Chapter 2

Translation Competence: Training for the Real World

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1. Introduction

The translation industry has experienced growth worldwide over the last years, and it is predicted that this development will continue. A survey conducted on behalf of the European Commission (2009) estimated an annual growth rate of 10% for the size of the language industry in the European Union. This language industry, not only in Europe but also beyond, is diverse (including website localization, audio-visual translation and all forms of interpreting) and international. For example, as a result of the developments of new tools and technologies, a client based in the United States of America can put a translation commission on the internet late in the evening which is picked up by a translator in Australia. Due to the time difference, the translator in Australia can finish the translation and send it back to the client while translators in the United States of America are missing out on this job because it is night-time. Moreover, when we speak of translation (and also of interpreting) in a global context, we need to bear in mind that we are dealing with a fragmented and unregulated sector. This means that, in many countries, translation work can be done by people who have not undergone any specialized training and who do not have a professional qualification as a translator. In addition, customers are often more interested in getting a translation quickly and at low cost, which may conflict with quality.

Translation quality and professionalization, however, are high on the agenda of translation companies and professional associations. There may be situations in which a quick and rough translation is all that is required by a client, but there are many more cases where a high-quality product is needed. A case in point would be corporate material which multinational companies produce for their international customers (and shareholders), or the legislative texts produced by supranational bodies such as the United Nations or the European Commission. Within the translation industry, we have therefore seen attempts

at setting benchmarks for quality, such as the development of the standard EN15038 for Translation Service Providers in Europe. The primary objective of this standard is to 'establish and define the requirements for the provision of quality service for translation', as it is explained on the website of the European Union of Associations of Translation Companies.

The growth of the translation industry also means that more and more qualified professional translators are needed in order to ensure quality. Over the last decade, there has been an enormous increase in translator training programmes worldwide. Such programmes are largely delivered by universities and, in Europe, increasingly at postgraduate level as a result of the Bologna process which aims at creating a European Higher Education Area based on international cooperation and academic exchange. A resulting challenge for universities is to make sure that translation programmes prepare graduates who are qualified for the needs of the diverse profession in the rapidly changing market. This means that programmes need to bear the market needs in mind, and they need to ensure a good match between graduates' competences and employers' requirements.

In this chapter, the term 'competence' refers to translation competence, which involves more than competence in using two languages. Within Translation Studies, there is a significant amount of literature dealing with the definition of translation competence and how it can be developed in translator training programmes (e.g. Risku 1998, Schäffner and Adab 2000, Witte 2000, PACTE 2003, González Davies 2004, Hurtado Albir and Alves 2009). One of the recent developments in this respect is the European Master's in Translation (EMT) project, initiated by the Directorate General of Translation (DGT) of the European Commission, and aimed at raising the standard of translator training in the European Union as well as fostering cooperation between higher-education institutions offering translation courses. As part of the EMT project, a translator competence profile was created which details the competences that translators need to successfully work in the 'rapidly evolving field of multilingual and multimedia communication' (EMT Expert Group 2009).

This chapter will briefly introduce the EMT translator competence profile, with a specific focus on the Translation Service Provision Competence, and subsequently illustrate how we aim to prepare our graduates for the real world with reference to one particular module in our postgraduate programmes: The Translation Profession.

2. The EMT Translator Competence Profile

The initiative by the Directorate General for Translation to agree on a competence profile was motivated by the difficulty the DGT experienced in hiring qualified translators. As previously suggested, the translation industry is a largely unregulated sector, and translator training provision is quite diverse across Europe. The EMT initiative was thus also a good opportunity to put forward a minimum quality profile and learning outcomes to be achieved at the end of second-cycle training according to the Bologna process. Programmes which can demonstrate that their graduates achieve these learning outcomes can become members of the EMT network.

The EMT competence profile serves as a reference framework, specifying competences for professional translators who are seen as experts in multilingual and multimedia communication. This reference framework sets out what is to be achieved, acquired and mastered at the end of study at postgraduate level in respect of the professional competences. At the same time, it is acknowledged that university education for translators has wider aims and goes beyond the more specific professional aspects.

