



Swansea University
Prifysgol Abertawe



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1.5 Network memberships: [Is the programme a current EMT member?]	1.5 Network memberships: [Was the programme an EMT member in 2012?]	1.5 Network memberships: [Was the programme an OPTIMALE member in 2012?]	1.6 ECTS (equivalent) value of the programme:
Yes	Yes	Yes	Both 90 and 120 versions
Yes	Yes	Yes	Both 90 and 120 versions
Yes	No	Yes	120
Yes	Yes	No	120

Yes

Yes

Yes

120

Yes

Yes

Yes

120

Yes

Yes

Yes

90

Yes	Yes	Yes	60
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Yes	Yes	No	60
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Yes	Yes	No	120
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Yes	No	No	90
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Yes	Yes	Yes	120
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Yes No Yes 120

Yes Yes Yes 90

Yes No No 90

Yes	No	No	60
No	No	No	120
Yes	Yes	Yes	120
Yes	Yes	Yes	120

Yes

Yes

Yes

60

Yes

Yes

Yes

120

Yes	Yes	Yes		120
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Yes	No	No	Other (please specify in 1.7)	
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Yes	Yes	No		120
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Yes	No	Yes		60
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Yes

Yes

Yes

90

Yes

Yes

Yes

120

Yes

Yes

Yes

120

Yes

Yes

Yes

120

Yes Yes Yes 90

Yes Yes Yes Both 60 and 90 versions

No No No 120

Yes Yes Yes 120

No	No	No	60
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No	No	No	90
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Yes	Yes	Yes	120
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Yes	Yes	Yes	Other (please specify in 1.7)
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Yes	No	No	Both 60 and 90 versions
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No	No	No	90
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Yes	Yes	Yes	120
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Yes	Yes	Yes	Other (please specify in 1.7)
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Yes	Yes	No	90
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No	No	No	120
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Yes	No	No	Both 60 and 90 versions
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Yes No No 120

No No Yes 120

Yes Yes Yes 120

Yes Yes Yes 120

Yes

No

No

120

Yes

Yes

Yes

60

No

No

No

120

Yes

Yes

Yes

120

No

No

No

90

No

Yes

Yes

120

Yes

Yes

Yes

120

Yes

Yes

Yes

60

1.7 If you selected 'other' in 1.6, or have multiple programme versions, please explain here:	1.8 Year your programme was launched (if the name has changed, please give the original year):	1.9 Average total of students (full and part time) per year in the last 5 years:	2.1 We currently teach and assess the theory and practice of translation tools
The programme was launched in 2000 as "MA in Translation with Language Technology" and was renamed to "MA Professional Translation" in 20XX.	2000 20 - 29	Yes	
The programme was launched in 2000 as "MA in Translation with Language Technology" and was renamed to "MA Professional Translation" in 2010, when a Bologna-compliant 120 ECTS version was also created.	2000 20 - 29	Yes	
	1960s	50 - 59	Yes
		2008 20 - 29	Yes

2006 30 - 39

Yes

1990 - 1994

30 - 39

Yes

2005 30 - 39

Yes

2010 100 or more	Yes
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2007 10 - 19	Yes
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2004 50 - 59	Yes
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2007 20 - 29	Yes
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2009 100 or more	Yes
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1970s

20 - 29

Yes

1995 - 1999

20 - 29

Yes

2001 20 - 29

Yes

1960s	20 - 29	Yes
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Before 1960	60 - 69	Yes
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	2010 10 - 19	Yes
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	2011 30 - 39	Yes
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1960s

80 - 89

Yes

1980s

30 - 39

Yes

2002 40 - 49

Yes

240 ECTS (MA
programme, 4 semesters,
1125 contact hours

1970s

100 or more

Yes

1960s

100 or more

Yes

2003 50 - 59

Yes

2000 10 - 19

Yes

2000 20 - 29

Yes

1995 - 1999

100 or more

Yes

1960s

100 or more

Yes

1995 - 1999

100 or more

Yes

The 90 ECTS version includes the regular Master of Arts in Translation (60 ECTS) and the option of an internship and/or a programme abroad with an Erasmus+ scholarship (30 ECTS). The students also have the opportunity to engage in a service-learning semester abroad.

1960s

100 or more

Yes

2005 20 - 29

Yes

1980s

70 - 79

Yes

2013 30 - 39

Yes

2009 20 - 29

Yes

n/a

1995 - 1999

60 - 69

Yes

180

2011 60 - 69

Yes

1995 - 1999

40 - 49

Yes

2008 40 - 49 Yes

2009 60 - 69 Yes

120 taught credits plus 60
credits for dissertation 1980s 20 - 29 Yes

2007 20 - 29 Yes

2006 100 or more Yes

2002 20 - 29 Yes

2008 40 - 49

Yes

1980s

100 or more

Yes

1990 - 1994

20 - 29

Yes

1995 - 1999

10 - 19

Yes

2009 60 - 69

Yes

2007 0 - 9

Yes

Re 1.8: please note there is no option to choose 2016; please record 2016, and not 2015 as the year the programme was launched.

2015 0 - 9

Yes

2004 30 - 39

Yes

2012 10 - 19

Yes

2008 100 or more

Yes

The course offers different certificates: Master of Arts in Translation and Linguistic Services - Major in Translation and Linguistic Services, which values 120 ECTS credits and the Specialization Course in Translation and Linguistic Services - Major in either Linguistic Services or Specialized Translation, which values 60 ECTS credits.

2007 30 - 39

Yes

2006 30 - 39

Yes

2.2 What is the approximate minimum percentage of (compulsory) study time that a student must devote to translation tools?

2.3 (Optional) If more than 25%, please explain:

2.4 What is the approximate maximum percentage of (compulsory + optional) study time that a student can devote to translation tools?

2.5 If more than 50%, please explain:

10% to 25%

25% to 50%

10% to 25%

25% to 50%

Less than 10%

Less than 10%

Less than 10%

10% to 25%

10% to 25%

10% to 25%

The general idea is to blend courses with and courses on tools. But other than the standard CAT and MT tools, we insist strongly on terminology management tools and corpora, plus XML, which finally adds up to quite a little bit in M2, but less so in M1.

10% to 25%

10% to 25%

For students on the Audiovisual Translation pathway, the only full module on technology which is compulsory is the Subtitling modules. Students also have to take two modules involving translation technologies among the following modules: Translation Tools; Dubbing and voice over; Media accessibility; Video Games localisation.

10% to 25%

More than 50% (please explain in 2.5)

If a student chooses to devote his/her dissertation to translation technologies (30ECTS), they can do so. If they do, their study time might be above 50%

10% to 25%

25% to 50%

10% to 25%

10% to 25%

10% to 25%

10% to 25%

Less than 10%

10% to 25%

10% to 25%

25% to 50%

More than 25% (please explain in 2.3)

Postediting, CAT tools, DTP

25% to 50%

10% to 25%

25% to 50%

10% to 25%

25% to 50%

10% to 25%

25% to 50%

Less than 10%

10% to 25%

More than 25% (please explain in 2.3)

The student has to do 24 credits in Translation technologies and a master thesis in this domain (24 credits too),

25% to 50%

10% to 25%

10% to 25%

Less than 10%

10% to 25%

10% to 25%

10% to 25%

Less than 10%

10% to 25%

Less than 10%

Less than 10%

Less than 10%

Less than 10%

10% to 25%

Less than 10%

10% to 25%

25% to 50%

10% to 25%

25% to 50%

Less than 10%

25% to 50%

10% to 25%

More than 50% (please explain in 2.5)

Compulsory credits for all students and optional courses depending on the focus students have chosen

Less than 10%

10% to 25%

More than 25% (please explain in 2.3)

Practice of CAT tools in the translation workshops is compulsory.

25% to 50%

10% to 25%

10% to 25%

More than 25% (please explain in 2.3)

Translation tools are multiple and taught via specific classes and applied translation classes (in projects)

25% to 50%

10% to 25%

10% to 25%

Less than 10%

10% to 25%

10% to 25%

10% to 25%

10% to 25%

10% to 25%

10% to 25%

The largest compulsory module our students are enrolled on is the translation and localisation technologies and practice one, at 45 UK credits out of 180, so exactly 25% of our students' time.

More than 50% (please explain in 2.5)

Students can take three optional modules (one in machine translation, one in subtitling tools, and one in corpus linguistics), which raise the time they spend on translation technologies to 50%. In addition, the large majority of students also use translation technologies in order to work on their final Extended Translation module, which takes their exposure to translation tools well over 50%.

10% to 25%

More than 50% (please explain in 2.5)

Students have access to our computer labs equipped with translation and localization tools.

Less than 10%

10% to 25%

10% to 25%

25% to 50%

10% to 25%

25% to 50%

10% to 25%

25% to 50%

10% to 25%

10% to 25%

Less than 10%

10% to 25%

10% to 25%

25% to 50%

10% to 25%

10% to 25%

Less than 10%

Less than 10%

10% to 25%

25% to 50%

10% to 25%

25% to 50%

10% to 25%

More than 50% (please explain in 2.5)

Students may choose to focus on translation tools both in their core translation tools module, and in one of their two optional modules, and for their dissertation, all of which could equate to a maximum of 66% focus.

More than 25% (please explain in 2.3)

Several courses focus on translation tools and technologies: Alignment, Terminology, CAT Tools, Localisation, Translation memories, Quality control. 25% to 50%

Less than 10%

25% to 50%

10% to 25%

10% to 25%

10% to 25%

25% to 50%

Less than 10%

10% to 25%

2.6 How many COMPULSORY credits are mainly devoted to tools and technologies?

2.7 Please name/describe compulsory modules/elements:

2.8 In addition, how many OPTIONAL credits are mainly devoted to tools and technologies?

0 - 10 ECTS

Translation Tools, 10 ECTS

11 - 20 ECTS

0 - 10 ECTS

Translation Tools, 10 ECTS

11 - 20 ECTS

0 - 10 ECTS

CAT tools, MT, and Localisation

0 - 10 ECTS

0 - 10 ECTS

Translation Technologies

0 - 10 ECTS

11 - 20 ECTS	Terminology seminar, Language and Translation Technology (Tools), Interdisciplinary Language and Translation Project, Processes of Machine Translation	0 - 10 ECTS
11 - 20 ECTS	M1 : courses on language engineering tools (24 hours), corpus linguistics (12 hours), terminology (12 hours), and applied corpora (24 hours), CAP tools (24 hours), and computer translation (CAT assisted) M2 : postedition (18 + 3 hours), website translation (27 hours), translating technical documentation (9 hours), designing and managing databases (6 hours), controlled languages (4 hours), the basics of programming (1 group only), CAT with Trados for translators (10 hours), project management (20 hours), MT with Systran (8 hours), localization (with MemoQ, 14 hours), what tools for what purposes (3 hours), data mining and structuring (24 hours), corpora for translators (10 + 12 hours), terminology, phraseology and notional representations (30 + 6 hours), XML (1 group only, 48 hours)	0 - 10 ECTS

31 - 40 ECTS	Aspects of theory of technology and basic translation technology practice in the Translation Theory and Practice module; practice oriented module in; Subtiling	21 - 30 ECTS
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21 - 30 ECTS	Resources in PSIT (CAT tools & corpus management tools & terminology tools)	11 - 20 ECTS
0 - 10 ECTS	1st year: Translation with CAT tools, Corpus Tools for Translators Level 1 2nd year: Translation Memories, Machine Translation tools, Corpus Tools for Translators Level 2, New translation tools (currently devoted to cloud-based tools)	0 - 10 ECTS
11 - 20 ECTS		0 - 10 ECTS
11 - 20 ECTS	Practical Translation (only some sessions) & Specialised Translation (only some sessions)	0 - 10 ECTS
11 - 20 ECTS	courses in: translation technologies; technical documentation and localization; project management; terminology management	0 - 10 ECTS

0 - 10 ECTS

0 - 10 ECTS

11 - 20 ECTS

Translation Technology and
Computerised Terminology

11 - 20 ECTS

0 - 10 ECTS

88501 Professional Translation Skills:
module in which students gain an
understanding of a range of computer-
aided translation software, online
tools and techniques for translation.
These include, but are not limited to
Translation Memories such as
Trados 2014, WordFast Anywhere,
and Omega T, as well as machine
translation.

40 - 50 ECTS

0 - 10 ECTS	Translation Office Simulation (3 ECTS); Study of special language and terminology (3 ECTS)	0 - 10 ECTS
0 - 10 ECTS	introduction into translation technology 6 courses to select among: Translation memory, MT (1 and 2), XML, Computational linguistics, localization, terminology, terminograpy, terminotics, corpus + a master thesis	11 - 20 ECTS
More than 40 ECTS (please explain in 2.7)		11 - 20 ECTS
0 - 10 ECTS	Computer-assisted translation	0 - 10 ECTS

technology (3 ECTS)

Building on previous knowledge, the study unit "Terminology and translation technology" aims (a) to give students a sound grounding in the theory of terminology and terminology management; and (b) to familiarize them with a number of computer-based aids for translation, especially terminology management and translation memory tools. The unit of study prepares for practical work in other translation courses but also aims to stimulate critical reflection on CAT tools. Much attention is devoted to practical aspects, including the in-house GenTerm terminological record; term extraction practice; terminology management (using SDL MultiTerm); terminographical products, incl. thesauri, and translation environment tools (SDL Trados Studio and MemoQ).

This course builds further on "Introduction to translation technology", which is a compulsory course of the Bachelor of Arts in Applied Language Studies.

0 - 10 ECTS

11 - 20 ECTS

Language Technology and Translation Tools (5 ECTS), compulsory use of different tools in Multilingual Translation Workshop I and II (10 ECTS each)

11 - 20 ECTS

11 - 20 ECTS

0 - 10 ECTS Modules on CAT Tools and Machine Translation 0 - 10 ECTS

0 - 10 ECTS 0 - 10 ECTS

0 - 10 ECTS one 1,5 hour class per week, during the whole year, in our second year. It is a class entirely focused on translation tools. 0 - 10 ECTS

0 - 10 ECTS They are integrated in translation tasks. 0 - 10 ECTS

21 - 30 ECTS 20-credit module on the translation profession fully dedicated to translation technology, 10-credit module on LSP translation (with corpus compilation, termbases), discussion of technological turn and localization paradigm as part of 30-credit theory module. Use of tools in translation practice modules. 0 - 10 ECTS

0 - 10 ECTS Technologies for translators 0 - 10 ECTS

0 - 10 ECTS Students can choose 1 of 3 modules (8 ECTS each): Computer Assisted Translation and Machine Translation, Computational Linguistics for Translation, Documentation and Terminological Research applied to Translation and Interpreting . 21 - 30 ECTS

0 - 10 ECTS LSTI2100 - Outils de traduction et documentation 40 - 50 ECTS

0 - 10 ECTS We have one class (out of 24) for corpus study (use of concordancer) in the compulsory theory module. 11 - 20 ECTS

11 - 20 ECTS CAT Tools; Introduction to Terminology (SDL Multiterm); "vertaalatelier"; 0 - 10 ECTS

11 - 20 ECTS Info 1, Info 2, Info 3, Dactylography, Terminology, Localization, Technical Redaction, Post-Edition 0 - 10 ECTS

31 - 40 ECTS CAT tools, Corpus linguistics, Post-editing, Terminology 31 - 40 ECTS

0 - 10 ECTS

0 - 10 ECTS

0 - 10 ECTS

"Language Technology I",
"Language Technology II" (4
lessons/week in first and second
term; overview on CAT systems,
processes and workflows, working
with different CAT systems)

0 - 10 ECTS

0 - 10 ECTS

Translation Technologies

0 - 10 ECTS

11 - 20 ECTS

Research Skills for Translation
Studies

11 - 20 ECTS

21 - 30 ECTS

MODL5000M Computer - Assisted
Translation (45 UK credits; 22.5
ECTS)

21 - 30 ECTS

11 - 20 ECTS	Localization of Graphical user interfaces; Translation, Localization Technology and Interchange Formats; MT, PE, and CAT; Localization Project	0 - 10 ECTS
0 - 10 ECTS	CAT tools, terminological banks	11 - 20 ECTS
11 - 20 ECTS	Translation Technologies module	11 - 20 ECTS
0 - 10 ECTS	Data mining for translation purposes Text processing, editing and revising for translators Software and CAT tools for translators	0 - 10 ECTS
11 - 20 ECTS		11 - 20 ECTS
11 - 20 ECTS		0 - 10 ECTS

11 - 20 ECTS	Computer-assisted translation and localization Machine translation and post-editing Web editing	0 - 10 ECTS
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0 - 10 ECTS	Compulsory course named "Herramientas TAO" [CAT-Tools]	11 - 20 ECTS
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11 - 20 ECTS	Becoming a translator module - this is a core module focusing on translation and professional development.	11 - 20 ECTS
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82.7 Nouvelles technologies -
Certification - Trados
72.8 Introduction aux SDL: Trados
certification
92.2 - TA et TAO
92.3 - Mémoires de traduction
92.4 - Localisation
94.1 - Pratique des outils de TA /TAO
94.2 - Pratique des outils de sous-
titrage
94.3 - Gestion du projet de traduction
94.4 - Alignement et mémoires de
traduction
94.5 - Bases terminologiques
94.6 - Contrôle qualité, finalisation de
projet

31 - 40 ECTS

11 - 20 ECTS

0 - 10 ECTS

11 - 20 ECTS

0 - 10 ECTS

Introduction to translation technology
(year I), CAT tools and postediting
(year II)

0 - 10 ECTS

Information Technology for Translation - a class which aims to familiarize students with some of the main software applications they will be using as translators and language service providers, such as CAT tools (both commercial and open access), Translation Memories (TM), Machine Translation systems (MT), and some subtitling software.

