

EUROPEAN MASTER'S IN TRANSLATION



**EMT MID-TERM REVIEW
REPORT 2022**

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Report on the state of play of the EMT Network 2019-2022

Background

The European Master's in Translation (EMT), a network of university translation programmes with a quality label, greatly values quality assurance in the network. As a minimum, institutions with the EMT label are expected to maintain the training standards they committed to in June 2019 throughout their membership in the network. EMT programmes are also expected to continue adapting to changing circumstances in teaching or the translation profession and to share best practices with each other.

Review

The aim of the midterm review procedure is to check that the EMT programmes continue to meet the selection criteria and to assess the impact of any changes or developments to the participating programmes. The review procedure was launched at the EMT network meeting in Leipzig in October 2021. Representatives of all 68 member universities (corresponding to 70 programmes) were asked to reply to an online questionnaire and were invited to share their best practices. The deadline for responses was 15 February 2022.

Assessment

All programmes responded to the questionnaire within the deadline. They submitted self-declarations, which were subsequently analysed by the members of the EMT Board. The six categories the Board assessed were: institutional structure, programme structure, programme content, trainer profile, infrastructure and market training.

Results

Twelve programmes declared no changes to any of the assessed categories during the reporting period. This shows that the overwhelming majority of EMT programmes made some changes, in line with the commitment to constantly work on the quality of

their training by adapting their curricula and training methods to developing professional needs.

The assessors considered the vast majority of the changes reported as positive. All in all, they identified only nine instances where the changes *might* have the potential to affect the quality of the programme in a negative way. None of the changes had an immediate impact or were of a nature to undermine compliance with EMT standards.

The overall result of the midterm review 2022 is therefore extremely positive. Some of the positive changes made were rather minor (e.g. to bring in a new induction or orientation programme, to make their website available in English or to recruit new staff). But many programmes made more substantial changes, for instance in the programme structure or content to better reflect new market trends, the digitalisation of the profession or to respond to feedback from the EMT selection process.

Breakdown by category of changes

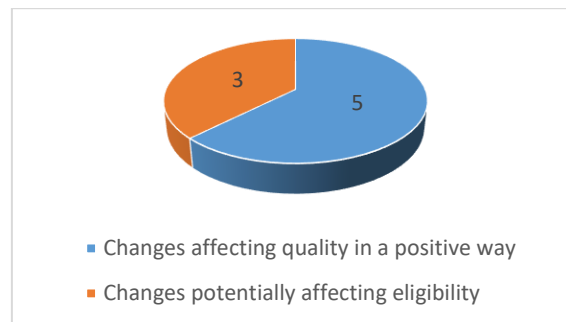
Institutional structure

Changes affecting the institution responsible for delivering the programme (e.g. reorganisation or mergers, changes to faculties or departments)

The institutional structure of the EMT programmes remained very stable. Only eight programmes reported changes, five of which were considered as having a positive impact. They concerned the integration of the school or faculty into a larger institute or reorganisations into more specialised departments and were deemed positive as they result in greater scope for cooperation and a greater pool of academic staff.

In three cases, the assessors considered the changes in the institutional structure as potentially affecting the programmes' eligibility. The changes concerned mergers at the level of departments or universities. All were mandatory decisions made by the university administration. They did not have an immediate effect and were not considered as negative as such. They were **flagged** only because of their potential to affect the EMT programme in the future and thus do not require any further action from the EMT Board.

	Answers	Ratio
No	62	89%
Yes	8	11%
Changes in response to the selection recommendation	1	1%
Mandatory changes	5	7%
Voluntary changes on the programmes' own initiative	2	3%
Grand Total	70	



Programme structure

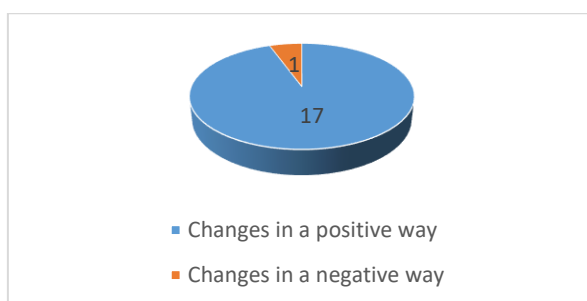
Changes affecting the organisation of the programme (e.g. extending the duration, introducing and/or removing programme strands or options)

Eighteen respondents reported changes to the programme structure. All except one of these changes were considered as having a positive impact on programme quality. The changes included creating a double diploma (one university even set up three double degrees with partner universities), a broader offer of courses, new language specialisations, a clear separation between research-oriented and professional training or the set-up of two specialised curricula bringing a broader range of career opportunities for graduates in line with recent language industry trends.