Competence is defined as 'the combination of aptitudes, knowledge, behaviour and knowhow necessary to carry out a given task under given conditions' (EMT Expert Group 2009). Six competence areas are put forward, with more specific competences listed in each area, which are all interdependent and which together constitute the minimum requirement of a translator qualification. The six competence areas are as follows:

1. Translation Service Provision Competence (with an Interpersonal and a Production dimension)
2. Language Competence
3. Intercultural Competence (with a Sociolinguistic and a Textual dimension)
4. Information Mining Competence
5. Thematic Competence
6. Technology Competence

The list of these competence areas clearly reflects the professional aspects. Previous publications on translation competence also mentioned language, cultural, thematic, technological and (re)search competence, although less attention was paid to what is here called Translation Service Provision Competence (though Kiraly (2000) and Alves and Gonçalves (2007) differentiate between translation competence and translator competence, which comes close). For the purposes of this chapter, the focus will be on this area of Translation Service Provision Competence, showing how it is described in the EMT profile before illustrating how it can be achieved in a postgraduate programme.

The Translation Service Provision Competence has an Interpersonal and a Production dimension. The interpersonal dimension refers to the following aspects:

- Being aware of the social role of the translator
- Knowing how to follow market requirements and job profiles (knowing how to remain aware of developments in demand)

- Knowing how to organize approaches to clients and potential clients (marketing)
- Knowing how to negotiate with the client (to define deadlines, tariffs/invoicing, working conditions, access to information, contract, rights, responsibilities, translation specifications, tender specifications, etc.)
- [. . .]
- Knowing how to comply with instructions, deadlines, commitments, interpersonal competences, team organization
- Knowing the standards applicable to the provision of a translation service
- Knowing how to comply with professional ethics
- Knowing how to work under pressure and with other experts, [. . .]
- Knowing how to self-evaluate (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions) and take responsibility

These elements focus on the translator as a professional, as an expert in his or her own right (as already highlighted by Holz-Mänttäri 1986), as an agent who is cooperating with other agents and who is aware of the requirements of the professional role and the expectations of clients, other experts and fellow translators.

The production dimension addresses the following points:

- Knowing how to create and offer a translation appropriate to the client's request, that is to the aim/skopos and to the translation situation
- Knowing how to define stages and strategies for the translation of a document
- Knowing how to define and evaluate translation problems and find appropriate solutions
- Knowing how to justify one's translation choices and decisions
- Mastering the appropriate metalanguage (to talk about one's work, strategies and decisions)
- Knowing how to proofread and revise a translation (mastering techniques and strategies for proofreading and revision)
- Knowing how to establish and monitor quality standards

These competences and skills are more specifically related to working with texts and are, as such, more closely linked to language, intercultural, thematic and information mining competences.

As said above, all six competence areas and the detailed sub-competences listed for each one of them are closely interrelated. This is also reflected in the learning outcomes and the structure of our postgraduate programmes, as well as in the learning outcomes, aims and objectives of each of the modules. A general overview of the programmes at Aston University will be given in the next section before the module The Translation Profession is presented in more detail.

3. Translation Competence as an Educational Aim

Three postgraduate translation programmes are currently offered at Aston University: the MA in Translation in a European Context (this programme is a member of the EMT network), the MA in Translation Studies and the MA in TESOL (Teaching English to Speakers of Other Languages) and Translation Studies. Each programme lasts for 12 months on a full-time basis, and students earn a total of 180 credits (= 90 ECTS), 120 of which are gained from the taught modules and 60 from the dissertation.

The overall learning outcomes of the above programmes include the ability to approach tasks on the basis of sound theoretical knowledge and translation competence; an awareness of the complexity of translation as a process and of the research required in order to produce translations that are appropriate for their specified purpose; competence in the use of information technology; knowledge about the social role and function of translation for intercultural communication, cultural representation and perception; well-developed intellectual qualities of reasoning, critical analysis and creativity, as well as skills of research, enquiry and independent learning.

All three programmes share the following modules as core modules: Theoretical Concepts of Translation Studies, Text Analysis for Translation, The Translation Profession and Research Methods (the main aim of which is to prepare students for their dissertation). Practical Translation modules are offered for English in combination with French, German and Spanish, with modules for each direction (i.e. translation into English and out of English in each case). The other modules are Specialized (LSP) Translation, Translation and the Representation of Cultures, The EU – A Web of Institutions, Analysing Written and Spoken Discourse. These are either core or optional modules, with the MA in TESOL and Translation Studies having additional modules (English Teaching Practice, Approaches to Teaching and Learning, Course and Materials Design) which provide knowledge and skills for the TESOL part of the programme.