0 - 10 ECTS

0 - 10 ECTS

Gestión terminológica y recursos documentales aplicados a la traducción y mediación intercultural, 4 ECTS; Proyectos y prácticas de traducción y mediación intercultural, 6 ECTS

0 - 10 ECTS

0 - 10 ECTS

2.9 Please name/describe optional modules/elements:

Translation Technologies, 10 ECTS
Audiovisual Adaptation, 10 ECTS

Translation Technologies, 10 ECTS
Audiovisual Adaptation, 10 ECTS

Localization, Corpora and Databases

Language and Translation Technology (Theory)

All of our courses are compulsory, but we have two groups with slight differences in the curriculum.

Students also have the opportunity to choose a technology related project for their dissertation.

localization, website translation using cat tools

Video game translation ; Audio-visual translation techniques

Translation Technology

Audiovisual Translation, Localisation, Digital Methods in Language and Discourse

88054 Specialist Translation Skills for Stage and Screen: module in which students learn how to use subtitling software (Subtitling Workshop)

88317 Dissertation (Translation Studies): in which students can choose to do a translation project using CAT tools or can conduct research in this area (optional content, of course)

88308 Specialist Translation Skills: Legal, Medical, Technical Translation: module in which students complete a 3,000 word translation and are encouraged to use CAT tools to support them in this project.

Language technologies (3 ECTS); Software localisation (3 ECTS); Audiovisual translation (3 ECTS)

website translation, subtitling

same courses.

written translation ABA (economic and commercial texts; scientific and technical texts)

translation and to provide them with the relevant translation competences. Special attention is paid to the translation process (from assignment to target audience) and to the changes, both linguistic and cultural, which scripts and libretti undergo during the translation process. The students also learn to manage the software.

Localisation (3 ECTS) covers all the technical aspects of localisation (internationalisation, encoding, support of different formats) and focuses on the localization of software programs and online help files, websites, videogames and e-learning material.

Small Business Project (optional part of Workfloor Experience for Translators, 7 ECTS): students who opt for the Small Business Project instead of a traditional internship start their own translation agency and work in a team. They go through all the stages needed to start up and run a translation business and work on a translation project using translation tools.

Note: As the Master in Translation is only a one-year programme of 60 credits, the percentage of study time and the number of credits devoted to language and translation technology tools is necessarily limited. For that reason, we launched in 2016-2017 the postgraduate Computer-Assisted Language Mediation (CALM). CALM offers an answer to the industry's growing demand for training courses in advanced translation and language technology. CALM is designed for master's degree holders who are interested in a career in the language, translation and communication industry and who wish to develop their technological competences. The CALM postgraduate course is one-year academic programme consisting of 60 credits. Depending on their interests, students select eight 5-credit modules out of the twelve modules offered. The programme also involves a three-month work placement (20 credits) in the students' preferred language, translation or communication industry, where the students gain relevant work experience.

The following course units of the CALM programme deal with translation tools and language technology tools:

Audio-visual Language Techniques offers an introduction to the conventions, concepts and techniques of audio description and of the different types of subtitling.

Machine Translating and post-editing focuses on the most recent developments in the field of Machine Translation. Students learn to build their own customized MT system and learn to identify and tackle the typical post-editing challenges.

Localisation (5 ECTS), Machine Translation and Post-Editing (6 ECTS), Terminology (5 ECTS), Audiovisual Translation (5 ECTS)

Modules on Computational Linguistics, Audiovisual translation (translation tools in subtitling), Media Texts, Translation of Non-literary Texts

there are no optional tools.

They are integrated in translation tasks, mainly the final translation project.

If students want to add a strong technology element to their curriculum, they may take all three above-mentioned 8-credit modules , 1 counting as a mandatory element and 2 as optional courses. They may also add other shorter courses (4 credits each): Translation project management and quality control tools workshop (4 credits); respeaking workshop (4 credits). If they take all the modules we offer with a technology element (optional and mandatory), they may get up to a total of 32 credits (out of 120) involving technology and translation in various ways. Students are allowed to exceed their 120- credit limit by 32 credits (for no extra fee), meaning that some students graduate with a 152 ECTS.

LTRAD2012/LTRAD2211,2221,2231,2241, 2251, 2261, 2271 - Epreuve intégrée (in the different languages we propose)

LTRAD2501 Terminologie - LTRAD2502 Localisation - LTRAD2503 Informatique appliquée à la terminologie et à la localisation - LTRAD2504 Rédaction technique - LTRAD2505 Gestion de projets de traduction et de localisation - LTRAD2506 Terminotique

LTRAD2400 TAV Fondements théoriques et aspects pratiques - LTRAD2410 Techniques spécialisées - LTRAD2411, 2421, 2431, 2441, 2451, 2461, 2471 Ateliers d'adaptation audiovisuelle - 2412, 2422, 2432, 2442 Séminaires d'adaptation audiovisuelle - LTRAD2424 Adaptation audiovisuelle appliquée au doublage - LTRAD2430 Adaptation audiovisuelle appliquée à l'oral : audiodescription, voice over et commentaire

Translation Technologies (which cover subtitling, glossary compilation, MT and TM in 24 classes)
Professional Aspect of Translation (4 classes out of 24 are spend on CAT tools)

Audiovisual Translation

Corpora for translators, Info 4

Programming, XML, Internationalisation and localization

"Pre-Editing, Machine Translation, Post-Editing" (4 lessons/week in the 1st term, history and methods of MT, introduction to different systems and methods of MT, evaluation and use of MT)

Translation Project Management and Professional Ethics.

Translation Project, Extended Translation Project, Dissertation

MODL5003M: Principles and Applications of Machine Translation; MODL5006M: Introduction to Screen Translation; MODL5007M: Corpus Linguistics for Translators

Postediting

Text corpora, subtitling software

Corpora and Translation

Introduction to Language Technology; Advanced Translation Tools & Theory Workshop; Special Issues in Translation Technology; Theory and Practice of Audiovisual Translating; Corpora in Translation; Quantitative and Qualitative Methods in Translation Studies

Students may choose a project work in MT, Terminology Management or Localization

Trabajo de Fin de Máster [Master Thesis]

Translation work experience module - this is an optional module focusing on practical industry experience of translation.

82.8 Projet tutoré

UEF83 Méthodologie du stage et du rapport

UEF83 Rapport et soutenance en langue étrangère

UEF103 Méthodologie du mémoire, stage et soutenance

ICT of the Localisation Industry

Introduction to AVT

Specialised Communication (Machine Translation and Post-editing) - a class which aims to familiarize students with some of the key issues of localization (namely software, videogame and website localization), to introduce them to localization software and also to make them aware of the importance of machine translation and post-editing to the professional translator, enabling the students to deal with translation projects with these characteristics.

2.10 Your approach to tools training: [2.10.1 We teach and assess generic / free tools]	2.10 Your approach to tools training: [2.10.2 We teach and assess commercial / paid-for tools]	2.10 Your approach to tools training: [2.10.3 We teach tools from the perspective of translators]	2.10 Your approach to tools training: [2.10.4 We teach tools from the perspective of project managers (e.g. management of suppliers, TMs etc.)]
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Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

2.10 Your approach to tools training: [2.10.5 We teach tools from the perspective of translation companies (e.g. client portals)]	2.10 Your approach to tools training: [2.10.6 Students with different language combinations work together in tools training exercises]	2.11 Please give a short statement of your core and optional tools training strategy It is compulsory for all students to take the Translation Tools module. If students would like further tools training, they can enrol on Translation Technologies or Audiovisual Adaptation. There is also some technology training in Terminology Management and in Technology-Enhanced Language Teaching and Training, which are also optional modules. It is compulsory for all students to take the Translation Tools module. If students would like further tools training, they can enrol on Translation Technologies or Audiovisual Adaptation. There is also some technology training in Terminology Management and in Technology-Enhanced Language Teaching and Training, which are also optional modules. In MA, we teach tools in more depth. Most MA students are the graduates of our BA programmes, where they will have had an introductory CAT tool course. Graduates of other field of study (e.g. philology) typically pass a crash course in CAT tools. Core training involves hands-on with 2 CAT tools plus basics of localization and project management. Compulsory SDL Studio certification. Optional: advanced course in localization, language resources management, terminology management.	3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.1 Information mining - search strategies]
No	Yes		Optional - minor
No	Yes		Compulsory - minor
No	Yes		Compulsory - minor
No	Yes		Compulsory - major

Yes	Yes	In our MA programme, tool training is always contextualized, meaning that the students do not learn the features and functionalities of tools in vitro but they are always made familiar with the tools in (usually simulated) translation scenarios derived from professional	Optional - major
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No	Yes	Our philosophy is to give a broad view not only of tools, but also and more importantly of the professions behind them. We are also aiming at exemplarity, i.e. using one's knowledge of one particular tool to be able to grasp related tools. One important feature of our M2 program is also the "work-study format" (formation en alternance), where a lot of students are exposed to a vast number of tools, and others to very few, so we have to accommodate for that.	Compulsory - major
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Yes	Yes	We specialise primarily on audiovisual translation tools on this course: interlingual subtitling, surtitling, Subtitling for the Deaf and Hard of Hearing, live subtitling (respeaking), dubbing, voice-over and audio description	Compulsory - major
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Yes	Yes	combination of the industry, market and academic point of view	Compulsory - major
Yes	Yes		Optional - minor
No	Yes	We are trying to train students on a number of different tools, not only one tool per tool category. For instance for CAT software, we use SDL Studio and memoQ.	Compulsory - major
No	Yes	We offer students a overview of exiting tools and how these might be used in a variety of context, training them to understand when they are likely to use each tool.	Compulsory - major
Yes	Yes	CAT tools (including translation memory and terminology management) are the basis, in addition to it it includes tools for localization, technical documentation, machine translation	Compulsory - major

No	Yes		Compulsory - minor
No	Yes	<p>Our strategy is to familiarise students with the most widely used computerised translation tools to prepare them for work in the translation industry as translators or in a managerial capacity e.g. project managers, localisation engineers.</p> <p>Our aim is to familiarize students with the tools of Translation and to equip them with the research skills necessary to prepare them for a career in Translation.</p> <p>Employability is at the heart of our MA programme and whilst we provide students with the theoretical background necessary for further study, we are also keen to ensure they are well-prepared for the workplace. The inclusion of CAT tools training is an essential part of this preparation.</p>	Optional - major
Yes	Yes		Compulsory - major

Yes	Yes	<p>The course unit 'Language technologies' (3 ECTS) - which is going to be a compulsory course - offers students insight into different tools supporting the translation process (incl. project management tools). Students learn to adopt different evaluation criteria in order to assess the quality of tools supporting similar tasks (e.g. term extraction, document alignment, etc.). Based on this approach, students are able to decide what tools are best tailored to their needs in specific translation projects. In the compulsory course unit 'Translation Office Simulation' (3 ECTS), students learn to apply this knowledge in translation</p> <p>the introductory course gives an overview over translation technology and its core concepts (TM, MT, XML, etc.), the second course is a presentation of and an exercise with a specific tool (TM). We try to use mainly open source tools</p>	Compulsory - minor
No	Yes		Compulsory - minor
Yes	Yes	<p>We teach translation technologies from different perspectives (depending on the topic) and with free and commercial tools.</p>	Not applicable
No	Yes		Compulsory - major

Yes

Yes

In the study unit Introduction to translation technology (compulsory course in the Bachelor of Arts in Applied Language Studies) we teach and assess free tools. The reason being the number of students (150-180 students). In the study units in the Master of Arts in Translation, we also use commercial tools.

Compulsory - minor

Yes

Yes

The core training gives an overview of the different tools (TM, MT and PE, project management, speech technology) and some exercises in using the tools (TM and project management in the Workshop courses that simulate work in a translation company). The optional courses deal with Localisation as a process and the tools used, and the MT and PE course with different types on MT engines, with exercises in PE and some engine optimisation, audiovisual translation and terminology (terminology work as such and term extraction).

