressions like *because, specifically, for example*.