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Qualifications in Interpreting and Translation

The typical degrees offered within this subject area in the Russian Federation are presented in Table 1.

Table 1
Typical degrees in Interpreting and Translation

Cycle	Degrees	Qualification awarded	ECTS credits
1 st cycle	A 4-year programme in Linguistics, Interpreting and Translation (languages B and C), with the BA degree in Linguistics; it certifies the degree-holder's professional qualification as a translator from and into languages B and C and consecutive interpreter from languages B and C.	Bachelor	240
2 nd cycle	A 2-year programme in Philology/ Linguistics (Foreign Languages B and C: Interpreting and Translation) with the MA degree in Philology/ Linguistics; it certifies the degree-holder's professional qualification as a Translator and Interpreter from and into languages B and C, as well as his/her theoretical competence in the area of Translation Studies.	Master	120

Cycle	Degrees	Qualification awarded	ECTS credits
2 nd cycle	A 5-year programme in Philology/ Linguistics (Foreign Languages B and C: Interpreting and Translation) with the Specialist degree in Philology/ Linguistics; it certifies the degree-holder's professional qualification a Translator and Interpreter from and into languages B and C, as well as his/her theoretical competence in the area of Translation Studies.	Specialist	At least 300
3 rd cycle	Kandidat Nauk (in Philology) is a scholarly degree which is conferred upon the completion of an independent research and the defence of a dissertation (of about 60,000 words) in Linguistics, including the theory and history of translation or in Philology (literature, literary theory, etc.). This degree can be followed by post-doctoral study and research leading to post-doctoral degree (doktor nauk).	Post-graduate: Kandidat nauk (Philology)	180

Our main criteria for the selection of generic competences in interpreting/translation professional area are their relevance and significance. As a result of our selection procedure the list of the above generic competences was reduced from 30 items to 11 (Table 4).

Table 4
Generic competences for Interpreting and Translation

Code	Competence
G1	Ability to identify, pose and resolve problems
G2	Ability to search for, process and analyse information
G3	Ability for analysis and synthesis
G4	Ability to communicate both orally and in written form in the native language
G5	Interpersonal and interaction skills
G6	Respect for diversity and multiculturality
G7	Ability to apply knowledge in practical situations
G8	Ability to focus on results
G9	Ability to work autonomously
G10	Knowledge and understanding of the subject area and understanding of the profession
G11	Ability to work in a team

Such competences as **Ability to communicate fluently both orally and in written form in the native language** and **Knowledge and understanding of the subject area and understanding of the profession** have been selected first and foremost because they are prerequisites for translator’s/interpreter’s successful work. Both of them are reinforced by means of another significant competence - **Ability to apply knowledge in practical situations**.

Interpreters and translators are mediators between people and cultures; the essence of this profession is to provide effective communication. Thus, such competences as **Interpersonal and interaction skills and Respect**

for diversity and multiculturality lie at the core of the profession. For successful activities, the interpreter/translator should possess another essential competence - the **Ability to search for, process and analyse information**. In many cases the outcome of translation/interpreting depends on preliminary preparation. It may include selecting and studying corresponding glossary, searching for background information in a related subject area, etc., using the whole variety of information sources including the internet and software.

The translator/interpreter can be placed in conditions of both autonomous and team work. That determines the selection of such competences as **Ability to work autonomously and Ability to work in a team**.

Such competences as **Ability to identify, pose and resolve problems**, **Ability for analysis and synthesis** and **Ability to focus on results** have been selected as they are responsible for the final outcomes of any activity.

5.2.3. Subject specific competences

From the list of generic competences list we proceeded to the selection of subject-specific competences (Table 5) which are indispensable for degree training of skilled interpreters/translators.

These competences seem to be essential for the interpreter/ translator to perform successfully the multi-task professional activities. When choosing them, we tried to take into account all the aspects of the usual tasks fulfilled by translators and interpreters that would reflect stage-by-stage work.

First of all, Methodology competence (SS2) is needed to give thumbnails of consistent and coherent research that would be of use not only during university studies, but also during the implementation of future independent translation projects. From this point of view it resonates with Management competence (SS3), which lie at the core of organizational activity, as well as Information Technology competence (SS1). The modern digitalized world necessitates Information Technology proficiency. In questions of time and efficiency a translator or interpreter can hardly be competitive without the use of computer-assisted tools.