Compulsory - major

Yes	Yes	The training strategy focuses on introduction, training and mastering the tools which is later practiced on several practical seminars on translation of various types of text (non-literary, legal, institutional, subtitling, etc.). After that the training provides specialized sessions that introduce the tools also from the perspective of companies and project managers. Furthermore, these are supplemented by extra-curricular lectures and events we offer to the students in cooperation with translation agencies.	Compulsory - major
No	Yes		Optional - minor
No	Yes	We aim at giving our students the necessary tools to be operational in Wordfast and Trados when they get their degree. The main strategy is to avoid abstract approaches to tools and to make ad hoc, highly motivated choices for specific translation tasks.	Compulsory - major
Yes	No		Optional - major

No

Yes

Compulsory - major

No

Yes

Compulsory - major

No

Yes

Compulsory - major

The core training is given to all students, with a theoretical and a practical part, each student having a access to the tools and the students have to use those tools in the translation in the "combined evaluations" in all the languages we offer

No

Yes

Compulsory - major

The optional training is given only to the students whose focus is "Terminology and localisation"

Yes	Yes	<p>We teach technologies intensely on an optional module called Translation Technologies. We focus on principle mechanisms of the technologies through hands on exercises in addition to teaching of theoretical aspects so that they will become critical users of the tools.</p> <p>In addition, a module called Professional Aspects of Translation spends 16% of the time about use of CAT-tools in the industry.</p> <p>Core modules do not cover technologies apart from one class which teaches use of</p>	Compulsory - minor
No	No	<p>When assessing of CAT tools is done, students can write their master dissertation on the features of the CAT tool and draw conclusions in a comparative study. During the class, the hands-on practice is guided by the lecturer. Online helpdesks provided by the vendor are also consulted.</p> <p>We are giving an overall understanding of how computer and text interact and principles of CAT are given in order to help future translators understand new tools.</p> <p>Training is provided with concrete exercises on computers. Many commercial and non commercial tools are taught. We also teach how to combine tools.</p>	Compulsory - major
No	Yes		Compulsory - major
No	No	<p>Our strategy is based on adapting students to various tools, methods and perspectives, though specific training and application in collaborative projects.</p>	Compulsory - minor

Yes	No	Technology should be trained together with core translation industry processes (so that a future translator should understand in what way to use technology at every stage of the	Compulsory - major
No	No	Teaching of practical use (hands on) of tools that are used in the market. This knowledge can be transferred to other tools. Translation Technologies is not a core course for the MA programme but is compulsory for those who wish to follow a Commercial, Scientific and Technical Translation strand. Thus, students who specialise in Literary Translation or public service interpreting may or may not take Translation Technologies. Students who specialise in Audiovisual Translation are trained in AVT tools, separately from the training in Translation Technologies. Within the Research Skills core module, there are two lectures and eight hands-on tutorials devoted to CAT tools. Students are also encouraged to use CAT tools for their specialised translation modules and they can discuss/use technology in their final translation projects or	Not applicable
No	Yes		Compulsory - major
No	Yes		Optional - major
Yes	Yes	We adopt a problem-based training approach to give our students practical experience of several roles and aspects of the complete localisation workflow: the client perspective when commissioning new jobs; financial elements from client, LSP and freelancer perspectives; a wide range of technologies used from the perspective of LSPs, as well as freelancers for a wide range of tasks such as translation, revision, and DTP.	Compulsory - minor

No	Yes	Tools training is always combined with a problem solving strategy; an introduction to the tool and its core functions on general precedes the use of the system. Best practice examples are Obligatory: Introductory course of Trados, working with terminological databanks (integrated into the course in Terminological work); Optional: Corpus linguistics -> corpus tools, Subtitling, Using technologies for practical work, etc.	Not applicable
No	Yes	We start with SDL Trados and MultiTerm, and encourage students to explore other CAT tools on their own. In semester 2, students also learn about emerging technologies. As an option, students learn to use corpora and extract terminology from corpora.	Compulsory - minor
No	Yes		Compulsory - major

No	Yes	The training is structured through two semesters, starting with parallel courses in data mining and text processing, editing and revising; skills acquired in these courses are immediately used transversally in other specialised translation courses. They also serve as a basis for the training in CAT tools and specialised software for translators which continues through the second semester. In the third and last semester, the skills acquired are put into practical use through the internships and the global simulation translation project. Training is based upon constant practicing with multiple real translation tasks.	Compulsory - major
Yes	Yes		Compulsory - major
No	Yes		Optional - major

No Yes Compulsory - minor

Yes Yes Compulsory - major

We proceed gradually: in 1st year we at first make sure they are really computer-literate (advanced use of office tools), we teach the techniques of thematic research, the use of appropriate resources, data-mining and terms extraction. Then we teach basic principles of CAT tools + the use of Trados Studio because we know they will have to use such tools during their 1st year internship. In 2nd year, we teach more advanced use of tools, compare different tools, including MT, and make sure they USE CAT tools for their translation assignments as well as for their junior company.

No Yes Compulsory - major

We teach tools from the perspective of translators and translation companies, because we expect to equip our students with basic skills to work on the market. The training is done in cooperation with translation agencies which provide assistance in the tools training, especially during placements.

Yes Yes Compulsory - major

No

Yes

Not applicable

No

Yes

Students have to learn not only to use the specific tools a translator needs at his/her workplace, but also to evaluate them from the perspective of the professional translator.

Compulsory - minor

Our aim is to develop students' transferable computer-aided translation skills, with a focus on preparing them for the range of translation tools they may be required to work with as part of their industry work. Care is taken to expose students to the different nomenclatures in operation across different translation tools and platforms, with a view to preparing them to hit the ground running quickly when faced with a translation tool they have not directly used before. We also provide training on the use of translation tools not just from the perspective of the translator, but also that of project managers and agencies, with a focus, again, on preparing them to upskill themselves quickly when faced with new working situations they may not have directly faced

Yes

Yes

Compulsory - minor

Yes	Yes	<p>In addition to the core training courses (listed at 2.7) students may get additional training both for their compulsory internships and their mentored projects.</p> <p>As a generic Translation Studies course, focused on providing hands-on practical translation training in a range of different language pairs, we aim to provide students with a comprehensive overview of key tools and resources they will encounter and be expected to use as translators, project managers and language professionals more generally. We focus on the most commonly used translation tools, but also provide an overview of other tools, and provide advice and training on use of other tools and resources for specialist projects.</p>	Not applicable
No	Yes		Compulsory - minor
Yes	Yes	<p>The idea of the two-level course in translation technology at the Jagiellonian University is to provide students with understanding of how this technology evolved, how it works and how it is likely to develop in the years to come. In this way we hope to prepare our students for employment in the translation and localisation industry.</p>	Compulsory - major

Yes	Yes	<p>We try to make our programme as eclectic and “hands on” as possible. Therefore, the students have the opportunity to both use and discuss several CAT-tools (specifically selected by what differentiates them from one another) and other tools that might be useful for translators despite not have been specifically created for them. Also, we try to demonstrate several different positions the students might have in the future, so localization, post-editing and spot-checking, subtitling, project managing and working as a freelancer or on a translation company are also part of the course.</p> <p>Core: With a view to successfully completing the mandatory Projects and Practicum course, with work experience assignments in the second term, students are taught how to use terminology management and translation memory tools in the first term. By equipping students with knowledge about the tools they need at the beginning of the course, we are able to secure for them real-world work experience assignments where they have a real need to use these tools. Feedback from the companies, institutions and organizations they work for include constructive comments about their use of tools.</p> <p>Optional: Students who have completed the first-term course Foundations of Scientific and Technical Translation, within the module on Scientific and Technical Translation, can choose to enhance their skills by registering for Localization in the second term. This optional course provides them with a real-world skill that will enhance their already-acquired terminology, project-</p>	Compulsory - minor
Yes	Yes		Compulsory - major

<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.2 Information mining - evaluation of sources]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.3 Text and / or corpus analysis using concordancers etc.]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.4 Corpus construction (mono-, bi- or multilingual)]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.5 Use of term bases]</p>
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Not taught

Optional - minor

Optional - minor

Compulsory - major

Compulsory - minor

Optional - minor

Optional - minor

Compulsory - major

Compulsory - minor

Compulsory - minor

Not taught

Compulsory - major

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Compulsory - major

Compulsory - minor	Compulsory - major	Compulsory - minor	Compulsory - major
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Compulsory - minor	Compulsory - major	Compulsory - minor	Not applicable
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Not applicable	Compulsory - major	Compulsory - major	Compulsory - major
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Optional - minor

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Not applicable

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Not applicable	Not applicable	Not applicable	Compulsory - major
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Compulsory - minor	Optional - minor	Optional - minor	Compulsory - minor
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Compulsory - major	Optional - major	Optional - major	Compulsory - major
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Compulsory - major	Compulsory - major	Optional - minor	Compulsory - major
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Compulsory - minor	Optional - minor	Optional - minor	Compulsory - major
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Optional - major	Compulsory - major	Not applicable	Compulsory - major
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Not applicable	Compulsory - minor	Compulsory - minor	Compulsory - minor
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Compulsory - minor	Optional - minor	Optional - major	Compulsory - major
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Compulsory - minor	Compulsory - minor	Compulsory - minor	Compulsory - major
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Compulsory - major	Compulsory - major	Optional - major	Compulsory - major
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Not applicable

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Compulsory - minor

Optional - major

Optional - major

Compulsory - major

<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.6 Computerised terminology extraction]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.7 Translation Memory use]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.8 Translation Memory construction (alignment and / or import)]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.9 Use of shared (server- based) Translation Memories]</p>
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Optional - major	Compulsory - major	Compulsory - major	Compulsory - major
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Optional - major	Compulsory - major	Compulsory - major	Not taught
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Not taught	Compulsory - major	Compulsory - minor	Not taught
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Optional - minor	Compulsory - major	Compulsory - major	Optional - minor
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Compulsory - minor

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Optional - major

Compulsory - major	Compulsory - major	Compulsory - major	Compulsory - major
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Optional - major	Compulsory - minor	Optional - major	Optional - major
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Compulsory - major	Compulsory - major	Compulsory - major	Not applicable
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Not applicable	Optional - major	Optional - major	Optional - minor
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Compulsory - minor	Compulsory - major	Compulsory - major	Compulsory - major
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Compulsory - major

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Optional - major	Compulsory - major	Compulsory - major	Compulsory - major
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Compulsory - minor	Compulsory - major	Compulsory - minor	Not applicable
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Compulsory - minor	Compulsory - major	Compulsory - major	Compulsory - minor
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Not applicable	Compulsory - major	Optional - minor	Optional - minor
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Optional - major	Compulsory - major	Compulsory - major	Not applicable
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Not applicable	Compulsory - major	Compulsory - major	Compulsory - major
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Optional - minor	Compulsory - major	Optional - minor	Optional - minor
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Compulsory - major	Compulsory - major	Compulsory - major	Not applicable
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Compulsory - minor

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Compulsory - major

Compulsory - minor

Compulsory - major

<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.10 Use of shared (cloud-based) Translation Memories]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.11 Use of shared (cloud-based) termbases]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.12 Machine Translation used / post-edited in a CAT tool interface]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.13 Machine Translation used / post-edited outside a CAT tool]</p>
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Compulsory - major

Compulsory - major

Optional - minor

Optional - minor

Compulsory - major

Compulsory - major

Optional - minor

Optional - minor

Compulsory - minor

Not taught

Compulsory - major

Not taught

Compulsory - minor

Not applicable

Compulsory - minor

Not applicable

Compulsory - minor

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Optional - minor

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Compulsory - major	Compulsory - major	Compulsory - minor	Compulsory - minor
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Optional - major	Optional - major	Compulsory - minor	Compulsory - minor
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Compulsory - minor	Not applicable	Compulsory - major	Compulsory - major
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Not applicable	Not applicable	Not applicable	Optional - major
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Compulsory - major	Compulsory - major	Compulsory - major	Compulsory - major
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Compulsory - minor

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Optional - minor

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Compulsory - major

Compulsory - minor	Compulsory - minor	Compulsory - minor	Compulsory - minor
Compulsory - minor	Not applicable	Compulsory - major	Compulsory - minor
Compulsory - major	Compulsory - major	Compulsory - major	Compulsory - major
Optional - minor	Optional - minor	Optional - minor	Not applicable

Compulsory - minor

Not applicable

Compulsory - minor

Optional - major

Compulsory - major

Optional - minor

Optional - minor

Compulsory - major

Optional - minor

Optional - minor

Compulsory - major

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Not applicable

Not applicable

Not applicable

Not applicable

Optional - minor

Optional - minor

Not applicable

Not applicable

Compulsory - major

Compulsory - minor

Compulsory - major

Compulsory - minor

Compulsory - minor

Compulsory - minor

Optional - minor

Optional - minor

Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - minor

Compulsory - minor

Not applicable

Not applicable

Optional - minor

Optional - major

Optional - minor

Optional - minor

Not applicable

Optional - major

Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - major	Compulsory - major	Compulsory - major	Compulsory - major
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Compulsory - minor	Not applicable	Compulsory - major	Compulsory - major
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Compulsory - major	Compulsory - minor	Compulsory - major	Optional - minor
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Compulsory - minor	Optional - minor	Compulsory - minor	Optional - minor
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Compulsory - major	Compulsory - major	Compulsory - major	Optional - major
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Compulsory - minor	Compulsory - minor	Compulsory - major	Compulsory - major
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Not applicable	Not applicable	Optional - major	Not applicable
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Not applicable	Not applicable	Compulsory - major	Compulsory - major
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Compulsory - major	Compulsory - major	Compulsory - major	Compulsory - major
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Optional - minor	Optional - minor	Optional - major	Optional - minor
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Compulsory - major	Compulsory - major	Optional - major	Optional - major
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Optional - minor

Optional - minor

Not applicable

Optional - minor

Compulsory - minor

Optional - major

Compulsory - minor

Not applicable

Compulsory - minor

Not applicable

Compulsory - minor

Compulsory - minor

Compulsory - minor

Not applicable

Optional - minor

Not applicable

Not applicable

Not applicable

Compulsory - minor

Compulsory - major

Not applicable

Not applicable

Compulsory - minor

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Compulsory - minor

Compulsory - minor

Optional - minor

Optional - minor

Compulsory - major

Compulsory - major

Compulsory - minor

Not applicable

Compulsory - minor

Compulsory - minor

Optional - major

Optional - major

Compulsory - major

Optional - major

Compulsory - minor

Compulsory - minor

Optional - major

Optional - minor

Compulsory - major

Compulsory - major

Not applicable

Not applicable

<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.14 Construction of statistical MT engines]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.15 Human evaluation of MT output]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.16 Evaluation of MT output using metrics (e.g. BLEU)]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.17 Training of statistical MT engines]</p>
Optional - minor	Optional - minor	Optional - minor	Optional - minor
Optional - minor	Optional - minor	Optional - minor	Optional - minor
Not taught	Compulsory - minor	Not taught	Not taught
Not applicable	Not applicable	Not applicable	Not applicable

Optional - major

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Optional - major

Compulsory - minor

Not applicable

Compulsory - major

Not applicable

Not applicable

Optional - minor

Optional - minor

Optional - major

Optional - minor

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Optional - minor

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Compulsory - major

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Compulsory - minor

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Not applicable Compulsory - minor Compulsory - minor Not applicable

Not applicable Compulsory - minor Not applicable Not applicable

Compulsory - major Compulsory - major Compulsory - major Compulsory - major

Not applicable Compulsory - minor Not applicable Not applicable

Optional - major

Optional - minor

Optional - minor

Optional - major

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Optional - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

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Optional - major

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Optional - major

Not applicable

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Optional - major

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Compulsory - major

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Compulsory - minor

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Compulsory - minor

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Compulsory - major

Optional - major

Optional - minor

Optional - minor

Compulsory - major

Not applicable

Not applicable

Optional - major

Optional - major

Optional - major

Optional - major

Not applicable	Compulsory - major	Optional - minor	Optional - minor
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Not applicable	Not applicable	Not applicable	Not applicable
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Not applicable	Compulsory - major	Not applicable	Not applicable
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Not applicable	Compulsory - major	Not applicable	Not applicable
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Optional - minor	Optional - major	Optional - minor	Optional - minor
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Not applicable	Optional - major	Not applicable	Not applicable
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Not applicable

Optional - minor

Optional - minor

Not applicable

Optional - major

Optional - major

Optional - major

Optional - major

Not applicable

Compulsory - minor

Not applicable

Not applicable

Not applicable

Optional - minor

Optional - minor

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Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - major

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Compulsory - minor

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Compulsory - minor

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Compulsory - minor

Optional - minor

Not applicable

Optional - major

Optional - major

Optional - major

Optional - major

Optional - minor

Optional - major

Optional - minor

Optional - minor

Not applicable

Not applicable

Not applicable

Not applicable

<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.18 Website localization]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.19 (Non-games) software localization]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.20 Games localization]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.21 Multimedia translation (subtitling)]</p>
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Optional - minor

Optional - minor

Optional - minor

Optional - minor

Compulsory - minor

Optional - minor

Not taught

Optional - major

Compulsory - major

Compulsory - major

Not taught

Compulsory - minor

Optional - major

Optional - major

Not applicable

Optional - major

Compulsory - major

Compulsory - major

Optional - major

Optional - major

Compulsory - major

Compulsory - minor

Compulsory - minor

Not applicable

Compulsory - minor

Not applicable

Compulsory - major

Compulsory - major

Compulsory - major

Compulsory - major

Not applicable

Optional - major

Not applicable

Not applicable

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Compulsory - major

Compulsory - major

Optional - major

Optional - minor

Optional - minor

Not applicable

Not applicable

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Compulsory - major

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Compulsory - minor

Not applicable

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Optional - major

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Compulsory - major

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Compulsory - minor

Compulsory - major	Compulsory - major	Compulsory - major	Optional - minor
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Optional - minor	Optional - minor	Optional - minor	Optional - major
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Not applicable	Not applicable	Not applicable	Optional - major
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Compulsory - minor	Not applicable	Not applicable	Optional - major
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Optional - major	Optional - major	Optional - major	Optional - major
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Optional - major	Optional - major	Not applicable	Compulsory - major
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Optional - minor