Where universities had brought in a double diploma, the assessors commended the closer cooperation with partners committed to working on developing future integrated training programmes and in the long term, of a future application for EMT certification.

The only change related to the programme structure that the assessors considered as having a negative impact was the change to reduce the language portfolio due to fewer students interested in learning a specific language. This was deemed to be negative for multilingualism but not to be a change that would put at risk the eligibility of the programme or have an immediate negative effect on EMT standards. The EMT Board therefore sees no need to look at mitigation measures with the programme directors.

	Answers Ratio	
No	52	74%
Yes	18	26%
Changes in response to the selection recommendation	5	7%
Mandatory changes	4	6%
Voluntary changes on the programmes' own initiative	5	7%
Voluntary changes on the programmes' own initiative; Changes in response to the selection recommendation	4	6%
Grand Total	70	



Programme content

Changes affecting programme courses or units (e.g. to bring in or remove courses or course units, changes to learning objectives and methods), in particular changes relating to the EMT competences.

Two thirds of EMT programmes reported a change in content. In most cases, the changes were positive developments such as broadening the course or language offer, strengthening technology and post-editing courses, restructuring to increase the practical components in response to the selection feedback or market developments and changes to the internship component.

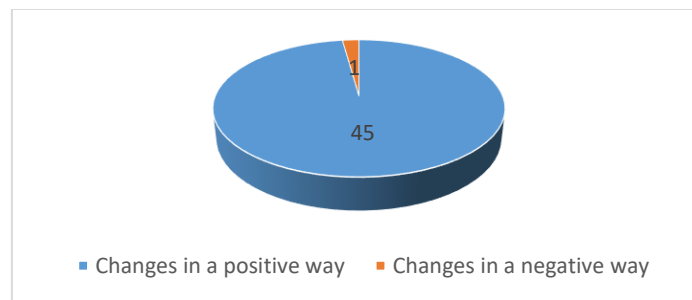
The following examples taken from the replies to the midterm review illustrate how the EMT programmes remain committed to continuously adapting their study programmes to evolving professional needs, for instance by adding courses covering new or emerging competences, giving students experience of a professional working environment and enhancing their research skills.

1. One of the programmes brought in a new course on post-editing practices by a professional translator. It also expanded its writing workshops to include a content creation component to better meet the demands of future employers.

2. Another programme included a course on medical translation, which the assessors valued positively as it had the potential to improve the students' career prospects. The programme also integrated their virtual translation agency more systematically into the courses to give the students a realistic professional experience and the experience of the roles of project manager, translator or editor.
3. One member programme made a change to broaden the content and practical aspects of legal translation. Their students can then apply for the status of a certified legal translator without having to take additional courses. A course on terminology and technology includes an expanded module on machine translation and all practical courses also include post-editing exercises.
4. One programme expanded its course on machine translation to include units on post-editing and quality assessment of machine translation (covering quality metrics and quality estimation).
5. Another increased the number of hours of teaching on machine translation and post-editing and brought in an introductory course in desktop publishing software and a voice-over course. It also expanded its courses related to emerging professions such as sign language and video translation.
6. In response to recommendations made during the EMT selection process, one programme strengthened translation into the first foreign language (which is a competence required in many countries) and put more emphasis on pedagogical support for research.
7. Another programme also sought to upgrade the research skills of their students and organises yearly seminars with scientists to open their curiosity to translation-related research.
8. New courses have been opened on corporate, digital and international communication, including brand-building practices. New courses such as one on the editorial and communicational challenges of translation and another on translation for search engine optimisation are in line with market trends.
9. Students in another programme were given the opportunity to hone their professional skills in a new service learning laboratory, fully organised and managed by students with the aim of providing pro-bono language services.

Only in one case were the reported changes considered as having a negative effect. This was to reduce the language portfolio (opening courses only if a set minimum number of students has enrolled and cancelling translation courses into language B). As reported above, this limitation was pointed out only because of its negative effect on multilingualism. Since it neither compromises the programme's eligibility nor the EMT standards, the EMT Board will not take any specific action.

	Answers	Ratio
No	24	34%
Yes	46	66%
Changes in response to the selection recommendation	9	13%
Mandatory changes	2	3%
Mandatory changes;Changes in response to the selection recommendation	2	3%
Mandatory changes;Voluntary changes on the programmes' own initiative	1	1%
Voluntary changes on the programmes' own initiative	20	29%
Voluntary changes on the programmes' own initiative;Changes in response to the selection recommendation	12	17%
Grand Total	70	



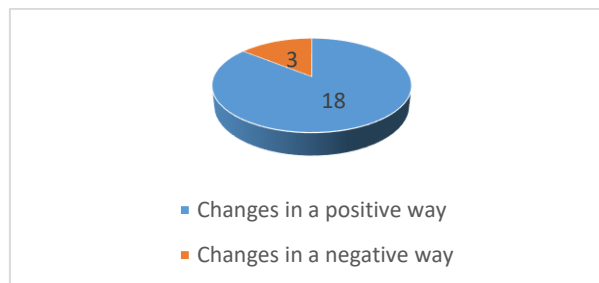
Trainer profiles

Major changes affecting the delivery of programmes

Most of the changes were deemed to have a positive impact. They concerned recruiting new staff, stepping up teacher training initiatives, involving industry experts and guest lecturers or trainers with more focus on practice-oriented aspects.