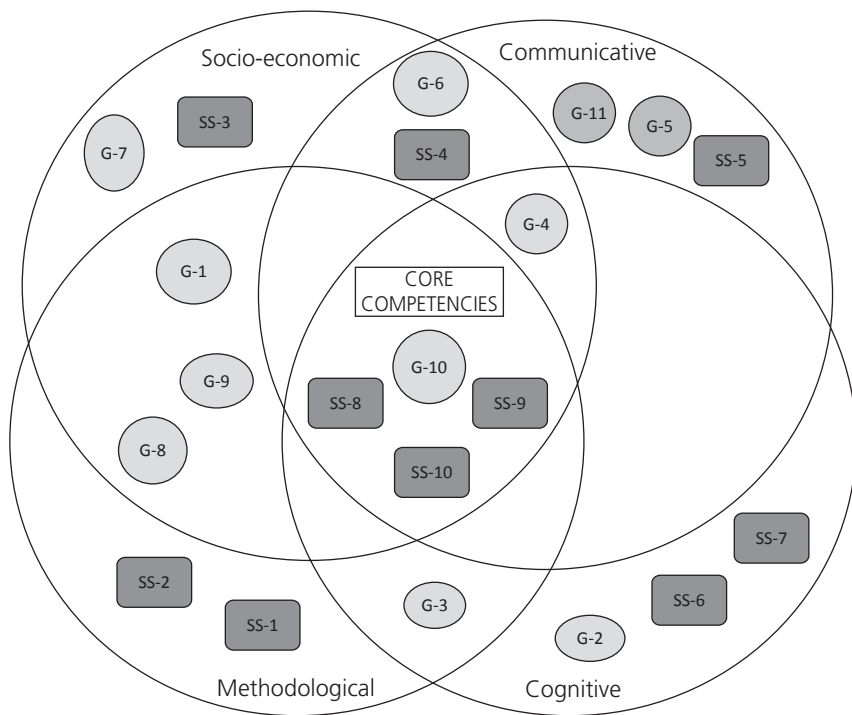
The subject area revolves around language proficiency and its different aspects. Thus, Language competence (SS10) will be the essential and

Table 5

Subject-specific competences for Interpreting and Translation

SS 1	Information Technology competence: possession of computer-aided skills for translation/interpreting, skills in using ICT specific for translators/interpreters, skills in terminology search.
SS 2	Methodology competence: ability to use the systemic knowledge of the source and target languages in one's own piece of research; ability to use the systemic knowledge of current Translation Studies in an independent piece of research and to elaborate it extensively as an MA thesis.
SS 3	Management competence: ability to set up a translation pool, and to coordinate the project activities of staff and freelance translators. Ability to manage translation projects in the broad sense of the word: creation of tasks, cost and deadline assessment, evaluation of job types with subsequent task segmentation, creation of text corpora, management of translation memory.
SS 4	Communication competence: socio-cultural, cross-cultural and communication competence combined with the practical use of translator's behavior code, and the knowledge of translator's licenses and duties.
SS 5	Pragmatic and Stylistic Adaptation competence: ability to reproduce the source text with the help of the target language stylistic adaptations of various types and the target reader-oriented adapting strategy, in accordance with the norms of the target language and the criteria applied to a high-quality translation.
SS 6	Editing Competence: skill in editing and reviewing all basic types of texts in languages B, C, A.
SS 7	Re-writing competence: skill in producing a new text on the basis of the target text («rewriting»), as well as generating independent texts like business correspondence, commercials, etc., in languages B, C, A.
SS 8	Interpreting competence: the ability to perform consecutive one- and two-way/liaison interpreting from B, C into A and from A into B, C, and simultaneous interpreting from B, C into A.
SS 9	Translation competence: skill in translating and localizing all basic types of texts, together with providing comments and references required.
SS 10	Language competence: language B competence at the C2 level, language C competence at the C1 level.

Meta-profile (detailed representation)



5.3.2. Meta-competences

As shown above, all the competences relevant to the subject area **Interpreting and Translation** can be grouped into four categories on the basis of functional and semantic analysis and are referred to as meta-competences:

- Communicative.
- Cognitive.
- Methodological.
- Socio-economic.

Table 6 (below) describes each of the corresponding domains in relation to the selected generic and subject specific competences.

Table 6
Categories (domains) of competences for meta-profile
in Interpreting and Translation

Communication	Is paramount in any profession due to its comprehensive and fundamental nature. In translation and, especially, in interpreting, communication becomes the focal point and conglomeration of both generic and subject-specific competences.
Cognition	implies acquiring, storing, processing and analysing information. Thus, cognitive structures are directly related to the content of main components of the meta-profile. In interpreting/translation a conceptual projection is taking place between the source language and target language. The information stored in conceptual structures of the source language is mapped into the conceptual structure of the target language and proper linguistic form in target language is found to correspond conceptual structure.
Methodology	is used for professional organization and regularizing the approaches to the acquisition of knowledge and its application. Methodology shapes the cognitive structures into a model of professional aptitude/qualification and provides a specialist in interpreting/translation with the systemic knowledge of both the source/target languages and methods of their research, translation/interpreting from one language to another.
Socio-economic domain of the meta-profile	relates the profession both to society as a whole and to separate sectors of the economy within society. It is impossible to define a profession without defining its relation to the socio-economic system within and for which it exists and functions. For the subject area of interpreting/translation it necessarily involves such areas as education, mass media, advertising, marketing, management, law, economy, business, etc.