Optional - minor

Optional - minor

Optional - major

Optional - major

Optional - major

Optional - major

Optional - major

Compulsory - minor

Compulsory - minor

Not applicable

Compulsory - minor

Optional - minor

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Not applicable

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Compulsory - minor

Compulsory - minor

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Compulsory - major

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Optional - minor

Optional - minor

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Optional - minor

Compulsory - major

Optional - major

Optional - major

Compulsory - major

Optional - major

Optional - major

Optional - major

Compulsory - minor

Optional - major

Optional - major

Not applicable

Not applicable

3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.22 Multimedia translation (dubbing / voiceover)]	3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.23 Multimedia translation (audio description)]	3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.24 Translation management systems]	3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.25 Quality Assurance features of CAT tools]
Optional - minor	Not taught	Optional - minor	Compulsory - major
Optional - major	Optional - minor	Optional - minor	Compulsory - major
Not taught	Compulsory - minor	Compulsory - minor	Compulsory - major
Optional - minor	Not applicable	Not applicable	Compulsory - minor

Optional - major

Optional - major

Compulsory - major

Compulsory - major

Not applicable

Not applicable

Compulsory - major

Compulsory - minor

Compulsory - major

Compulsory - major

Not applicable

Compulsory - major

Optional - major

Optional - minor

Compulsory - major

Compulsory - major

Not applicable

Not applicable

Optional - minor

Optional - minor

Optional - minor

Optional - minor

Compulsory - major

Not applicable

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Optional - minor

Optional - major

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Optional - minor

Optional - major

Compulsory - major

Not applicable

Not applicable

Compulsory - minor

Compulsory - major

Optional - major

Optional - minor

Compulsory - major

Compulsory - major

Not applicable	Not applicable	Optional - minor	Compulsory - major
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Not applicable	Not applicable	Not applicable	Not applicable
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Optional - minor	Optional - major	Not applicable	Compulsory - major
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Optional - major	Optional - major	Compulsory - minor	Compulsory - major
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Optional - minor	Optional - minor	Optional - major	Optional - minor
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Compulsory - major	Compulsory - minor	Compulsory - major	Compulsory - major
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Not applicable	Optional - minor	Optional - minor	Optional - minor
Optional - major	Optional - major	Compulsory - major	Compulsory - major

Not applicable	Not applicable	Compulsory - minor	Compulsory - minor
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Not applicable	Not applicable	Not applicable	Optional - minor
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Not applicable

Not applicable

Compulsory - major

Compulsory - major

Not applicable

Not applicable

Not applicable

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Not applicable

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Compulsory - major

Compulsory - major

Optional - minor

Optional - minor

Optional - minor

Compulsory - minor

Compulsory - major

Compulsory - major

Optional - major

Optional - major

Optional - major

Optional - major

Compulsory - minor

Compulsory - minor

Not applicable

Not applicable

Compulsory - major

Compulsory - minor

<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.26 Stand-alone Quality Assurance tools]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.27 Web editing]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.28 Desktop publishing]</p>	<p>3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.29 Optical Character Recognition (OCR)]</p>
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Not taught

Compulsory - minor

Not taught

Not taught

Not taught

Compulsory - minor

Not taught

Not taught

Not taught

Not taught

Not taught

Not taught

Optional - minor

Not applicable

Not applicable

Not applicable

Compulsory - major

Optional - major

Compulsory - major

Optional - major

Compulsory - minor

Not applicable

Optional - major

Optional - major

Optional - minor

Compulsory - minor

Not applicable

Not applicable

Optional - major

Compulsory - minor

Optional - minor

Optional - minor

Not applicable

Not applicable

Optional - minor

Not applicable

Not applicable

Compulsory - major

Compulsory - major

Not applicable

Not applicable

Optional - minor

Compulsory - major

Not applicable

Compulsory - minor

Compulsory - minor

Compulsory - major

Optional - minor

Compulsory - minor

Compulsory - minor

Compulsory - major

Compulsory - minor

Not applicable

Not applicable

Not applicable

Not applicable

Not applicable

Optional - minor

Optional - minor

Optional - minor

Compulsory - minor	Optional - minor	Optional - minor	Not applicable
Not applicable	Optional - minor	Not applicable	Not applicable
Compulsory - major	Compulsory - major	Not applicable	Not applicable
Not applicable	Not applicable	Not applicable	Compulsory - minor

Not applicable

Optional - major

Optional - major

Not applicable

Not applicable

Not applicable

Compulsory - minor

Compulsory - minor

Optional - minor

Optional - minor

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Optional - major

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Compulsory - major

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Optional - minor

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Compulsory - minor

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Not applicable

Compulsory - major

Compulsory - major

Not applicable

Compulsory - minor

Compulsory - minor

Compulsory - minor

Optional - minor

Compulsory - major	Not applicable	Not applicable	Not applicable
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Optional - minor	Not applicable	Not applicable	Not applicable
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Optional - minor	Optional - major	Optional - minor	Optional - minor
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Optional - minor	Optional - minor	Not applicable	Not applicable
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Compulsory - minor	Compulsory - minor	Compulsory - minor	Compulsory - minor
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Compulsory - major	Optional - minor	Optional - minor	Optional - minor
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Not applicable	Not applicable	Not applicable	Optional - minor
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Compulsory - minor	Compulsory - minor	Not applicable	Not applicable
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Compulsory - minor	Not applicable	Compulsory - minor	Compulsory - minor
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Not applicable	Not applicable	Not applicable	Not applicable
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Not applicable	Optional - minor	Compulsory - major	Compulsory - major
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Optional - minor

Optional - minor

Not applicable

Compulsory - minor

Optional - minor

Optional - major

Optional - major

Not applicable

Compulsory - minor

Optional - minor

Optional - minor

Not applicable

Not applicable

Not applicable

Not applicable

Not applicable

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Optional - major

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Compulsory - minor

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Optional - minor

Optional - minor

Optional - minor

Compulsory - minor

Optional - minor

Optional - major

Optional - major

Optional - major

Optional - major

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Compulsory - minor

Optional - major

Optional - major

Not applicable

3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [*3.1.30 Speech recognition]	3.1 Please indicate which activities involving translation-related technologies you teach, whether they are compulsory or optional, and whether they play a major or minor role in your programme (e.g. an optional activity may be a major component of the programme for students who take it): [3.1.31 Other (please specify in 3.2)]	3.2 Please comment on the range of technology-based activities in your programme, including any not listed above:
Not taught	Not taught	Technology-based activities range from group tasks with CAT tools in the compulsory module to group and individual activities in MT, localization, audiovisual adaptation and terminology management in the optional modules.
Not taught	Not taught	Technology-based activities range from group tasks with CAT tools in the compulsory module to group and individual activities in MT, localization, audiovisual adaptation and terminology management in the optional modules.
Not taught	Compulsory - major	Starting from the next acad. year we plan to introduce an optional course on MT engine building.
Not applicable	Not applicable	Many activities are subsumed in the international student project we organise each year in collaboration with other EMT institutes (Leeds mainly). Unfortunately, colleagues teaching translation are reluctant to integrate tools into their classes.

Optional - major

Not applicable

See list under 3.1

Optional - major

Not applicable

Compulsory - major

Not applicable

Live subtitling (respeaking)

Optional - minor Not applicable

Not applicable Not applicable

Not applicable Not applicable Tools are used in specific classes but also outside classes (e.g. practical translation, including exams)

Not applicable Not applicable

Optional - minor Optional - minor other language technologies, publishing environments

Not applicable	Not applicable	Our programme is 90% compulsory : only two modules offer an option and the only one affecting tools is a first-year module introduced in 2016 offering the students the choice between a translation project or an internship.
Compulsory - minor	Not applicable	Students are given the opportunity of hands-on experience of the most widely-used translation tools and technologies.
Optional - minor	Not applicable	

Not applicable Not applicable

Not applicable Not applicable we have strict division of terminology, technology and localization courses

Compulsory - major Not applicable

Not applicable Not applicable

be touched upon briefly in the one-year master and are further honed in the postgraduate CALM programme, which devotes special attention to such topics as desktop publishing, website management, machine translation and post-editing. Some of the activities in the Master depend on the language combinations, e.g. for French legal translation, students are given parallel texts to prepare the lecture and are constantly encouraged to find models in other languages of texts they are asked to translate and to assess their appropriateness, reliability and quality. Students are also asked to carry out one machine translation of a text, revise it, evaluate its usefulness and to reflect in focus groups on their personal experience during the exercise. For English medical translation, extensive use is made of translation memories based on the templates of the European Medicines Agency and on term recognition from three medical termbases that were compiled in the department.

Optional - minor

Not applicable

Compulsory - minor

Compulsory - minor

Speech technology (overview in the compulsory Language Technology and Translation Tools course)

Not applicable

Not applicable

Optional - minor

Not applicable

Not applicable

Not applicable

They follow a one week workshop on desktop tools on our first year and a whole year class on OAT in second year.

Not applicable

Not applicable

We also use online terminological engines in the medical field.

Not applicable

Not applicable

The students learn to apply three TEnT tools: SDL Trados and MemoQ, which are currently the most popular, and recent online tool Memsource. Various features of Windows to improve students' computer literacy (Word, Excel, PowerPoint, and PDF for translation, editing, and revision). Fundamentals of machine translation and post-editing. General information about localisation tools (SDL Passolo, Alchemy Catalyst). Translation quality management tools

Not applicable

Not applicable

Compulsory - major

Not applicable

Optional - minor

Not applicable

Not applicable	Not applicable	In the optional Translation Technologies module, we cover 1) glossary compilation (concordancers) 2) subtitling (professional subtitling software) 3) MA (human evaluation) 4) TM (CAT-tool use focusing on the TM function)
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Not applicable	Not applicable	
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Compulsory - major	Compulsory - major	Dactylography (just essential!)
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Optional - minor	Compulsory - minor	Programming (general and for file processing optimization)
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Not applicable Not applicable

Compulsory - major Not applicable

technical aspects of accessibility
C, markup languages HTML, XML

Optional - minor Not applicable

Not applicable Not applicable

Compulsory - major Optional - major

We tend to pack a lot of the latest technologies into a small number of modules. The students benefit significantly from the practical skills they gain, but we are also facing the major challenge of finding and recruiting teaching staff with a proactive attitude when it comes to using and exploring translation technologies.

Not applicable Not applicable Authoring tools are as well taught and used.

Not applicable Not applicable Some technologies are not applicable due to our pairs of working languages, e.g. voice recognition and MT. Others because of traditions, e.g. voice over is very rare, Finland is subtitling country.

Not applicable Not applicable

Not applicable Not applicable

Not applicable Not applicable

Optional - major Not applicable

Optional - minor

Optional - major

Terminology

Optional - major

Not applicable

We consider students should be able to use a professional translator's work station with relative autonomy when they finish their training: so they should handle and use correctly the most current tools and be able to adapt quickly to any new tool. We have taught translation memory tools since the early 2000s but now, students have their own tools on their own PCs so they can use them for any translation class as well as when working for their junior company or on other authentic projects. However so far we have not been able to use shared TM for technical reasons - but we are about to buy SDL group share, so this should be solved.

Not applicable

Not applicable

Not applicable

Not applicable

Not applicable

Not applicable

Compulsory - minor

Not applicable

Not applicable

Not applicable

Optional - minor

Not applicable

Not applicable

Not applicable

Optional - major

Not applicable

Compulsory - minor

Compulsory - major

We try to make it as broad as possible, ranging from text editors, search engines, project managing tools, CAT-tools (translation memories, termbases, corpus aligning, quality assurance, etc.), localization tools, voice recognition tools, subtitling tools, etc.

Not applicable

Not applicable

Teachers on the specialized module of Scientific and Technical Translation use translation memory and corpus tools (Déjà Vu X3, memoQ, SDL Trados, Sisulizer, Wordfast). Those who deal with medical translation use a field-specific platform called Cosnautas.

<p>*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.1 Practical translation classes]</p>	<p>*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.2 Introduction to the translation profession / market]</p>	<p>*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.3 Translation theory]</p>	<p>*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.4 Skills lab / simulated translation company]</p>
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Compulsory - minor	Compulsory - minor	Not applicable	Optional - major
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Compulsory - minor	Compulsory - minor	Not applicable	Optional - major
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Not applicable	Compulsory - minor	Compulsory - minor	Compulsory - major
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Optional - minor	Compulsory - minor	Not applicable	Optional - major
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Optional - major

Compulsory - minor

Optional - minor

Compulsory - major

Compulsory - major

Compulsory - major

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Compulsory - major

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Compulsory - major Compulsory - major Compulsory - major Compulsory - major

Compulsory - minor Not applicable Not applicable Optional - major

Optional - major Compulsory - major Not applicable Compulsory - major

Compulsory - minor Optional - major Not applicable Optional - major

Compulsory - major Compulsory - major Compulsory - major Compulsory - minor

Compulsory - minor Compulsory - minor Not applicable Compulsory - major

Compulsory - major Optional - major Compulsory - major Optional - minor

Optional - major Compulsory - minor Not applicable Not applicable

Compulsory - major Compulsory - major Compulsory - major Compulsory - major

Compulsory - major Compulsory - minor Compulsory - major Optional - minor

Optional - minor Optional - minor Optional - minor Optional - minor

Compulsory - major Optional - major Compulsory - minor Not applicable

Compulsory - minor

Optional - minor

Not applicable

Optional - major

Compulsory - minor

Compulsory - minor

Compulsory - minor

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Compulsory - major Compulsory - minor Optional - minor Compulsory - major

Compulsory - minor Compulsory - minor Optional - minor Optional - minor

Compulsory - minor Not applicable Not applicable Not applicable

Optional - major Optional - minor Not applicable Compulsory - major

Optional - major Compulsory - major Compulsory - minor Not applicable

Compulsory - major Compulsory - major Compulsory - major Compulsory - minor

Optional - major Optional - minor Not applicable Optional - major

Compulsory - major Compulsory - major Compulsory - major Compulsory - major

Optional - minor

Optional - major

Compulsory - minor

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Compulsory - minor

Not applicable

Compulsory - minor

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Optional - major

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Optional - major

Not applicable

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Not applicable

Optional - minor

Compulsory - minor

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Optional - major

Optional - minor

Not applicable

Optional - major

Compulsory - major

Optional - major	Optional - major	Optional - major	Compulsory - minor
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Not applicable	Not applicable	Optional - minor	Compulsory - minor
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Optional - major	Compulsory - major	Compulsory - minor	Compulsory - minor
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Optional - major	Compulsory - major	Compulsory - minor	Compulsory - major
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Optional - major	Compulsory - major	Compulsory - minor	Compulsory - major
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Compulsory - major	Compulsory - minor	Compulsory - major	Compulsory - minor
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Compulsory - major Compulsory - major Compulsory - major Compulsory - minor

Compulsory - major Compulsory - major Optional - minor Compulsory - major

Optional - major Compulsory - minor Not applicable Compulsory - major

Compulsory - major Compulsory - major Optional - minor Compulsory - minor

Compulsory - major Compulsory - major Not applicable Compulsory - major

Compulsory - major Compulsory - minor Compulsory - major Not applicable

Not applicable Compulsory - major Not applicable Compulsory - major

Compulsory - major

Optional - minor

Compulsory - major

Compulsory - minor

Optional - minor

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Compulsory - major

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Optional - major

Compulsory - major

Optional - major

Compulsory - major

Compulsory - major Compulsory - major Compulsory - minor Compulsory - major

Compulsory - major Compulsory - major Compulsory - major Not applicable

*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.5 Internship]	*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.6 Extended Translation project]	*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.7 Dissertation]	*3.3 Please identify the role of tools in modules / course units not specifically devoted to them: [3.3.8 Other (please specify in 3.4)]
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Optional - minor