Three changes were deemed to have a negative impact. In one case, the assessors noted the high number of staff leaving the programme as a potential cause of concern in terms of the overall sustainability of the programme. In two other cases they noticed understaffing and noted this as a negative impact. The EMT Board will mention their concerns to the network representatives of the programmes concerned, as the staffing team is crucial to maintain the teaching level in compliance with EMT standards.

	Answers	Ratio
No	49	70%
Yes	21	30%
Changes in response to the selection recommendation	4	6%
Mandatory changes	5	7%
Voluntary changes on the programmes' own initiative	11	16%
Voluntary changes on the programmes' own initiative; Changes in response to the selection recommendation	1	1%
Grand Total	70	



Infrastructure

Changes affecting the physical infrastructure (technical resources, rooms etc.). Changes in the delivery mode for teaching due to the COVID-19 pandemic were only mentioned if they are expected to continue after the pandemic.

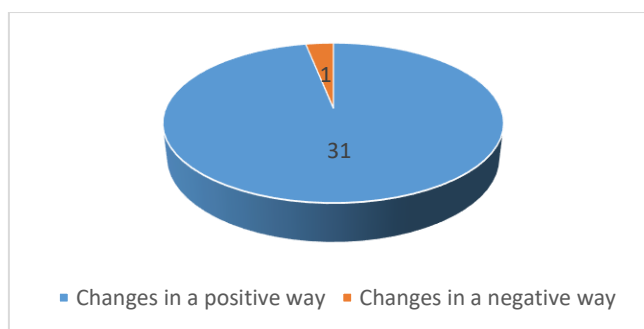
Except for one, all changes to infrastructure were considered by assessors as changes with a positive effect. In most cases, the changes were prompted by the COVID-19 pandemic and included remote and blended teaching and learning, remote internships, alternative delivery and assessment methods using digital technologies, access to specialised software and learning platforms or new IT/translation laboratories.

The pandemic seems to have revolutionised in a rather short time the ways in which students and universities collaborate. Although most programmes partially returned to face-to-face teaching, many innovative methods are set to continue. Unsurprisingly, the positive changes reported under this section were evenly spread geographically.

The only change flagged by the assessors as potentially having a negative impact is a programme that switched to 100% remote teaching, also after the COVID measures were lifted. This is not problematic in itself, but since the information provided in the

midterm review was not sufficient to assess the full extent of the impact, the EMT Board will request further information from the programme representatives.

		Answers	Ratio
No		38	54%
Yes		32	46%
Changes in response to the selection recommendation		3	4%
Mandatory changes		3	4%
Mandatory changes; Voluntary changes on the programmes' own initiative		1	1%
Voluntary changes on the programmes' own initiative		24	34%
Voluntary changes on the programmes' own initiative; Changes in response to the selection		1	1%
Grand Total		70	



Market training and employability

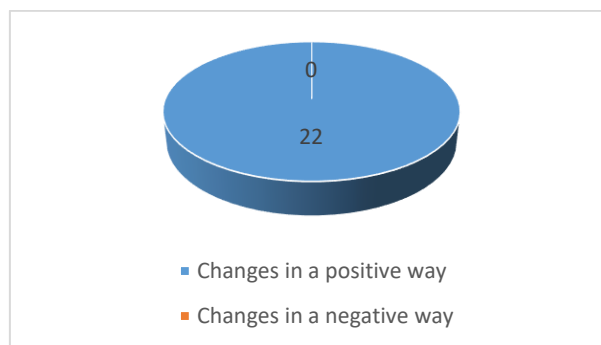
Changes designed to improve employability (e.g. mandatory internship and extending the duration of internships). The EMT programme managers were informed that difficulties experienced due to the COVID-19 pandemic would not have a negative effect on the evaluation.

Since the network was first created, EMT has emphasised the importance of market training with a view to preparing the students as much as possible for the professional working environment and to enhancing their employability. It is therefore very encouraging to note that most EMT programmes continue to take action on this front. All the changes brought in since the last selection round were considered to have a positive impact on programme quality. Equally encouraging is that these changes were either made in response to the experts' selection recommendations or, for the vast

majority, on the programmes' own initiative, i.e. they were deliberate choices made to target the training more to meet market needs.