The meta-profile diagrams show how 4 components overlap thus creating **4 central (core) competencies**:

- G10 Knowledge and understanding of the subject area and understanding of the profession.
- SS8 Interpreting competence: the ability to perform consecutive one- and two-way/liaison interpreting from B, C into A and from A into B, C, and simultaneous interpreting from B into A.
- SS9 Translation competence: skill in translating and localizing all basic types of texts, together with providing comments and references required.
- SS10 Language competence: language B competence at the C2 level, language C competence at the C1 level.

The competences that are **non-overlapping**, that is, the competencies that belong to **only one component**:

Communicative meta-competences:

- G5 Interpersonal and interaction skills.
- SS5 Pragmatic and Stylistic Adaptation competence: ability to reproduce the multi-layer structure of the source text with the help of the target language stylistic adaptations of various types and the target reader-oriented adapting strategy, in accordance with the norms of the target language and the criteria applied to a high-quality translation.

Socio-economic meta-competences:

- G7 Ability to apply knowledge in practical situations.
- SS3 Management competence: ability to set up a translation pool, and to coordinate the project activities of staff and freelance translators. Ability to manage translation projects in the broad sense of the word: creation of tasks, cost and deadline assessment, evaluation of job types with subsequent task segmentation, creation of text corpora, management of translation memory.

Methodological meta-competences:

- SS1 Information Technology competence: possession of computer-aided skills for translation/interpreting, skills in using/basic skills in designing ICT specific for translators/interpreters, skills in terminology search.
- SS2 Methodology competence: ability to use the systemic knowledge of the source and target languages in one's own piece of research; ability to use the systemic knowledge of current Translation Studies in an independent piece of research and to elaborate it extensively as an MA thesis.

Cognitive meta-competences:

- SS6 Editing Competence: skill in editing and reviewing all basic types of texts in languages B, C, A.
- SS7 Re-writing competence: skill in producing a new text on the basis of the target text («rewriting»), as well as generating independent texts like business correspondence, commercials, etc., in languages B, C, A.
- G2 Ability to search for, process and analyse information.

Overlapping competencies, that is, the competencies that belong to **two or more components**:

Communicative + Socio-economic meta-competences:

- G6 Respect for diversity and multiculturality.
- SS4 Communication competence: socio-cultural, cross-cultural and communication competence combined with the practical use of translator's behavior code, and the knowledge of translator's licences and duties.

Communicative + Cognitive + Socio-economic meta-competences:

- G4 Ability to communicate both orally and in written form in the native language.

Socio-economic + Methodological meta-competences:

G1 Ability to identify, pose and resolve problems

- G8 Ability to focus on results.
- G9 Ability to work autonomously.
- G11 Ability to work in a team.

Methodological + Cognitive meta-competences:

- G3 Ability for analysis and synthesis.

Because cycle descriptors in practice are level descriptors which identify the level of a cycle, Tuning has suggested naming these descriptors cycle level descriptors. The Project participants have produced cycle level descriptors at programme level for the first and second cycle for each of the subject areas included in the project. Below, we present generalised description of general learning outcomes within our subject area.

Learning outcomes are expressed in terms of levels of competence and relate to the Russian national standards of higher education and European qualification framework for HEA. They are the measurable results of the process of learning and are linked to the methods of assessment and grading.

Table 7
Generic competences and related learning outcomes

Code	Generic competences	Learning outcomes The student:
GC 1	Ability to identify, pose and re-solve problems	1.1. Identifies problems, formulates them adequately, develops the respective thesis, selects the means of adequate solution of the problem and substantiates the selected approach.
GC 2	Ability to search for, process and analyse information	2.1. Performs various search and research activities, processing and objectively analysing the information.
GC 3	Ability for analysis and synthesis	3.1. Analyses abstract data, recognising information gaps and utilising adequate methods, processes the obtained information and links it with the existing knowledge.
GC 4	Ability to communicate both orally and in written form in the native language	4.1. Knows the national language in order to participate effectively in professional environment.
GC 5	Interpersonal and interaction skills	5.1. Works productively in a team establishing good dialogue and understanding of one's co-workers to address specified tasks. 5.2. Motivates people towards common goals fostering sincere empathetic communication.