Optional - major

Optional - minor

Not applicable

Optional - minor

Optional - major

Optional - minor

Not applicable

Not applicable

Not applicable

Optional - minor

Compulsory - major

Compulsory - major

Optional - major

Optional - major

Not applicable

Compulsory - major Compulsory - major Optional - major Not applicable

Compulsory - major Compulsory - major Compulsory - major Not applicable

Optional - major Optional - major Compulsory - major Not applicable

Compulsory - major	Optional - major	Compulsory - major	Not applicable
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Compulsory - major	Optional - major	Not applicable	Not applicable
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Compulsory - major	Not applicable	Not applicable	Not applicable
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Not applicable	Optional - major	Optional - minor	Not applicable
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Compulsory - major	Compulsory - major	Compulsory - minor	Optional - minor
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Compulsory - minor Compulsory - major Compulsory - minor Not applicable

Not applicable Not applicable Compulsory - major Not applicable

Not applicable Optional - major Optional - major Not applicable

Compulsory - major Compulsory - major Compulsory - major Compulsory - major

Optional - minor Compulsory - minor Compulsory - major Not applicable

Compulsory - major Optional - minor Compulsory - major Not applicable

Compulsory - major Optional - major Compulsory - major Not applicable

Optional - major

Not applicable

Optional - major

Not applicable

Optional - minor

Optional - minor

Not applicable

Not applicable

Compulsory - major	Compulsory - major	Optional - major	Not applicable
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Optional - minor	Optional - minor	Optional - minor	Not applicable
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Compulsory - major	Compulsory - major	Not applicable	Not applicable
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Compulsory - major	Compulsory - major	Optional - major	Not applicable
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Not applicable Not applicable Optional - minor Not applicable

Compulsory - major Compulsory - major Compulsory - major Not applicable

Compulsory - major Not applicable Optional - minor Not applicable

Compulsory - major Compulsory - minor Not applicable Not applicable

Optional - minor	Optional - major	Compulsory - major	Not applicable
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Optional - major	Optional - major	Optional - major	Not applicable
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Compulsory - major	Compulsory - major	Not applicable	Not applicable
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Compulsory - major	Compulsory - minor	Not applicable	Not applicable
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Compulsory - major	Compulsory - major	Optional - minor	Not applicable
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Optional - minor	Compulsory - major	Optional - minor	Not applicable
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Not applicable	Optional - major	Optional - major	Not applicable
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Optional - major	Optional - major	Optional - major	Not applicable
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Not applicable	Optional - major	Optional - minor	Optional - major
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Compulsory - major	Compulsory - major	Compulsory - major	Compulsory - major
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Not applicable	Not applicable	Optional - minor	Not applicable
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Not applicable	Optional - minor	Optional - minor	Not applicable
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Compulsory - major	Compulsory - major	Compulsory - minor	Not applicable
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Optional - major	Compulsory - major	Optional - major	Not applicable
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Compulsory - major	Compulsory - major	Compulsory - major	Not applicable
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Compulsory - minor	Optional - minor	Compulsory - major	Optional - major
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Compulsory - major	Compulsory - major	Not applicable	Not applicable
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Compulsory - major	Compulsory - major	Optional - minor	Not applicable
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Compulsory - major	Compulsory - major	Compulsory - major	Not applicable
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Compulsory - major	Not applicable	Optional - major	Not applicable
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Compulsory - major	Optional - major	Optional - major	Not applicable
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Optional - major	Optional - major	Optional - major	Not applicable
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Compulsory - major Compulsory - major Compulsory - major Not applicable

Not applicable Optional - major Optional - major Not applicable

Optional - major Optional - major Optional - major Not applicable

Compulsory - major Compulsory - minor Compulsory - minor Not applicable

Compulsory - major Not applicable Compulsory - major Not applicable

*3.4 Comments on question 3.3:

4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Across]

4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Alchemy]

4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [AntConc]

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Starting from the next acad. year we plan to introduce CAT tool assignments into practical translation classes (about twice per semester).

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Students choose between a practical translation project and commentary or a research paper as part of their dissertation. Either could involve the use of tools.

Comp. Free or ≤1

Translation theory is not included in the programme.

Comp. Free or ≤1

All modules were relevant tools might be used are listed

Opt. Free or ≤1

comprehensive curriculum design with tools as integral part of Blended Learning strategy Opt. Free or ≤1

Opt. Free or ≤1

Comp. Free or ≤1

Comp. Free or ≤1

Comp. Free or ≤1

The use of CAT tools is encouraged for modules in which students must complete an extended translation. This includes the dissertation, should students wish to pursue this option.

3.3.8 Students work with corpus analysis tools in the course unit 'Special language and terminology' (3 ECTS)

Comp. ≥ 3

Comp. Free or ≤ 1

Translation and technology skills are trained separately.

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Whether the student makes extensive use of tools for his/her internship or MA dissertation depends on the task or topic chosen. Examples of tasks/topics that are tools-centred include: building a customized MT system using KantanMT, evaluating terminology extraction tools, researching aspects of translation via corpus analysis tools etc.

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Translation with CAT tools is a compulsory module of our technical translation and law-related translation courses, which are mandatory.

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Concordancer is used in one of the theory classes - compulsory (in relation to corpus studies).

CAT-tool is dealt with in the optional module called Professional Aspects of Translation

Opt. Free or ≤1

Opt. Free or ≤1

Comp. Free or ≤1

Comp. Free or ≤1

Opt. ≥ 3

Opt. ≥ 3

Opt. ≥ 3

--

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Some of our students apply the tools they learn in their dedicated modules to other tasks – for instance, using English editing tools for proofreading essays before submitting them; or using speech recognition technology to dictate assignments instead of typing them.

Opt. Free or ≤ 1

Project modules

Opt. Free or ≤1

Comp. 1.1 - 2.9

Comp. Free or ≤1

The skills in using translation tools are put into practical use through all the practical specialised translation classes, as well as in the internship and in the global simulation of translation project. Some students also can choose to elaborate further the matter in their Master thesis.

Opt. Free or ≤1

User-centered translation

Opt. Free or ≤ 1

As I said, students now create their own TM or use the ones provided for their translation assignments and most translation projects.

Comp. Free or ≤ 1

Extended translation project can be an alternative to dissertation. In those cases, we expect students to apply the knowledge and expertise gained in translation and terminology technologies to their projects. Sometimes we have had dissertations devoted to the comparison and/or evaluation of different translation tools. In those cases, translation tools obviously play a major role.

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

Opt. 1.1 - 2.9

We have a specific module on translation research methodology designed for those students who after completing the master's program will go on to enter a PhD program. Tools are discussed in the context of research issues into the process, product and systemic functionality of translation.

<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Atril Déjà</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Fluency]</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>
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Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Compulsory ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. ≥ 3

Comp. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Opt. Free or ≤1

Opt. Free or ≤1

Opt. Free or ≤1

Comp. Free or ≤1

Comp. 1.1 - 2.9

Comp. Free or ≤1

Comp. Free or ≤1

Opt. ≥ 3

Opt. ≥ 3

Opt. ≥ 3

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. ≥ 3

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Opt. Free or ≤ 1

Comp. 1.1 - 2.9

<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Google</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Lilt]</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Lingobit</p>
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Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Compulsory ≤ 1

Optional ≤ 1

Compulsory ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. ≥ 3

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. 1.1 - 2.9

Opt. 1.1 - 2.9

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Matecat]</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [MemoQ]</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>
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Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Compulsory ≤ 1

Compulsory ≥ 3

Compulsory ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. 1.1 - 2.9

Comp. 1.1 - 2.9

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Microsoft</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [MT@EC]</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [OmegaT]</p>
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Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. 1.1 - 2.9

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. ≥ 3

Comp. ≥ 3

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Opt. Free or ≤ 1

4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [SDL

Optional ≤ 1

Compulsory ≤ 1

Compulsory 1.1 - 2.9

Comp. Free or ≤ 1

4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [SDL

Optional ≤ 1

Optional ≤ 1

Compulsory 1.1 - 2.9

Comp. Free or ≤ 1

4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [SDL

Optional ≤ 1

Compulsory ≤ 1

Compulsory 1.1 - 2.9

Comp. Free or ≤ 1

4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Similis]

Optional ≤ 1

Compulsory ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

Comp. ≥ 3

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Comp. ≥ 3

Opt. Free or ≤ 1

Opt. Free or ≤ 1

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Opt. 1.1 - 2.9

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Comp. Free or ≤ 1

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

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Comp. 1.1 - 2.9

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Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. ≥ 3

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Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

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Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Opt. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Sketch</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Star</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Systran]</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Termstar]</p>
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Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional 1.1 - 2.9

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Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

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Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Opt. ≥ 3

Opt. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Opt. 1.1 - 2.9

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Trados</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Wordbee]</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Wordfast</p>
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Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Optional ≤ 1

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Opt. ≥ 3

Comp. Free or ≤ 1

Comp. Free or ≤ 1

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Comp. Free or ≤ 1

Opt. Free or ≤ 1

Opt. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. ≥ 3

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

Opt. ≥ 3

Opt. Free or ≤ 1

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

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Comp. 1.1 - 2.9

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Comp. 1.1 - 2.9

Comp. Free or ≤ 1

Comp. Free or ≤ 1

Opt. 1.1 - 2.9

<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Wordfast</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [Wordfast</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach.</p>	<p>4.1 Please indicate which translation software you teach, whether each package is compulsory (Comp.) or optional (Opt.), and the approximate ratio of students to licences that you hold (Free or ≤ 1 means that either no licence is required, or you have one licence per student or better; 1.1 - 2.9 that there are between 1 and 3 students for every licence; and ≥ 3 that there are three or more students for every licence). You only need to select an option for tools that you teach. [XTM]</p>
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Optional ≤ 1

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Optional ≤ 1

Optional ≤ 1

Comp. Free or ≤ 1

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Opt. 1.1 - 2.9

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

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Opt. Free or ≤ 1

Opt. 1.1 - 2.9

Opt. 1.1 - 2.9

Comp. Free or ≤ 1

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	5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.1 History and development of translation tools]	5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.2 Theory and principles of translation tools]	5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.3 Generic file management and data security skills]
<p>4.2 Please describe your tools selection and licence holding strategy, including any relevant constraints and limitations:</p> <p>We hold a variety of licenses ranging from widely used software to software of various architectures and we balance the purchasing of licenses with the budget constraints and the number of students in the module(s) where the licenses will be used.</p>	2	5	5
<p>We hold a variety of licenses ranging from widely used software to software of various architectures and we balance the purchasing of licenses with the budget constraints and the number of students in the module(s) where the licenses will be used.</p>	2	5	5
<p>We concentrate on the two major types of CAT tools: Installed software (Trados Studio) and Cloud-based solutions (Memsources Cloud).</p>	2	3	4
<p>We respond to trends in the industry and the research world.</p>	2	5	Not taught

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We are trying to familiarize our students with the most used tools in the market (Trados Studio and MemoQ, mainly), but also insisting on the variety of existing tools (exemplarity). An obvious constraint is money and maintenance. Regarding the first aspect, the French programs have managed to negotiate free versions for our students and teachers for Trados Studio, and MemoQ, of course, is free for university programs. We also developed our own terminology database (ARTES).

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For translation tools, we work with SDL Trados and MemoQ primarily. Students are also introduced to Wordfast. We use WinCAPS and Swift for AVT and Dragon Naturally Speaking for respeaking.

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Not more tools have been included due to financial constrains

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MemoQ and SDL are core with campus licenses, other tools are used either on individual choice basis or in the framework of projects as well as due to internships or for research purposes, MT MOSES is heavily

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market-driven choice (SDI, Memoq) + tool for collaborative work (Memsources) + a sample of free tools. Students receive their own licences for these tools.

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We have very good contacts in the translation industry who have facilitated academic licences.

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For all tools that require licences, our strategy is to ensure at least 1 licence/student. Limitations come with conflicts with updates to Windows (eg for subtitling software linked to Meliss in 2016-17). We also look to teach as many free access tools as we can within the framework of the course.

2

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	3	3	3
mostly open source or free tools, university or student licenses through agreements with software providers	3	4	2
The Faculty has budget for all the important commercial tools.	2	5	2
Not taught		4	2

Freely available web-based tools (e.g. Wordfast Anywhere, Matecat) are used in courses with a high number of students. However, these tools are not always very stable when a large number of students access them simultaneously. Another problem is that the interface can change (substantially) during the course of the semester. Most of the other tools are installed on Athena, a Citrix platform accessible to all staff and students, on as well as off campus.

4

5 Not taught

We have Memsource academic edition (cloud-based, available to all students) and 40 licences in the computer class for SDL Trados Studio and Wordfast. We also have been able to use XTRF in the Workshop courses, and had access to Sunda, an English-Finnish-English MT system. In addition to the free tools mentioned above, we use Slack and Trello in the Workshop courses. Wordbee and GeoWorks TM systems have been in use in previous years, but not at the moment.

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We use SDL Trados Studio because we understand SDL is leader on the market and there is a brisk demand for translators with knowledge of Studio in our market. We also use Memsource because of simplicity of the solution. Students achieve fast progress, it is cloud based no installation needed, +there is free version which students use for their homework assignments. Memsource is also becoming widely used by LSPs. We also start to teach SmartCAT as another cloud-based free tool. Google translate is being used mainly as an example of widely available tools.

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Not taught

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We have around 50 licences of Trados 2011 for our classrooms and we have 100 Trados 2017 temporary licences for our students. As for Wordfast Classic, we use the demo mode.

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Not taught

Not taught

Not taught

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We selected the most popular and relevant translation tools in the market: SDL Trados (market leader), memoQ (one of the most popular tools), and Memsource (modern, cloud-based solution with growing demand in the translation sector).

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We have 60 SDL Trados Studio Licenses updated to the 2017 version
All the other licenses were given to us for free for academic purposes. For corpora we tend to use AntConc rather than Wordsmith Tools (we have a few licences of the latter but only use it with students who need for their final dissertations).
For the respeaking workshop we use Dragon Naturally Speaking, we have 15 licences (we usually have about 25 students taking this course, divided up into 2 groups).

2

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SDL Trados, because it's impossible to do without, but we are trying to find a free alternative, Systranet is the free version, we try to work as much as possible with free tools because of financial constraints and limitations.

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We choose tools which our distance learning students can use as well as campus-based students.

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Normally, we refer to the CAT tools most used according to Common Sense Advisory reports and MultiLingual News. The EC tools are de facto selected.

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A mix of commercial and open source tools according to relevance of that tool in the market (including Client-Server-Tools). Open to new tools

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We pay SDL and Sketch Engine for licences and have free educational licences for other key software (MemoQ, MemSourceCloud, Lilt)

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Not taught

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The vast majority of tools providers also have very useful academic programmes in place and they are happy to continue them if they see them put to good use.

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We don't use individual licences, but floating server licences

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We train students in using SDL Trados because this is the most widely used CAT tool in the professional environment in our country. Although the licences are pricey, the university has bought licences regularly since the 2009 edition of Studio. We introduced Wordfast Anywhere as a free alternative and Memsource Cloud as a good and reliable cloud-based CAT tool (we hold an Academic account with memsource). The MT@EC is one of the most recent in our programme, and is extremely useful in the training of students to PEMT, which starts to be a required service even in our national professional context.

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We use extensively 3 TM tools and insist on the transferability of the skills acquired on these tools to adapt to other tools. We are quite happy with the use of MT@EC (which has replaced Systran in our class)

3	5	2
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We have more licences of Studio2014 and Studio2017 than students. This is the main programme they learn because all our partner translation agencies which take students for internships primarily require these skills. Then we bought a few licenses of other programmes, but they are used very little. Consultants from the agencies that work with our students introduce more tools than we have during internships.

2	4	4
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Professional tools were chosen which students could use free of charge; even from home. As for SDL Trados Studio, the university has got enough licences so that students do not have to share them during lessons

2

5 Not taught

We try to select a balanced array of desktop-based and cloud-based, both free and licensed tools, so that the students --who do not necessarily hold a BA in Translation or Modern Languages-- get to know the essentials of the tool landscape in the translation industry. As for the licensed software, we address different vendors at the beginning of the winter term and secure the student license supply for two whole terms.

Not taught

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As a new programme, the cost of industry-leading platforms such as SDL is simply prohibitive. I think investment in this could only be justified against very large student numbers; otherwise it would involve restricting other investment for students.