These positive developments were changes to expand internship opportunities, including online traineeships and in some cases in specialised domains, stronger market training, closer links with the industry to improve job prospects for students and events to improve marketing skills or raise awareness about the translation profession.

	Answers	Ratio
No	48	69%
Yes	22	31%
own initiative	17	24%
own initiative;recommendation?	2	3%
selection recommendation	1	1%
own initiative;following selection recommendation	1	1%
mandatory;voluntary;own initiative;following selection recommendation	1	1%
Grand Total	70	



Best practices

In order to promote innovation within the EMT network, the member programmes were invited to use the midterm review as an opportunity to share best practice. Most programmes responded and revealed a wealth of innovative projects and practices in the network. For the purpose of this report, the practices were categorised as follows: university-industry cooperation, dissemination and cooperation, collaborative projects, innovative teaching and learning, translation 'skills labs' and translation technologies.

Examples of inspirational practices under 'university-industry cooperation' include partnerships with NGOs where students translate material for humanitarian or social

purposes that otherwise would not have been translated; specific learning modules about the language industry; career presentations by former students; collaborative terminology projects with EU institutions as well as lectures, talks or events with international speakers from the language industry.

Disseminating the added value of and cooperation among the EMT network beyond EMT is one of the priorities of the current network. Examples of such good practices include participation in events promoting EMT programmes, including Translating Europe Workshops; social media campaigns and double degree programmes with EMT and non-EMT universities.

Many EMT members mentioned that their programmes had become increasingly international and were involved in a range of collaborative projects. For example, they include a partnership with the [YourTerm](#) project of the European Parliament to create legal and financial terminology, collaboration with a local scientific and healthcare agency enabling students to participate in translation projects related to biomedical research, collaboration with translators' associations, cooperation projects with non-EMT universities, evaluations of translations nominated for an annual award or a trilingual collaborative terminology project involving academia and EU institutions with the aim of feeding into the IATE database.

Examples of good practices for 'innovative teaching and learning' include the organisation of a programme in skills blocks, courses on specialised content writing, accessibility for students with disabilities; courses on subtitling and audio transcription for the hard of hearing; translation competitions for students and focus groups bringing together social partners, alumni, teachers and students to discuss expectations, success and failures in the context of the study outcomes.

Many EMT programmes also gave examples of how they run simulated translation projects. In one case they are part of the entrepreneurial educational programme and helped the university to pass the first step in getting international accreditation as an entrepreneurial university.

Translation technology is an integral part of all EMT study courses, and therefore also a clear focus in developing good practices. The good practices identified include an open e-learning module on machine learning, post-editing, cooperation with software providers, a summer school on translation technology and a web-based micro degree programme in digital competences or an e-portfolio as a collection of assignments, reflections and learning experiences structured in an online format, enabling students to showcase evidence of learning in each of the key EMT competences. The tool gets students to synthesise the knowledge and skills they have learnt and encourages them to chart their progress against the EMT standards.

The EMT Board will encourage the representatives of the EMT programmes applying the most innovative good practices to share them with their network partners, either in future EMT network meetings or in special train-the-trainer workshops. They will also encourage members to upload resources in the new EMT knowledge sharing hub to enable the sharing of innovative practices in translator training across Europe.

Conclusions

Out of 70 member programmes, only 12 reported no changes at all. This shows that the overwhelming majority of EMT programmes meets the commitment to continue working on the quality of the training by adapting their curricula and training methods to changes, both in the universities' environments and in the profession. According to the assessors, most of the changes had positive effects on the quality of the programmes. Therefore, the EMT network as whole is developing in a very positive way.

The EMT Board will follow up on the very few cases where the reported changes could potentially have a negative impact on programme quality. The EMT Board will offer support to these programmes to avoid the potential risk becoming a real threat to the eligibility of the programme or to the quality of training in line with EMT standards.

Compared to the previous midterm review from 2017, the EMT network has consolidated even further. Thanks to even greater cooperation within the network, the sharing of good practices and, to a lesser extent, of training resources, EMT members have learnt from each other and support each other in developing curricula that equip their students with the skills expected by future employers.

The midterm review has also shown that member programmes have increased their self-awareness and on their own initiative strengthened aspects of their training. This will both help them continue to meet the EMT requirements and contribute to their students' future success in the translation profession(s).

Important links

EMT in Europa:

https://ec.europa.eu/info/resources-partners/european-masters-translation-emt_en

EMT blog:

<https://blogs.ec.europa.eu/emt>

EMT Competence Framework:

https://ec.europa.eu/info/sites/info/files/emt_competence_fw_k_2017_en_web.pdf

EMT Functional Mailbox:

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