The individual modules are interrelated and build on and/or complement each other, with each of them developing the competences of the EMT profile, albeit to a different degree. For example, language and intercultural competence play a more prominent role in Text Analysis for Translation, thematic competence in LSP Translation (and also in the EU module), and information mining and technology competence in LSP Translation and Practical Translation (although information mining competence is essential for the majority of modules and also for the Master's dissertation for which students choose their own topics).

The production dimension of the Translation Service Provision Competence is also very prominent in the practical translation modules of our programmes. Students are always given a text with a very specific translation brief, and

part of the assessment requires writing comments on translation problems encountered and how they were solved in view of the specified brief (e.g. what research was undertaken, which alternative solutions were considered, which arguments are put forward to justify the final solution). Students are also expected to refer to theoretical literature in these comments (e.g. Nord's types of translation problems (2005), Chesterman's (1997) typology of translation strategies). Knowledge of translation theories, of research into translation and of the development of the discipline of Translation Studies more generally is provided in the module Theoretical Concepts of Translation Studies. The development of the Translation Service Provision Competence, and its interpersonal dimension more specifically, is central in the module The Translation Profession which I will illustrate in the remaining parts of this chapter.

4. Joining Forces: Incorporating Professional Aspects into an MA Programme

4.1 Learning outcomes

As already indicated above, the module in which the development of the Translation Service Provision Competence is at the forefront is the module The Translation Profession. The learning outcomes can very generally be described as follows: students will acquire knowledge of – and skills in – a variety of professional aspects of translation and the professional environment. More specifically, these learning outcomes can be broken down in terms of knowledge and understanding, cognitive/intellectual skills, professional skills and transferable skills. This means that students will acquire knowledge and understanding of:

- the procedures of project management in translation companies
- quality control mechanisms in translation companies
- the differences in the work of freelance translators and translators in employment
- legal and ethical aspects of the profession
- the manual and electronic tools and processes involved in translation and project management and work with clients.

Concerning cognitive and intellectual skills, students will be able to:

- engage critically with professional issues
- contribute to professional debates
- reflect critically on their own strengths and weaknesses.

The professional skills encompass students' ability to:

- apply the insights gained to their own practical work (translation, revision, editing, etc.)
- enhance their interpersonal skills (dealing with clients, working in a team)
- enhance their skills in activity-based learning

And transferable skills cover:

- time management
- communication skills (oral and written)
- giving and receiving constructive criticism
- team work
- reflecting on one's own knowledge, strengths and weaknesses (reflective practitioners)

In sum, students are expected to gain insights into the professional environment, an environment which is very different from the normal academic context that they are used to.

4.2 Structure and challenges

The Translation Profession is a 20-credit module which stretches over the academic year, or more precisely, over 24 weeks. The first eight weeks are made up of weekly seminars of 2 hours each, whereas in the remaining weeks students mainly work independently as a group on their projects to be described below. In addition to the seminars, a full day is devoted to an introduction to the translation memory system TRADOS, followed by a session on MemoQ. We also regularly organize joint events with the Institute of Translation and Interpreting, the professional association in the United Kingdom, covering specific topics (e.g. website translation, working with direct clients) and thus providing additional opportunities for our students to meet professional translators.

A programme delivered at a university and subject to the university's quality assurance procedures needs to demonstrate both its academic nature and its relevance to the professional world. This requirement can be challenging, due to the fact that academics employed at the university are predominantly engaged in teaching and research, but less so in professional translation. They therefore have less first-hand experience with the environment and the daily work of a translation company. In order to meet this challenge, we have therefore teamed up with professionals from the translation industry in delivering this module. Since both the university and the translation industry have a

common interest in promoting the profession and a shared responsibility in its sustainability, such close cooperation is an excellent opportunity to join forces for achieving this aim.

Another challenge is that of limited time available. Ideally, all students would get some practical experience through a placement in the translation industry, and this placement would contribute to the credits required for a Master's degree. It is difficult, however, to guarantee a placement and the same learning experience to all students, not to mention the challenges which supervising students pose to the translation companies themselves. The module The Translation Profession is thus conceived as a substitute for a placement, and aims at simulating a professional environment. In this module, students are asked to create their own translation companies (as a simulation exercise), assigning roles to the members of the group by negotiation, securing an authentic translation commission and managing this translation project to successful completion.