Not taught

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The tools we selected and licenced are the ones we believe to currently be more complete and dominating on the market for their specific purpose. We also selected a few free tools that allow the students to work on a shared environment and take benefit from their exclusive features. We also either use or demonstrate other translation software (Dejá-Vú, Subtitle Workshop, Subtitle Edit, XliffEditor, Count Anything, Dictate, GT4T, xBench, etc.) and other non-translation tools, but viewed from the translator's perspective (Microsoft Office, Change Tracker, D, FileLister, Search Everything, WinMerge, etc.)

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Tools selection: Offer training in the 3-4 most widely used tools in the industry.
Licensing: Establish licensing agreements for up to 70 on-site work stations.

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<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.4 Advanced Office skills (e.g. macros, mailmerge)]</p>	<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.5 Tools in and for themselves (i.e. as software packages)]</p>	<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.6 Tools as part of a translation-related project]</p>	<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.7 Professional roles and workflows]</p>
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<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [*5.1.8 Issues around post-editing Machine Translation]</p>	<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.9 Translation industry structure and future development]</p>	<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.10 Industry standards (e.g. ISO 17100)]</p>	<p>5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.11 Legal issues (e.g. around TM ownership)]</p>
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5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.12 Crowd-sourcing and collaborative translation]

5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [*5.1.13 Volunteer translation]

5.1 Please indicate which of the following Tools themes your programme teaches, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.1.14 Other (please explain in 5.2)]

5.2 Please comment on your answers in 5.1:

4 Not taught

Not taught

3 Not taught

Not taught

1 Not taught

The theoretical topics (e.g. theory/history) are taught during two hands-off sessions during the 1 semester.

3

3 Not taught

General IT skills are not taught at the MA level, but they are an integral part of the BA programme

4 3 Not taught

3 3 Not taught

2 2 Not taught

We primarily focus on the main translation tools but try to include new developments such as collaborative translation, volunteer translation...

3

4 Not taught

Issues around post-editing are addressed in relation to Tilde Translator (Latvian MT). Crowdsourcing is discussed in relation to Tilde Terminology Cloud platform (different roles assigned: viewer, translator, editor, admin). Professional roles and workflows are discussed while using Memsource.

2 Not taught

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3 Not taught

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tools for related professional profiles such as localization, technical communication, etc.

4 2 Not taught

4 4 Not taught

2 2 Not taught

Given our aim to equip students for the workplace, our focus is very much on the use of tools but of course, background information on history, legal issues, the profession are also included.

1 Not taught

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3 Not taught

We try to teach up-to-date topics and means. We understand the translation market is rapidly changing and this brings not only new threats to old translation workflow but it also represents new challenges for our students. That is why we focus on processes, roles, etc... Current globalised markets also bring new threads in the form of breaking the copyright laws in any form (including TM and MT usage), new pricing models, crowd-sourcing and volunteer translation. We try to explain to our students that there is not the only one correct solution anymore, like it used to be in the past. Flexibility is one of the most important quality of the future translator. It concerns not only new and various workflows and roles of translators but also the quality. Therefore, it is vital for students to understand historical roots and development of tool, metrics,

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We focus on the simulation of translation projects more than on theory and history of the tools.

2

3 Not taught

We believe students need to have basic knowledge and skills of translation tools and have the right attitudes about using and learning technologies. We know that those students can be easily trained for more specialised skills in their future work places (this believe is based on our research with LSPs).

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the market

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4 4 Not taught

1 1 Not taught

1 2 Not taught

4 3 4 Translator's ethics

2 1 Not taught

1 Not taught

Not taught

We use authentic translation projects which include project management skills, translation, terminology and editing skills so most of the tools are used as part of these projects and in the junior company.

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Topics of quality assurance and terminology management systems are discussed in the course in Terminology and Terminography, but they are directly related to topics on information mining and terminology processing, discussed in the course on 4 CAT tools.

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3 3 Not taught

2 2 Not taught

As well as the compulsory element of tools training, we aim to embed the use of tools in the practical translation training modules in each of the language pairs. Students are also supported in project work using tools, which results in work across a diversity of platforms.

4 3 Not taught

We always try to bear in mind the various roles students may come to play in their future in the translation industry as well as the many issues they may be faced with (many of which we learn about from students' traineeships in translation companies and from our lecturers' own experience in the translation industry). We therefore encourage students to become proficient in using translation tools but especially to be always on the lookout for new developments and adopt the attitude of pro-active life-long learners.

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2 Not taught

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Not taught

Not taught

<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [*5.3.1 Learning through staff lecture /demonstration]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.2 Autonomous learning from manuals and Help systems]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.3 E-learning (online delivery)]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.4 Blended learning]</p>
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<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.5 Learning through individual work]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.6 Learning through team and group work]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.7 Assessment by individual work]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.8 Assessment by group or team work]</p>
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<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.9. Assessment by practical tools-based task]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.10 Assessment by analytical and descriptive report]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.11 Assessment by general essay]</p>	<p>5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.12 Assessment by professional certification tests]</p>
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5.3 Please indicate which Tools learning and assessment strategies your programme uses, and rate their importance numerically (1= not important at all, 2=not very important, 3=neutral, 4=important, 5=very important). [5.3.13 Other (please explain in 5.4)]

*5.4. Please comment on your answers in 5.3

6.1 Who teaches tools and technologies in your programme?

6.2 Comments on teaching staff

Not used

Most of our teachers are academic staff

The regular teachers are academic staff but we also organise additional workshops which are run by external professionals.

Not used

Most of our teachers are academic staff

The regular teachers are academic staff but we also organise additional workshops which are run by external professionals.

There is a practical test at the end of the course.

Most of our teachers are academic staff

1 salaried member of staff + PhD. student

Not used

We only use salaried academic staff

we're understaffed

Not used

Most of our teachers are academic staff

Not used

Most of our teachers are external professionals

Not used

We offer training for the SDL Trados certification but it is not compulsory for students to take it.

We only use salaried academic staff

We only use non salaried staff on two occasions: when language -specific competence not available is required for modules such as subtitling; and for short demonstrations, where a specialist from a company may come and give a talk as part of the module.

Not used		Other (please comment in 6.2)	academic and external staff
Not used	Mostly assessment takes place through a tool-based tasks, but also on-line based timed tests that resemble those used in e.g., SDL Trados certification programme are used.	We only use salaried academic staff	
Not used		Most of our teachers are external professionals	
Not used	The way knowledge of tools is assessed depending on the module	Most of our teachers are academic staff	
Not used	-	Most of our teachers are academic staff	includes senior lecturers (mainly teachers), young pre- or post-researchers, associate and full professors

Not used

About half our teachers are academics and the others external professionals

Not used

Most of our teachers are academic staff They are all active in research in the field

Not used

We make use of a range of assessment methods to prepare students for their professional life. We are currently considering the introduction of group/team work assessments.

We only use salaried academic staff

Our staff hold PhDs in Translation Studies and are active researchers and translators themselves.

Not used

Most of our teachers are academic staff

Most of our teachers are academic staff. Some of the teachers also work as professional translators. Professionals are also invited for guest lectures on aspects of professionalisation.

Not used

We only use salaried academic staff

Not used

We only use salaried academic staff

Not used

Most of our teachers are academic staff

Not used

Most of our teachers are academic staff

Most academic staff teaching tools and technologies belong to the language and translation technology research team.

Some part-time academic staff involved in the translation classes also have a career as professional translators.

In the postgraduate programme CALM we regularly invite guest speakers from the translation industry.

Not used

Other (please comment in 6.2)

We mainly use our own, academic staff, but for some tools, we have had some tools training from external professionals (in distance lectures)

Not used	<p>Concerning learning and assessments we focus on more and more important teamwork and practical approach together ability to use blended learning model.</p> <p>CAT, localization and MF + PEMT courses are taught in a blended learning mode. There are demonstrations and lectures followed by individual work; there are e-learning parts that also require some autonomous learning. Assessment is based mostly on individual, practical tasks; other ways of assesment are</p>	Most of our teachers are academic staff	We also try to involve professionals from practice for the curricular as well as extra-curricular activities.
Not used		Most of our teachers are academic staff	
Not used		About half our teachers are academics and the others external professionals	1 of the teacher is an academic and the two others are external professionnals
Not used		About half our teachers are academics and the others external professionals	

Not used

Most of our teachers are
academic staff

Not used

Most of our teachers are
academic staff

Not used

Most of our teachers are
external professionals

Most of our teachers are
academic staff

This situation can be
explained by the belgian
legislation in this field.

Not used	<p>In addition to the actual skills of using the tools, we assess the level of knowledge and critical thinking the students can demonstrate about use of technologies through commentaries accompanying their practical exercises.</p>	<p>Most of our teachers are academic staff</p>	<p>Academic staff teach the classes but we also invite professionals to give talks.</p>
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<p>KU Leuven is a member of the SDL University Programme and implements its learning features and hands-on practice. During the internships/traineeships, students must use the tools actively in their 4 translation assignments.</p>	<p>Most of our teachers are academic staff</p>	<p>Thanks to the SDL University Programme, external experts teach the use of SDL products. External experts are also invited for Kantan and memoQ.</p>
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Not used	<p>About half our teachers are academics and the others external professionals</p>	<p>A dedicated teacher about computer use for translation. External professional trainers on specific themes. Some of them are part-time professors (and professionals), and others full-time professionals</p>
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Not used	<p>Most of our teachers are external professionals</p>	<p>giving a few hours of teaching</p>
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Not used

Most of our teachers are academic staff

Not used

We only use salaried academic staff

Not used

SDL certification tests are available for students to take but those tests are not included in programme assessment.

We only use salaried academic staff

Not used

About half our teachers are academics and the others external professionals

We have two summative assessment points in the year at the end of each semester, three formative ones after each international collaborative team project, and we also have continuous formative assessment at various stages in the core CAT module. In addition, we also use peer feedback for formative purposes after each team project, and this year we will pilot using peer feedback every week throughout the year in the compulsory Computer-Assisted Translation

Not used

Most of our teachers are academic staff

The vast majority of our tools trainers have come from the industry to the academia.

Not used

About half our teachers are academics and the others external professionals

Not used

About half our teachers are academics and the others external professionals

Not used

We only use salaried academic staff

Not used

About half our teachers are academics and the others external professionals

Not used

About half our teachers are academics and the others external professionals

Not used

We only use salaried academic staff

Not used	<p>Learning in real world 3 assignments</p>	<p>Most of our teachers are academic staff</p> <p>Most of our teachers are academic staff</p>	<p>In practice there are very little funds for external visitors etc.</p> <p>All of which having relevant certificates and experience in translation</p>
Not used	<p>We favour autonomous learning through use and the reading of manuals. we tend to favour team work more and more and are working on ways of assessing team work. SDL Trados certification is now compulsory and part of our tool assessment.</p>	<p>About half our teachers are academics and the others external professionals</p>	<p>The erson who is in charge of tools training is a professional who has been hired on a contratc by the university. he has his own practice but teaches most technology classes. Several academics are now using technology as well.</p>
	<p>Besides classes and individual work on CAT tools, students do their tasks in translation using them in the classroom and at home. Although assessment of students' performance in translation is not based on their CAT skills, the latter indirectly affect quality of their translation and practical work. We find it important.</p>	<p>Other (please comment in 6.2)</p>	<p>Most of our teachers are academic staff, but tools and technologies trainers (two persons) are external professionals. Also, translator trainers are staff members and freelance translators on the market. They use CAT tools in the classroom.</p>

Not used

In most cases the students do not have previously had any contact with translation tools and technologies. On the other hand, the available hours for terminology and translation tools and technologies is limited (5 ECTS). Further, we have students joining the work sessions via videoconference. For all these reasons, we have decided to invest on lecture demonstrations and individual work, experimenting with e- and blended learning in the last two-three years. Consequently, the assessment favours the

We only use external professionals

Not used

We only use salaried academic staff

Not used

We only use salaried academic staff

Not used

Most of our teachers are academic staff

Not used

We are committed to mixed forms of assessment, in order to cater to different learning styles, and also to ensure that assessments reflect real-world tasks.

About half our teachers are academics and the others external professionals

Most of the staff teaching translation tools are young professionals who are undertaking research in areas relating to translation technology and the translation profession.

Not used

About half our teachers are academics and the others external professionals

We also run a programme of postgraduate studies in specialised translation, where we employ mostly external professionals.

Not used	<p>As we try to make our programme as “hands on” as possible, we try to show the students how tools are used, and then encourage them to train, think and share their own thoughts. The assessment is therefore a combination of practical tasks, written projects and oral presentations (either individual or in small groups), so as to make the students show what they have learnt, and to make them think about the topics of the classes and share their thoughts with their colleagues.</p>	<p>Most of our teachers are academic staff</p>	<p>Despite most of our teachers being academic staff, we also have some external professionals, mainly for some of the more technical classes (information technology for translation, machine translation, economic and financial translation, legal translation).</p>
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Not used	<p>Most of our teachers are academic staff</p>	<p>Most of the teaching about tools is conducted by the professors who Terminology Management and Documentary resources for Translation (Joaquín García Palacios) and Projects and Practicum for Translation (Jesús Torres del Rey), and the teachers of the Scientific-Technical Translation subjects (English: Daniel Linder; French: Goedele De Sterck; and German: Belén Santana López). Jesús Torres is a widely renowned expert on CAT tools and localization (http://www.jostrans.org/is_sue21/art_torres_rodrigue.php)</p>
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6.3 What qualifications do your tools teachers have?

6.4 Comments on qualifications

6.5 How much experience do tools teachers have?

6.6 Comments on experience

Most our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

Most our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

None of our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

Formal qualification = PhD in computational linguistics

All our tools teaching staff have 5 years or more experience of teaching translation technology

Experience (or lack thereof) is not a problem - the tools teacher has over 15 yrs experience, but since the department is understaffed in this area it is difficult to keep all tools and courses up-to-date

Most of our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

Most of our tools teaching staff hold a formal qualification in translation technology

It all depends on what your definition of "formal qualification" is. All of our tools teaching staff are active users of the tools they teach, most of them with a university degree in translation, some of them in engineering. Those that are permanent university staff hold a PhD in connection with tools and translation.

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

Our Translation Tools module convener, Andy Walker works with SDL Trados on training issues and is the author of a book on the teaching of SDL Trados. For other technologies, such as subtitling, module conveners are fully qualified. For instance, the subtitling module convener worked as a professional subtitler for several years. We may also hire in professionals for languages that we cannot provide in house (Russian, Japanese...).

These professionals rarely have a PhD but are experienced professionals in their area of area of expertise with an MA in a related area.

All our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

Full-time members of staff all have more than 5 years experience. As mentioned above, staff hired for language-specific sessions may not always have 5 years but would all have teaching experience as well as the relevant teaching experience.

About half of our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation

Most our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

Most our tools teaching staff do not hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

Most our tools teaching staff do not hold a formal qualification in translation technology

All of our teachers hold a degree in Translation Studies. In some cases their degree would have focused on the use of tools

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

About half of our tools teaching staff hold a formal qualification in translation technology

formal qualifications meant as specializations in translation studies and computer science BA/MA programmes

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

professional development by continuous training, webinars, etc.

SDL certification programme -- am not aware whether or not they hold certifications, but they sure do manage the software (especially so professional translators using them everyday)

Most of our tools teaching staff do not hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

Staff who teach translation technology hold PhDs in the area

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

PhD and courses from Imperial (audiovisual translation)

About half of our tools teaching staff have 5 years or more experience of teaching translation technology

One member of staff has been teaching since 2011; one member of staff has been teaching for 3 years.

Most our tools teaching staff do not hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

Most our tools teaching staff do not hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

Most our tools teaching staff hold a formal qualification in translation technology
Most our tools teaching staff hold a formal qualification in translation technology

Some of our tools teaching staff are computer scientists or computational linguists.