Code	Generic competences	Learning outcomes
		The student:
GC 6	Respect for diversity and multiculturality	6.1. Works productively in a team or by oneself understanding and respecting the diversity and multiculturalism of background of co-workers or clients thus creating social cohesion and inclusion.
GC 7	Ability to apply knowledge in practical situations	7.1. Establishes adequate relation between knowledge and its practical applicability. 7.2. Appropriately uses gained knowledge and skills in practical situations.
GC 8	Ability to focus on results	8.1. Identifies problems and delivers solutions, develops ideas and finds ways of turning plans into action.
GC 9	Ability to work autonomously	9.1. Organizes one's work autonomously. 9.2. Keeps track of deadlines and time.
GC 10	Knowledge and understanding of the subject area and understanding of the profession	10.1. Fundamentally understands the areas of Translation studies. 10.2. Accumulates knowledge, familiarises with specifics of the sector, understands the importance of multidisciplinary approach.
GC 11	Ability to work in a team	11.1. Works productively in a team, avoids conflicts.

Table 8

Subject-specific competences and related learning outcomes

Code	Subject-specific competencies	Learning outcomes. The student:
SS 1	Information Technology competence: possession of computer-aided skills for translation/interpreting, skills in using/basic skills in designing ICT specific for translators/interpreters, skills in terminology search.	1.1. Utilises hardware and software in B,C → A and A → B,C translation/interpreting, finds and implements the latest developments in computer-assisted translation/interpreting, creating and updating glossaries for particular fields of knowledge. 1.2. Constantly upgrades one's terminological competence in the relative areas.
SS 2	Methodology competence: ability to use the systemic knowledge of the source and target languages in one's own piece of research; ability to use the systemic knowledge of current Translation Studies in an independent piece of research and to elaborate it extensively as an MA thesis.	2.1. Presents systematic vision of all aspects of Interpreting/Translation Studies. 2.2. Elaborates all aspects of translation studies into an independent piece of research.
SS 3	Management competence: ability to set up a translation pool, and to coordinate the project activities of staff and freelance translators. Ability to manage translation projects in the broad sense of the word: creation of tasks, cost and deadline assessment, evaluation of job types with subsequent task segmentation, creation of text corpora, management of translation memory.	3.1. Defines, distributes to and coordinates tasks between the properly qualified translators/interpreters.

Code	Subject-specific competencies	Learning outcomes. The student:
SS 4	Communication competence: socio-cultural, cross-cultural and communication competence combined with the practical use of translator's behaviour code, and the knowledge of translator's licenses and duties.	4.1. Uses the ethics/code of conduct/international etiquette in the professional areas of translation and interpreting, applying interactional and contextual knowledge of different cultures which allows to overcome the influence of stereotypes and adapting to changing conditions while contacting representatives of different cultures.
SS 5	Pragmatic and Stylistic Adaptation competence: ability to reproduce the multi-layer structure of the source text with the help of the target language stylistic adaptations of various types and the target reader-oriented adapting strategy, in accordance with the norms of the target language and the criteria applied to a high-quality translation.	5.1. Pre-views an upcoming source text and apprehends its pragmatic and stylistic potential, contributing one's own professional pragmatic decisions in translating the source text. 5.2. Implements, if necessary, ad-hoc pragmatic and stylistic adaptations of the source discourse in the course of interpreting.
SS 6	Editing Competence: skill in editing and reviewing all basic types of texts in languages B, C, A.	6.1. Defines error types and chooses the right ways of their correction, defines strategic editing problems, employing original approaches. 6.2. Applies editing strategies in various situations, contexts and fields.
SS 7	Re-writing competence: skill in producing a new text on the basis of the target text («rewriting»), as well as generating independent texts like business correspondence, commercials, etc., in languages B, C, A.	7.1. Summarises information from different spoken and written sources, reconstructing arguments and descriptions in a coherent new text.

Code	Subject-specific competencies	Learning outcomes.	
		The student:	
SS 8	Interpreting competence: the ability to perform consecutive one- and two-way/liaison interpreting from B, C into A and from A into B, C, and simultaneous interpreting from B into A.	<p>8.1. Identifies all sorts of information (referential, predicative, temporal, modal, evaluative, emotive, register, deictic, thematic/rhematic, pragmatic) in languages A, B and C and reproduces it according to the norms in the target A, B and C languages consecutively.</p> <p>8.2. Applies note-taking techniques (in consecutive interpreting).</p>	
SS 9	Translation competence: skill in translating and localizing all basic types of texts, together with providing comments and references required.	9.1. Achieves lexical, grammatical, syntactic and stylistic equivalence in translation, commentaries and references both in B,C → A and A → B,C language translation for all kind of texts.	
SS 10	Language competence: language B competence at the C2 level, language C competence at the C1 level.	Language B	Language C
		10.1a. Understands, reads and writes virtually any kind of text 10.2a. Takes part effortlessly in any conversation or discussion, presenting a clear, smoothly-flowing description or argument in a style appropriate to the context.	10.1b. Understands, reads and writes any kind of factual or literary text 10.2b. Takes part in any conversation or discussion, presenting a clear description or argument in a style appropriate to the context.