4.3 Content

Students are prepared for these tasks in the first weeks of the module, with the seminars being led, separately or jointly, by academics and representatives from the translation industry. In the first two weeks, we discuss the market situation for translators, based on a collection and analysis of job advertisements. Since the students on our Master programmes come from various countries, this exercise is also a good opportunity to compare the markets in the respective countries, in respect of the amount and variety of jobs offered (including jobs as project manager, localizer – which leads to a discussion of the diversity of the profession), subject-specific domains and requirements of applicants. The job specifications also reveal attitudes to professional qualifications, with some offers just asking for a degree in languages, whereas others specify a postgraduate degree in translation. In this context, we also discuss advantages and disadvantages of being in full-time employment (in a translation company, in a translation department of an international institution such as the DGT, in a translation department of some other type of company) vs working as a freelance translator. Another topic covered at the beginning of the module is the role of professional associations (including Continuous Professional Development activities) and codes of practice or codes of ethics. Again, students research the situation in their own respective countries, so that the debate is enriched by a comparison of the provisions of the various national codes.

The following four to five sessions are conducted solely by a representative from the translation industry who is an expert in providing sales training courses and consultancy services to the translation industry world-wide. He thus has vast experience in all aspects of what the industry does, how it has changed and what it needs. These sessions provide the more specific input the students need for setting up their companies and managing an authentic project. The following topics are covered in these sessions:

- Setting up a Translation company: name, mission statement, logo, services offered, structure, roles, marketing, profitability, etc.
- Quality control: people and procedures, proofreading, revision, quality standards (e.g. EN15038)
- Project management procedures and standards: scoping, planning, managing, communicating, production workflow, project management systems, etc.
- Legal and ethical aspects: statutory obligations, insurance, tax, etc.
- Marketing and customer care: finding and contacting clients, selling translations, pricing, quotes and invoicing, costs for additional services, contracts, retaining clients, etc.

These sessions combine lectures and student activities. For example, students are asked to look at the websites of translation companies (both in the United Kingdom and in their own home countries), evaluating the effectiveness and attractiveness of these websites and be prepared to give a short presentation on good and poor examples found. When it comes to the topic of how to find clients, the discussion also covers the effectiveness of the methods used to contact them and potential cultural differences. For example, would it be appropriate to make a cold phone call? Is this more or less acceptable in the various cultures? At what time can an initial email be followed up by a phone call? Is company presence on Twitter and/or Facebook essential these days? In respect of pricing and quoting, the students are given some exercises for calculating the costs of various translation projects, differing in size, number of target languages and additional services. Benefits and risks of providing discounts for new clients and/or speed of settling the bill are also discussed. Dealing with these topics contributes most directly to the interpersonal dimension of the Translation Service Provision Competence. In particular, students develop their interpersonal skills by learning how to organize approaches to clients, how to negotiate with the client, the standards applicable to the provision of a translation service and learning how to comply with professional ethics.

4.4 Activities

One of the first major activities the students are asked to do is to prepare for a mock tender for a translation assignment. They are informed that an insurance company would like to have training material and other documents

translated into several languages, and that they are looking for a translation company to give this assignment to. A description of the task and some sample documents in the source language (English) are made available to the 'companies' which have been set up in the meantime. We leave it to the students themselves to decide who will be a member of which company, with usually five to six students forming one company.

For the mock tender, each translation company then has to give a 10-minute presentation, supported by PowerPoint, trying to convince the client (consisting of the representative from the translation industry who had conducted the seminars and the academic lecturer) to give the assignment to them. We expect a presentation of the company (their name, their mission statement, experience and strengths) as well as an introduction of each member of the company in their respective roles (such as translator, project manager, terminologist, reviser, vendor manager, finance accountant). Each group member is required to contribute to the presentation, showing how the company intends to proceed should they be successful in winning the project. These presentations by the various companies follow each other, and they are done in front of all students. At the end of the presentations, each individual student is asked to vote for the winner. This voting is done secretly, by writing the company's name on a sheet of paper, and the votes are counted by the lecturers (who cast their votes as well).