All our tools teaching staff have 5 years or more experience of teaching translation technology
Most of our tools teaching staff have 5 years or more experience of teaching translation

The staff is specialized in different topics: project management, localization, corpus, terminology, computer science and translation technologies.

I am not sure what is actually meant with 'formal qualification in translation technology'.

Most of our tools teaching staff hold a formal qualification in translation technology

But as most tools teachers are also involved in research, they do closely follow up the new developments in the field.

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

Most of our tools teaching staff do not hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

About half of our tools teaching staff hold a formal qualification in translation technology

We are also trying to enable our staff to attend further continuous training in translation technologies.

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

Most our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

None of our tools teaching staff hold a formal qualification in translation technology

We are all translators with a translation degree but we have no specific qualification on tools.

All our tools teaching staff have 5 years or more experience of teaching translation technology

We all have more than 10 years as translators and as teachers.

Most our tools teaching staff do not hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

Most of our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff do not have 5 years or more experience of teaching translation technology

Most of our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

<p>Most our tools teaching staff do not hold a formal qualification in translation technology</p>	<p>One staff member has a qualification of Trados but we do not teach Trados at the moment. Staff members learn to use the tools when needs arise.</p>	<p>All our tools teaching staff have 5 years or more experience of teaching translation technology</p>	<p>It is a challenge for even experienced staff to keep up with latest technologies.</p>
---	--	--	--

<p>Most our tools teaching staff hold a formal qualification in translation technology</p>	<p>Most of the tools lectures have the SDL Certification.</p>	<p>Most of our tools teaching staff have 5 years or more experience of teaching translation technology</p>
--	---	--

<p>Most our tools teaching staff hold a formal qualification in translation technology</p>	<p>All our tools teaching staff have 5 years or more experience of teaching translation technology</p>	<p>Rather > 15 years of experience</p>
--	--	---

<p>Most our tools teaching staff hold a formal qualification in translation technology</p>	<p>Those who don't have qualification in translation technology are qualified in computing or desktop publishing.</p>	<p>Most of our tools teaching staff have 5 years or more experience of teaching translation technology</p>	<p>Various profiles...</p>
--	---	--	----------------------------

Most our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology Plus practical experience in the language industry

All our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

About half of our tools teaching staff hold a formal qualification in translation technology

Both our staff and students can take the online certification exams offered by a variety of tools providers. The trainers coming from the industry do so, while the academics employed as researchers are less interested.

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

We have asked the researchers to teach the tools they use in their research, as well, and with which they are therefore very familiar (e.g. the Sketch Engine and various corpus linguistics tools, or Systran and a range of MT tools). The rest of the trainers are part-time translators, and they tend to use the CAT tools they train on a regular basis.

About half of our tools teaching staff hold a formal qualification in translation technology

Practitioneers teaching tools in our department are qualified by their experience.

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

None of our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

About half of our tools teaching staff hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff they at least have a degree in translation studies and experience hold a formal qualification in translation technology
Most our tools teaching staff hold a formal qualification in translation technology

About half of our tools teaching staff have 5 years or more experience of teaching translation technology we do have a lot of young, but very qualified teachers
Most of our tools teaching staff have 5 years or more experience of teaching translation

Most our tools teaching staff do not hold a formal qualification in translation technology

All our tools teaching staff hold a formal qualification in translation technology

About half of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff have 5 years or more experience of teaching translation

About half of our tools teaching staff hold a formal qualification in translation technology

I am not sure what you mean by "formal qualification in TT": they have a master's degree in translation.

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology They are only two.

All our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

Most our tools teaching staff do not hold a formal qualification in translation technology

About half of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

All our tools teaching staff have 5 years or more experience of teaching translation technology

About half of our tools teaching staff hold a formal qualification in translation technology

About half of our tools teaching staff have 5 years or more experience of teaching translation technology

About half of our tools teaching staff hold a formal qualification in translation technology

All have MA or MSC qualifications in relevant areas, and most are undertaking PhD research.

In Poland, there is no formal university education in translation technology. Translation Studies is considered a branch of Applied Linguistics rather than a separate discipline. However, most of our tools trainers either may provide a documented experience in the translation and L10N industry and/or have a certificate in some CAT tools (e.g. SLD Trados

Most of our tools teaching staff do not have 5 years or more experience of teaching translation technology

We are fortunate to have enthusiastic and dynamic research-active staff working in this area, and hope to build on this expertise to expand the programme further.

Most our tools teaching staff hold a formal qualification in translation technology

translation and L10N industry and/or have a certificate in some CAT tools (e.g. SLD Trados

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

All our tools teaching staff hold a formal qualification in translation technology

All of the teaching staff have either a PhD or an MA in Translation.

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

The few professionals who do not have at least 5 years of teaching experience do have several years of professional experience in the subject they are teaching. Many continue to work as professional translators.

Most our tools teaching staff do not hold a formal qualification in translation technology

Most of our tools teaching staff have 5 years or more experience of teaching translation technology

6.7 Facilities: what is the ratio of students in tools classes to tools-equipped networked workstations? (e.g. 2 : 1 means two students for each workstation)

6.8 Comments on students / workstations ratio

6.9 Can students access labs outside class time?

6.10 Comments on lab access

1 : 1 or better

Yes

1 : 1 or better

Yes

1 : 1 or better

Yes

Several PCs with relevant SW are available in the library.

1 : 1 or better

Yes

There is a small lab for individual work with 4 workstations.

1 : 1 or better

Yes

1 : 1 or better

Yes

However, our class time is quite lengthy (30-40 hour per week).

1 : 1 or better

Roehampton has a dedicated language lab with one open access room for students to practice in their own time and one room dedicated for teaching. These are reserved for postgraduate students. In addition , there are large IT classrooms available.

Yes

The language labs are open 9am-9 pm weekdays and 10-5 pm at weekends. In addition, they can access software on workstations at the library, which is open until midnight during term time and 24 hours a day during peak times in the academic year. The library closes at 9 pm out of term time.

1 : 1 or better

Yes

1 : 1 or better

No

1 : 1 or better

Yes

when available

1 : 1 or better

Yes

the question is outdated because all students and teachers use mobile technologies (notebooks, ipads, mobile phones, etc.) for all their work

Yes

on the E-Learning platform and on the server platform reserved for student/teacher access

1 : 1 or better

1 : 1 or better

Yes

daily, 8-20

1 : 1 or better

Yes

1 : 1 or better

Excellent provision of results

Yes

PCs with access are available in the Language Learning Centre, located in the University Library, with 24 hour access during term time.

Between 1 : 1 and 2 : 1		No	We provide student licenses so that students are able to install the tools on their own computers so that they have access to the tools at all times.
Between 1 : 1 and 2 : 1		No	
1 : 1 or better	The courses are splitted in groups if necessary.	Yes	We have three computer rooms.
Between 1 : 1 and 2 : 1		Yes	

1 : 1 or better

Large groups of students are split so that each student has one workstation.

Yes

Whenever the labs are not used for classes, students can access the labs

Between 1 : 1 and 2 : 1

Yes

Students can access labs if some staff member opens the door to them.

1 : 1 or better

No

If explicitly required, we provide them the option.

1 : 1 or better

Yes

1 : 1 or better

Yes

1 : 1 or better

Yes

1 : 1 or better

Yes

1 : 1 or better

Yes

Between 1 : 1 and 2 : 1

Yes

It would be better to have open access labs and labs used exclusively for teaching, because although our students can access labs, that is subject to their not being used for classes

1 : 1 or better

Yes

1 : 1 or better

Yes

1 : 1 or better

Yes

Access to CAT tools is always and everywhere possible thanks to floating SDL licenses; access to non-floating licenses is possible with the student badges giving entrance to the dedicated class rooms.

1 : 1 or better

Yes

Between 1 : 1 and 2 : 1
25 computer-dedicated room

Yes

Own open lab in addition to computer room

1 : 1 or better

Yes

Our students have the opportunity not only to work with tools during classes but also individually for their translation homework etc. Yes

open all day. Only restriction: when other classes are held in the room

1 : 1 or better

1 : 1 or better

Yes

1 : 1 or better

Yes

1 : 1 or better

Yes

1 : 1 or better Yes

Between 1 : 1 and 2 : 1 We have our own lab with 16 workstations Yes

1 : 1 or better Yes

Between 1 : 1 and 2 : 1 Yes

1 : 1 or better not applies necessarily to all courses, but most Yes

Between 1 : 1 and 2 : 1 No

1 : 1 or better 5 computer class rooms for students, with 15 PCs each Yes Free access

Between 1 : 1 and 2 : 1 Yes

Between 1 : 1 and 2 : 1 In fact they tend to use their own PCs more and more. Yes

1 : 1 or better With Trados Studio 2014 and 2017 we have more licenses than students. Yes Students can access labs 4 days a week. 2 days are given for classes only.

1 : 1 or better

Yes

Software can be accessed from University Library and cloud-based tools from home. SDL Trados Studio can be only accessed from University Library computers.

1 : 1 or better

No

1 : 1 or better

Yes

1 : 1 or better

Yes

Between 1 : 1 and 2 : 1

Yes

Labs can be accessed up to 10pm at night.

1 : 1 or better

We continually strive to provide our students access to

No

Due to binding health and safety regulations, students may only access labs under a teacher's supervision.

1 : 1 or better

The main room where translation tools classes are taught has a tools-equipped networked workstation for each student. We also have a couple of other backup rooms which are equipped with most of this software.

Yes

The students can use these rooms when they are not being used for classes.

1 : 1 or better

Yes

We have four computer labs, two of which are walk-in labs when they are not being used for classroom teaching (undergraduate and postgraduate)

*6.11 Can students access tools remotely from off campus?	*6.12 Can students install stand-alone tools licences on their personal device?	*6.13 Are students' personal devices integrated into your tools classes?	*6.14 Please comment on your answers to 6.11, 6.12 and 6.13:
Some tools	Some tools	No, all our classes use only lab facilities	Some tools can be remotely accessed from off campus because they are fully online, but tools which are not online and only installed in the labs cannot be accessed remotely.
Some tools	Some tools	No, all our classes use only lab facilities	Some tools can be remotely accessed from off campus because they are fully online, but tools which are not online and only installed in the labs cannot be accessed remotely.
Some tools	Some tools	No, all our classes use only lab facilities	Most classes use only lab facilities where all the tools are installed. However, in project work as well as other courses students bring their own laptops and combine.
No tools	Some tools	Yes, as an optional extra in one or more modules / units	

Some tools	Some tools	Yes, as an optional extra in one or more modules / units
------------	------------	--

Some tools	Some tools	Yes, as an optional extra in one or more modules / units
------------	------------	--

Few free tools are used, but some such as Capella for French dubbing students. Students are asked to install these on their devices. For professional software, some arrangements are made for students to have access to them on their own devices for a set period of time (e.g. SDL Trados). This is not the case for all software. Students are also encouraged to download some free ware as optional extra.

Some tools	Some tools	No, all our classes use only lab facilities
------------	------------	---

Some tools	No tools	No, all our classes use only lab facilities	
No tools	No tools	Yes, as an optional extra in one or more modules / units	Sometimes students use their own licences or are encouraged to install demos. Some respond, some feel indifferent to such encouragements.
Most tools	Most tools	No, all our classes use only lab facilities	
Some tools	Some tools	No, all our classes use only lab facilities	Students can install and use free software on their personal devices
Most tools	Most tools	Yes, we rely on them in one or more modules / units	as mentioned before, it is user-oriented with flexibility in their use preferences

All tools

All tools

No, all our classes use only lab facilities

Some tools

Some tools

Yes, as an optional extra in one or more modules / units

Some tools

No tools

No, all our classes use only lab facilities

No licensed software available; free software can be installed and supported by IT services.

All tools	All tools	Yes, as an optional extra in one or more modules / units
No tools	Most tools	No, all our classes use only lab facilities
Most tools	Most tools	No, all our classes use only lab facilities
No tools	No tools	No, all our classes use only lab facilities

Most tools

Some tools

No, all our classes use
only lab facilities

Some tools

Some tools

Yes, as an optional
extra in one or more
modules / units

Some tools	Some tools	Yes, as an optional extra in one or more modules / units	Students work on most of their assignments during practical classes and seminars.
No tools	Some tools	No, all our classes use only lab facilities	Students can get a home, educational license of MemoQ, they can also install all free/open source software we use. They do not have access to SDL products (except for 30-days evaluation period granted to every user by SDL).
All tools	All tools	No, all our classes use only lab facilities	
All tools	Most tools	Yes, we rely on them in one or more modules / units	

No tools	Some tools	Yes, as an optional extra in one or more modules / units
----------	------------	--

Some tools	Some tools	No, all our classes use only lab facilities
------------	------------	---

Some tools	Some tools	Yes, as an optional extra in one or more modules / units
------------	------------	--

Some tools	Some tools	Yes, we rely on them in one or more modules / units
------------	------------	---

Most tools	Most tools	Yes, we rely on them in one or more modules / units	All of our distance learning students use their own PCs.
Most tools	Some tools	Yes, as an optional extra in one or more modules / units	It depends on the translation workshop and the size of the assignments. Writing a master's dissertation on CAT tools is a good reason to have a CAT tool on the student's device.
No tools	Most tools	No, all our classes use only lab facilities	
Some tools	Some tools	Yes, as an optional extra in one or more modules / units	Personal devices used to compensate for technical problems

Some tools	Some tools	Yes, as an optional extra in one or more modules / units	
Some tools	Some tools	Yes, as an optional extra in one or more modules / units	Students also have the possibility to buy tools to special prices through university
Some tools	Some tools	No, all our classes use only lab facilities	
All tools	Most tools	No, all our classes use only lab facilities	
Most tools	Most tools	No, all our classes use only lab facilities	Some of our students to install and activate the tools they have available in our computer clusters on their personal laptops, as well. Some of them also bring these laptops to their classes. However, in order to ensure consistency, we use primarily the lab machines in our training sessions.

Some tools	No tools	No, all our classes use only lab facilities	
Some tools	Some tools	No, all our classes use only lab facilities	
All tools	Some tools	No, all our classes use only lab facilities	---
Most tools	Most tools	Yes, as an optional extra in one or more modules / units	
All tools	Some tools	Yes, as an optional extra in one or more modules / units	
Some tools	No tools	Yes, as an optional extra in one or more modules / units	

Some tools Some tools No, all our classes use only lab facilities

Most tools Most tools Yes, as an optional extra in one or more modules / units

Some tools Some tools Yes, we rely on them in one or more modules / units We have manage to get students' licenses for some tools and others are easily accessible on line. So we have noticed that students tend to prefer working with their own devices, evens if they are often less ergonomic than the labs.

No tools No tools No, all our classes use only lab facilities Usually students download CAT tools that are free, because they find licences too expensive. The university cannot buy the tools to them either.

Most tools

All tools

No, all our classes use only lab facilities

For the most part of the (licensed) tools taught we provide the students with stand-alone licenses. This allows them working directly and from the first day onwards with their own devices, not only in the CAT-Tools course, but also in the specialized translation modules, where the use of CAT-Tools is integrated, and in the extended translation project/master thesis.

All tools

Most tools

Yes, we rely on them in one or more modules / units

All tools

All tools

Yes, as an optional extra in one or more modules / units

For student learning, it's important that they can not only learn through the classroom lab setting but also on their own as private study, or so that they can use tools for their assessments.

Some tools

Most tools

Yes, as an optional
extra in one or more
modules / units

Some tools

Some tools

Yes, as an optional
extra in one or more
modules / units

Some tools

Some tools

Yes, as an optional
extra in one or more
modules / units

Some tools

No tools

Yes, as an optional
extra in one or more
modules / units

We encourage the students to use the free tools on their own and also to use the trial periods of some of the commercial tools. Currently we do not give them licences to use on their own devices but we do try, but we do try to keep them informed of students' discounts, and free alternatives to commercial tools.