Before the winning company is announced, a general discussion is held on the performances, reflecting on questions such as: What makes a convincing bidding method? Which arguments are most persuasive? Did the company give the impression that they are competent? Who showed the most professional behaviour? In comparing their presentations, students also address problems they had faced in preparation. For example, knowing this is a mock tender, students had wondered whether they should be honest and present themselves as a group of Master students still in a training process, or whether they should be inventive and just make up a company and present it as highly successful in order to secure the job. In talking about effectiveness and persuasiveness, students often see for themselves that a client-focused presentation is more successful compared to a presentation which focuses on presenting the company. Having undertaken research on the client, and thus showing knowledge of the client (e.g. in terms of their business, customers, website presence, existing multilingual documents) gives a company an advantage over another one. As students are normally already highly IT competent, they set up good company websites, create impressive logos and even hand out business cards. After the peer review feedback, the industry representative and the academic lecturer add their own comments and advice.

After this bidding exercise, the groups are required to submit a progress report of approximately 800 words, written by the team, and addressing the issues of how the team coped with the first challenges, how they agreed on the company name, how they assigned the professional roles and how they prepared for the mock tender. They are allowed to attach appendices (e.g. minutes of the group meetings, email exchanges), and this group report accounts for 20% of the module mark.

All of the remaining time is then devoted to individual group work, and the companies have to find a real client and a real project which they have to manage as a team. The groups work independently on this task but, if requested, they can arrange a consultation with the lecturer. There are also three or four additional talks provided by representatives from employers, including the DGT, addressing topics such as: What do translation companies expect from graduates? What should a CV look like to attract the attention of a potential employer? Such talks also provide more detailed information on specific procedures, for example, illustrating project management and various software used. In some cases, former graduates of our Master programmes who are now working in the translation industry come back to deliver such talks.

4.5 Assessment and outcome

For the main assessment, students have to submit an individual reflective report of approximately 4,000 words at the end of the module. This report accounts for 80% of the module mark. In this report, they are expected to address the following issues, but this time from their own perspective and their own role in the company: How were the tasks distributed? How was the project planned and managed? How efficient were the working relationships among the group members in their respective roles? Which problems were encountered and how were they solved? What went well and why? What did not go well and why not? How could similar problems be avoided in future? What could be done differently next time? The report is expected to be a critical report, not simply a narrative of what was achieved. As such, it should include a reflective statement about the learning process and the perceived learning outcomes, and a reflection on the student's own knowledge, strengths and weaknesses. Students are also expected to comment explicitly on how the seminars had prepared them to cope with the task, and which literature and other sources they consulted for guidance on performing their respective role and achieving the task. Based on experience with these reports so far, it has been decided that more explicit reflection was required on how exactly each member of the company contributed to assuring the quality of the translation. Until now, this issue has often been underdeveloped in the reports by those students who had performed the role of project manager or accountant. These reports should ideally provide sufficient evidence that the Translation Service Provision Competence has been acquired in all aspects of the interpersonal and production dimension, and also in conjunction with the other competences.

The final seminar is devoted to another oral presentation by the companies, less formal this time, since the reflective reports had already been submitted. In these presentations, the companies report on the project they completed, illustrating how they secured it, how they went about it, how they coped with problems, what went well and what they have learned. These are very interesting sessions, showing the progress made over time and the confidence and professionalism gained. For example, their accounts of how they negotiated instructions and deadlines with the clients are evidence of improved interpersonal skills. Most groups report initial difficulties in securing an authentic task, since on the one hand it had to be a real translation assignment, but on the other hand they could not charge for it since the company was not a legal entity (quoting and writing an invoice are part of the task, but no real money is exchanged). The clients are very often found among relatives and friends of the students, in addition to charities and other volunteer groups. The arguments used in convincing, for example, relatives of the usefulness of having documents translated, also demonstrate an awareness of the wider social role of translation and of translators.

5. Conclusion

Our postgraduate programmes have been running since 1997, but they have regularly been amended to keep up with the changes in the professional world and also with the development of the discipline of Translation Studies. The module The Translation Profession, which is the focus of this chapter, was added in 2004 and has also undergone some modification (and will continue to be amended in line with developments in the translation sector). It is only since 2008 that we have had the more extensive and systematic input from the translation industry expert. As previously mentioned, all modules are interrelated, and jointly they aim to enable students to develop the complex translation competence discussed above with reference to the EMT competence profile. It is in the module The Translation Profession that all six competence areas are most closely interrelated. If we compare the overall learning outcomes of a second cycle programme as specified in 'The framework of qualifications for the European Higher Education Area' to our postgraduate programmes generally, and the Translation Profession module specifically, we can say the following.