Most tools

Most tools

No, all our classes use
only lab facilities

6.15 Servers and technical support [We have one or more server(s) dedicated to Translation programmes]

6.15 Servers and technical support [We share one or more server(s) with other specialised programmes]

6.15 Servers and technical support [We can use one or more generic institutional server(s)]

6.15 Servers and technical support [We have technical support staff dedicated to our Translation programme(s)]

No

No

Yes

No

No

No

Yes

No

No

No

No

No

No

No

Yes

Yes

Yes

No

Yes

Yes

No

Yes

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Yes

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No

Yes

No

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Yes

Yes

No

No

Yes

Yes

Yes

No

Yes

Yes

No

Yes

No

Yes

No

6.15 Servers and technical support [We share technical support staff with other specialised programmes]	6.15 Servers and technical support [We rely on generic institutional technical support]	6.16 Please comment on the IT facilities and technical support available to your programme:	7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.1 Student demand for our Translation programme(s) will increase]
Yes	Yes		4
Yes	Yes		4
No	Yes		3
No	No		3

No

Yes

3

Yes

No

Unfortunately, the trend is towards the generic: we used to have more dedicated staff and servers, but those are increasingly shared, which makes maintenance more problematic.

4

Yes

No

So far, we have had good support from the university with a dedicated lab and excellent access for students beyond working hours.

3

Yes	Yes		4
No	Yes	We have both institutional support and also from SDL Trados distributors in Latvia.	3
Yes	Yes		3
No	Yes		3
Yes	Yes	we use resources of the university's supercomputer facility and have additional own servers	5

Yes	Yes	One installation per year in June, no chance of installing software during the year. All our requests are accepted (including plugins etc.)	5
No	Yes		2
Yes	Yes	We currently have a technical support member of staff dedicated to Languages who offers specialised support for TS software.	4

No	No	3
Yes	Yes	2
No	No	5
Yes	No	4

Yes

No

3

No

Yes

We used to have a technical support person for our programme, but his job description has changed and he can now support us only occasionally, which is why we have to rely on generic institutional support.

2

Yes

Yes

5

No

No

5

Yes

Yes

We use the technical support staff of our university but it is really poor.

5

Yes

Yes

2

Yes No 3

No Yes 3

Yes Yes Very willing and helpful,
but woefully understaffed
computing unit. 4

Yes Yes 5

No	Yes	Institutional technical staff look after the generic sides of technologies (software on University server). We do not have any help to do with actual translation tools.	3
----	-----	--	---

No	Yes	It is the centralised KU Leuven ICT staff that supports all tools.	3
----	-----	--	---

Yes	No		3
-----	----	--	---

Yes	No	One dedicated IT staff for our training programme, but shared with other programmes	4
-----	----	---	---

No Yes 5

No No Our technical support is very helpful for solving problems during teaching sessions but also on individual terms 4

Yes Yes 3

Yes Yes 4

Yes Yes We have very good support from our faculty IT team, but the acquisition, maintenance and testing of the significant range of tools we teach still requires a big time commitment from the tools trainers, as well. 4

No Yes 4

Yes No The Computer centre of the University provides necessary support 3

Yes Yes 4

No Yes 4

Yes Yes we do have two technicians at our faculty, but also technical support from our main uni 2

No Yes 3

Yes	Yes		3
-----	-----	--	---

No	Yes		3
----	-----	--	---

No	Yes	Our university has changed a lot recently (merging of 3 universities into one) and now we have lost some of our local and dedicated support... we hope we'll get some back...	3
----	-----	---	---

Yes	No	Our programme is not very big, therefore we share technical support with other specialised programmes.	5
-----	----	--	---

Yes

Yes

4

No

Yes

2

Yes

No

4

Yes

Yes

4

No

Yes

There is dedicated technical support for the labs in the daytime. However, the server is managed by generic institutional technical support.

4

Yes

Yes

We have our own technician, but may also rely to some extent on other IT staff within Department or to network and server infrastructure within Jagiellonian University. Our university has also signed an agreement with Microsoft, which allows us to use Microsoft business tools and cloud.

4

Yes	Yes	We are analysing the possibility of using some kind of server specifically for the translation programmes, but we're currently sharing our current server with other programmes. Some of our teachers are quite experienced and proficient when it comes to solving translation software technical issues, but we do have an IT department with the experience and knowledge required to solve most issues.	4
-----	-----	---	---

Yes	Yes	We have one member of technical support staff who is responsible for the four computer labs, the computers installed in the classrooms (1 per classroom, 14 classrooms) and other computers and audiovisual equipment in the building.	5
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<p>7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.2 We expect to develop one or more new Translation-related programme(s)]</p>	<p>7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.3 We expect the translation technology element of our programme(s) to expand]</p>	<p>7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.4 We expect to introduce training in different types of translation tools]</p>	<p>7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.5 We expect to develop one or more collaborative programme(s) with other institutions]</p>
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7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.6 We expect to introduce / expand alternative teaching methods (e.g. e-learning)]

7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.7 Translation technology will become more complex and diverse]

7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.8 Translation tools will migrate from local installations to the Cloud]

7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.9 Fully automatic translation (MT) will become more important in the industry]

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7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely:
[7.1.10 Newly-qualified staff with translation technology training will become available]

7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely:
[7.1.11 Industry involvement with Translation programmes will increase]

7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely:
[7.1.12 Our future developments will be limited by lack of trained staff]

7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely:
[7.1.13 Our future developments will be limited by lack of money]

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<p>7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.14 Our future developments will be limited by lack of IT facilities]</p>	<p>7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.15 Our future developments will be limited by lack of technical support]</p>	<p>7.1 Looking ahead over the next five years, how likely is your programme to experience the following opportunities and challenges? Please rate your answers on the scale 1=very unlikely, 2=unlikely, 3=neutral, 4=likely, 5=very likely: [7.1.16 Our future developments will be limited by lack of official (institutional/governmental) support]</p>	<p>7.2 Please comment on how you see future developments in the translation technology element of your programme(s):</p>
4	4	3	
4	3	3	
3	2	2	
3	2	4	<p>We are in the process of designing a new international joint masters in Digital Linguistics and of redesigning our own MA Translation programme.</p>

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We intend to use our privileged position in London to develop out partnership with industry.

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We think that translation tools will migrate from local installations to the Cloud, but the classic and most popular CAT tools will remain relevant.

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we always had strong cooperation with translation industry and will continue to do so, also the integration between training and research is very productive

2	2	<p>More tools introduced and more awareness on the part of the incoming students, which will facilitate such introduction. Postediting is already a reality and our students have grown less sceptical to that. At the same time we may continue to dwell on 'classical' translation training (including ink on paper translation) to preserve diversity of approaches and not have the students focus or rely too much on the technological side of the translation task and underestimate the speculative/reflective/cultural side of university</p>
5	4	<p>5 The module dedicated to CAT tools will continue to be an integral part of the programme and we will seek to expand the coverage of different tools according to developments in the industry. We are also building relationships with industry professionals to enhance our students' engagement with these 3 tools.</p>
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Our real limit is the technical support we get from our university and our money. We plan to evolve a bit, mais not towards automatic translation.

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Our programme is fully taught online.

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			One challenge we are facing is legal issues of software licensing. Institutions are becoming more cautious about using free software in order to comply with information protection
3		3	4 laws of students.
			The need to follow and to implement recent trends in the use of CAT tools will be monitored closely. Revision and post-edit tools will become more important, the use of corpora and the knowledge of copyright issues will increase.
			Neural and robot translation will appear on the horizon. KU Leuven intends to be ready for tackling these developments by hiring computer linguists in the master programme (idem for the master in
2		2	1 interpreting).
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As this technology is becoming more and more important we are likely to keep the existing classes in the programme and try to introduce new tools and developments as soon as possible in the curriculum.

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Future developments and potential limiting factors are difficult to predict (hence the score of 3 for some parts of 7.1), for reasons related to unknown recruitment and funding implications of Brexit, institutional priorities, restructuring, etc.

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On the one hand, finding staff with the right skills will be a major challenge, given how few professional translators are also interested in a PhD, which tends to be how universities choose their staff. On the other hand, persuading the institution of the importance of addressing more practical research and training is an ongoing challenge where not much progress is being made in the humanities, where still seems to be acceptable to work in isolation on topics of little

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2 3 Elements of various MT systems will increase.

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3 4 The part of technology will increase, but it seems that universities will have less money and support for our type of training (I mean in languages, not the case in sciences...)

3 4 The demand for translators is growing, but the number of students is determined by the officials. It is likely that the number of students will not increase. But as we work closely with the market, the CAT tools element will definitely be bigger and more important every year. It is hard to tell how much money we will have to buy software. The fact is that financial resources are scarce.

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We have been increasing the percentage of time dedicated to translation tools training gradually over five years of the programme and are now looking to restructure the programme in order to strengthen this aspect.

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My view is that universities mostly follow industry trends rather than create them. Historically, this adaptation process has proved mostly problematic due to lack of understanding, technical support and/or financial resources at some level. Thank you for this question. It is very important for developing translation programmes at the university level.

The translation market is unquestionably evolving at a fast pace, and we'll have to make our best efforts to be prepared for the future. Machine translation, localization, cloud installations and collaborative projects will certainly assume a more relevant role in the industry, and we'll try to be ready to train or students to be prepared for all of these changes.

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8.1 (Optional) Please describe any aspect(s) of your programme that you believe exemplify good or innovative practice in this area (you may wish to include URLs to relevant resources):

We intend to link tools teaching with practical translation classes in order to make tools usage even more practical. MT engine building will become a facultative course, because, in real-world conditions, using publicly available MT is and will be problematic in terms of confidentiality.

We're proud of a series of international summer schools dedicated to translation technologies: TransTech13, TransTech15 and TransTech17, <http://www.prevajalstvo.net/trans-tech-eng>. This year the focus is on MT and post-editing as well as MT evaluation, with international lecturers and participants from 11 countries.

We have made extensive use of best practise sharing since our inception in 1990, and especially through EMT, OPTIMALE and AFFUMT (the French association of translation programs) so I suspect none of what we do is extremely original.

- We work with JVTA (Japanese Subtitling Academy), offering live training session on Skype for subtitling.
- We are the only UK university teaching respeaking as part of a full module on accessibility.
- We have a strong placement structure with established partners who take students every year in AVT and localisation.
- We offer a series of talks from professionals and scholars in translation and an employability event where students have the opportunity to mix with employers at the end of the academic year.

multidisciplinary approaches within the program: corpus ,
terminology & law or medicine...

Group crowdsharing terminology management practice by using
Tilde Terminology Cloud platform. This practice is also need-
based, since Latvian lacks many term translations (before the
independence, focus was more on Russian). Also CAT-MT
integration tasks using SDL Trados. Post-editing is in its infancy,
but occurs. Not every student is an MT fan.

For SDL Studio, students both take at the same time their final
exam and an SDL certification. At the end of the programme, if
successful, they get their diploma but also 3 SDL certifications.

our approach has been inclusive in the sense of integrating
translation technology training into translation and also
interpreting curricula - with the option of specializing into it but
NOT by separate curricula

Yearly collaborative translation projects on Memsource (fictional-agency type of projects) since 2017
Collaborative translation project with European Commission on Wordbee in 2013 (involving both BA and MA students)

Students have used TQA metrics to do a comparative analysis of statistical and neural machine translation.
Students have assessed multilingual websites for accessibility e.g. how usable they are for people with disabilities.
Interactive machine translation tools were introduced to students.

Translation Office Simulation (3 ECTS). Students learn to work with different translation technologies in real translation projects. They learn that these tools should be treated as part of a technological chain in which the output that is generated by one tool becomes the input for another tool.FS24

The postgraduate Computer-assisted Language Mediation (CALM), see <http://www.vtc.ugent.be/postgraduaatCALM>

We simulate work in a translation company in our (compulsory) Multilingual Translation Workshops I and II. We have been able to cooperate with industry so that we have received licenses and distance training from them (translation company text&form and XTRF). This cooperation has been presented at the Translating EUrope events.

Close cooperation with practice (agencies, international partners - e.g. SDL, Slovak translation companies, language and media industry, etc.).

<http://www.ktr.ff.ukf.sk/en/partnerships>

<http://www.ktr.ff.ukf.sk/en/relations-with-market-actors>

The main interest of our programme is that students get licence+FS29s they can use at home and work alone on a machine during classes. We also have the chance to work during the whole year, which helps us work on several aspects. We also think it is important to learn first how to translate without the help of a tool, then work on a very simple tool as Wordfast, and finally discover Studio.

Our students learn translation tools online (our programme is fully taught online) and find their relevance in real translation briefs in the medical and healthcare fields. Specific tasks and specific contents are our main focus when integrating translation tools.

Our Respeaking workshop is the only one in Italy:
https://luspio.esse3.cineca.it/Guide/PaginaADErogata.do;jsessionid=32E7170CFC9471C178660A35EBA8AA28.esse3-luspio-prod-02?cod_lingua=eng&ad_er_id=2016*N0*N0*S2*1056*1286&ANNO_ACCADEMICO=2016&mostra_percorsi=S FS32+FS33

The way we organise the combined evaluations

We teach both campus based and distance learning students. Distance learning students benefit from custom-made video instructions about how to use tools. They find it easier than reading manuals. At the same time, however, this raises concerns about how to nurture their proactive learning skills (should they just follow what they see on videos?)

KU Leuven develops its own revision and post-editing tool (RevisionQ): this was possible thanks to a close industry-academia partnership. Students and lecturers have the opportunity to test new tools and to do research on them. One innovative practice in the use of CAT tools is to send students on "service-learning" projects in Africa, Asia and latin-America, with the support of the Belgian development agency: KU Leuven students teach students and lecturers in these countries with hands-on seminars during two to three months. At the same time the student+FS38s (and lecturers) will learn from their peers about the need of customizing CAT tools and corpora building in the countries to which they travel. This programme starts in 2017-2018.

The OTCT programme is a good example of good practice that can benefit several institutions: <http://www.otct-project.eu>

We introduced a student's company which works with CAT tools to show our students how to work in teams, with revision and proofreading, etc.

The collaborative international student localisation projects are the highlight of our programme. A lot of work is going into finding NGOs that can be real end clients, as well as setting up and overseeing these projects which can involve over 100 students from (in our case) three MA programmes in two different countries working with more than 10 language pairs on a wide range of file formats. We have not really got round to writing a lot about what we do because no sooner one student project finishes that another one starts, and then a new cohorts comes+FS41 in and everything starts again.

Study of the overall workflow from the development to the translation/localization and delivering of a product.

we are experimenting with allowing MT during translation exams

we use Moodle (online platform) in many courses
we offer post-editing courses
some of our staff still work as professional translators

Evaluation and QA of translation tools; user-centered translation.

<http://instb.eu>

We have had a junior company for about 20 years and have increased the part of project management in our training. We have also set up an authentic 3-day project which students have to manage completely (from reception of the mandate until delivery of translation): team work, time and stress management are part of it, as well as ergonomics which is now part of our curriculum and is experienced during this project. It is good that our CAT tools trainers are experienced and work with the industry. We have regular fora with the industry representatives who inform us about the latest developments and provide training, if necessary. The company developing MT projects deliver one lecture (within the same course of CAT tools) on MT and its developments and offer supervision for individual (optional) work for students who choose to write a project/ paper in this area. Two MA papers have already been defended.

In spring we held an extended meeting with the industry representatives to discuss their expectations and possibilities of the academia in the area of CAT tools and technologies, which was attended by representatives of all other programmes in Translation offered in Lithuania.

Different issues of CAT tools training were discussed in annual conferences held at Vilnius University under the auspices of Translating Europe (in 2014, 2015 and 2016). Thus our activities in the area are expanding.

We believe our programme to be very eclectic in its contents and very practical for the students. It was created thinking about the student as future professionals, so we try to keep up with the most recent innovations in the industry so as to always be prepared for the future. The fact that we are now introducing a course on machine translation and post-editing is a good example of that. Localization, one of the most fast growing industries overall, is also very important in our programme. And we are beginning to dedicate some time of our classes to voice recognition, cloud translation, collaborative projects, and to the newest features most recent CAT-tools provide.