The EHEA framework states that qualifications that signify completion of the second cycle are awarded to students who 'can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study'. Finding a client and managing a translation project is a new environment for the students, and coping with the tasks requires a substantial amount of problem-solving ability for which they can build on the knowledge provided in the module seminars. Students having completed the second cycle are also expected to demonstrate the 'ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements'. Managing a translation project is a complex activity which includes social and ethical responsibilities. Moreover, information about the translation brief is often incomplete, and judgements have to be made through negotiation and reflection. The framework further states that graduates can 'communicate their conclusions and the knowledge and rationale underpinning these, to specialist and non-specialist audiences'. This skill is demonstrated in the negotiations with the clients (non-specialists) and in the reflective reports assessed by the lecturers (specialists). These skills in communicating knowledge are equally reflected in the essays for other modules, and in the Master's dissertation. Finally, the EHEA framework refers to graduates having the 'learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous'. Autonomous and reflective learning is at the heart of the module The Translation Profession, as illustrated above. The experience gained in this simulation exercise, including some initial development of entrepreneurial skills, is a good preparation for their professional career. This has also been repeatedly highlighted by the students themselves in their feedback reports for the module, as well as in retrospective comments we receive from our former graduates.

To conclude, the benefits of such a close cooperation between universities and the translation industry can be summarized as follows. The benefits for the students are most obvious. Having direct input from representatives of the translation industry gives them a better understanding and awareness of the employers' needs and the business practices of translation companies. Working on an authentic project is a rewarding experience, as students enhance their interpersonal skills (e.g. dealing with clients, working in a team). In addition, they can see that their translation work is actually used, for example, by featuring on a website with the name of the translator often added as well. Being engaged in activity-based and reflective learning makes them reflective practitioners who are also able to reflect critically on their own strengths and weaknesses. The nature of the assessment differs from assignments for other modules, and students often find it easier to write this kind of reflective report rather than a more theoretical essay. They generally obtain good marks as well which is both rewarding and motivating. Finally, since the students have gained practical experience, they are better prepared for the real world; in other words, they are job-ready. When working on their projects, and also as part of the programme, they have come into contact with translation companies and professional translators, which makes it easier for students to secure

placements in a company after having submitted their Master's dissertation. Such placements have often led to job offers and full-time employment.

The benefits of such an input from the translation industry for the university are, above all, the guarantee that the programmes are up to date and that they produce graduates who are well prepared for the professional world. Such close and regular links with translation companies thus also give credibility to statements about job-readiness in the learning outcomes of programmes. By actively contributing to programme delivery, the translation industry can also influence educational aims and at the same time get a better understanding of – and insights into – the requirements of Higher Education. Publicizing the benefits of cooperation and joint teaching, as we did for example at the 2009 Annual General Meeting of the Association of Translation Companies (Schäffner and Lawrence 2009) can also lead to more companies cooperating with universities. Finally, the translation industry itself will benefit from such cooperation which leads to enhanced professionalization of training and to job-ready graduates, therefore also improving the status and social recognition of translation and translators.

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Chapter 3

The Standard EN 15038[1]: Is there a Washback Effect on Translation Education?

Anca Greere

1. Introduction

The European standard 'EN 15038:2006-Translation Services. Service Requirements' is a purebred product of the professional translation environment, having no stated educational objectives. However, its adoption by different European national standardization bodies cannot but have considerable impact on translation education. Therefore this chapter aims to demonstrate to what degree this standard may be a useful tool in translation training and research, identifying aspects in the standard that might converge with translation education, and to indicate the means by which its content can be made useful for the development of specialized translation education.

First, the European context of standardization will be described referring precisely to the relevance of EN 15038 as a European standard. Secondly, as translation education draws significantly on translation research and the issues debated by scholars and professionals, I will draw attention to the links between the aspects addressed in the standard and research undertaken in Translation Studies. Thirdly, I will describe how EN 15038 is used for translator training in Romanian higher education by drawing attention to other professional reference tools such as the European Master's in Translation guidelines of the Directorate General for Translation of the European Commission, the Universities Contact Group mandate reports of the International Annual Meeting on Language Arrangements, Documentation and Publications and market studies initiated by the Romanian Translators Association. EN 15038 may be observed to impact on four distinct levels: (1) at programme level, to support curriculum development in translator training; the case of the European Master's in Translation Studies and Terminology of the Babeş-Bolyai University in Cluj-Napoca, Romania will be outlined; (2) at institutional level, to promote formal higher education training and continuous professional development