

[Title of the module] E.g. MODULE¹ “PROJECT MANAGEMENT”

In this module, you will learn about [e.g. translation project management]. The module consists of units and each unit deals with a different aspect of the topic (see table above). At the beginning of each unit you find the learning outcome to be reached after completing the learning activities. You also find information on the learning context, f.i. competences required for the specific content provided in the unit, technical and other requirements and your workload given in minutes. For your orientation an overview of the activities and their main characteristics (title, description, rationale etc.) are also provided. Afterwards you find the activities in a worksheet. At the end a reference for further reading is given.

Here you find the module’s structure in form of units and their content you will deal with.

Module “Project management”	
Unit 1	E.g. Professional standards of project management
Unit 2	E.g. Structure of translation companies
Unit 3	E.g. Impacts on the project management approach
Unit 4	E.g. Project management technology

¹ The module could either be used for individual training or as part of an existing training programme. All activities within the modules are only ideas and cannot be regarded as an entire course or constitute the main part of a training course.



UNIT 2: E.G. STRUCTURE OF TRANSLATION COMPANIES

Learning outcome	[Information related to the framework of reference see appendix 2 with a narrowed scope in form of a realistic and reliable outcome] After completing this unit you will [e.g. understand how translation companies are structured]
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Learning context

Pre-requisites	[Knowledge/skills/attitudes that are required for the content provided in the learning activity.] E.g. Understanding the general concepts of translation and project management.
Learning Environment	[Technical and other requirements.] E.g. Computer and Beamer or Flipchart
Time/Workload	[Total suggested time / ECTS] E.g. 180 Min

Overview of learning activities

Title	Description	Rationale/goal	Type of activity	Assessment	Estimated timeframe
[The title of the activity is provided.]	[Here the main focus and functions of the activity per se are described.]	[The specific knowledge / skill / attitude learner acquire in the activity are described.]	[debate, presentation]	[Self-/ Peer-/ Summative assessment Not assessed]	[Time that the activity takes.]
1. Introduction to the structure of translation companies	Discussion about how translation companies might be structured, which circumstances have an influence on it	Activating knowledge	Brainstorming, collecting ideas within pair-work, Presenting ideas within plenum, Structuring ideas by teacher	Peer-assessment, Feedback from the whole group & teacher	40 min
2.					
3.					

Background for lecturer
(bibliography, anticipated difficulties)



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WORKSHEET

Activity 1



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List of references

[Appendix 1 Quality requirements for e-modules (IO3)]

The e-modules platform is not a complete (systematically compiled) and independent training course, but should be used as a supplement or asset to complement other translation training programmes. eTransFair provides an open platform for sharing training materials and related resources and it shall not be viewed as a competitor for any higher education institution.

The e-modules could either be used for individual training or as part of an existing training programme. In the latter, the given institution could issue a certificate stating that their training included eTransFair Erasmus+ training contents. The training resources of eTransFair could be used as supplementary material in training, but the eTransFair modules cannot be regarded as an entire course or constitute the main part of a training course. This should be made clear to the users.

All methodologies, paths and other recommendations on the platform will only be ideas. This should also be made clear to the users.

Structure of the modules

- Description/Summary
 - Introduction (students should know what to expect and how they are going to be evaluated – assessment)
 - Objectives
 - Learning outcomes – related to the skills set
 - Requirements, e.g. previous knowledge, technical requirements
 - Workload, measured in ECTS credits (1 ECTS credit corresponds to 25 hours)
 - Table of content including overview of exercises, exams, etc.
- Content input (definition of terms, introduction to subject)
- Activities
- Assessment
 - Type of assessment: e.g. practical work, exam; (probably assessment rubric)
 - Grading: including weighting of the grade e.g. 50% for individual or group exercises /practical work, 20% for exams, etc.
- Additional resources (where applicable): Links to further activities / Recommendations / FAQs / Students notes / Reference for further reading / Glossary
- References

Configuration

“As for the methodology, the configuration of course contents will be based on the results of Output 1 by grouping skills into smaller parts (units, elements and performance criteria). Configuration also includes a credit point system, which takes into account university degrees, other examinations, experience, membership in a professional association – code of ethics, etc.)” DOW, p. 35.

Training activities

- The order of the activities should have the following sequence
 1. Pre-assessment (e.g. self-assessment on skills, what can I do before the course).What do I know or what can I do? (knowledge or skill or both?)
 2. First input (Knowledge based)
 3. Discussion (Bridge to the practical exercise)
 4. Practice (Exercise)
 5. Final assessment
 - 5.1 theoretical part: exam
 - 5.2 practical part: exercises
 - 5.3 Self-assessment on skills (what I can do after the course)

Content

- 7 e-modules have been defined:

MODULE 1: Terminology (new element) – BME

MODULE 2: Revision (new element) – BME

MODULE 3: Localisation – UniVie

MODULE 4: Tools – UniVie

MODULE 5: Quality management – Univie

MODULE 6: Entrepreneurial skills – Hermes

MODULE 7: Project management – Hermes

- The training content should be the same for trainers and trainees but the user guidelines should be adapted to each target group.
- The user guidelines should include suggestions on best practices which help make the most of training materials, but which could not be included in the content by the consortium for time/technical reasons.
- Current industry standards, e.g. ISO 17100 should be considered.
- If possible, there should be video materials.

- All material must be in English. A short description of each module should be provided in all working languages of the project.

Material

- Up-to-date (check projects, research literature, other relevant information in order to design up-to-date material (e.g. UAB would be happy to use our materials and they are ready to share theirs (Minutes of Barcelona))
- Innovative/Interesting
- Informative
- Competence-oriented (skills are less than competencies – they include skills, behaviours and knowledge)

Target groups

The needs of the different target groups should be considered when developing guides and training materials.

- Trainers
 - Teachers who do not have market experience
 - Market players who do not have teaching experience
- Trainees
 - Disadvantaged target groups: people living in remote areas, socially disadvantaged people, mothers on maternity leave, physically handicapped people excluding the blind and deaf.
 - Trainees without specific physical or social disadvantages.

Time-frame for each (sub)e-module

- To be discussed by the partners in a Skype meeting

Pilot phase

There should be a pilot phase for each e-module at each partner institution to test the usefulness of the content and the entire e-module.

- There should be a pilot test at the end of each module to assess the achievement of learning outcome - in this phase test results will be used to judge quality of material but not to assess students.
- Criteria for the evaluation of the pilot phase should be defined according to the information in DOW (p. 35): "A feedback form will be developed to obtain information as regards the completeness, structure and comprehension of the training material.

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Furthermore, information about the training programme (duration, sequence of training elements, required homework, etc.) and suitability of the learning portal will be explored. Trainers as well as trainees will provide feedback from their training experience, which will build into the guidelines developed to provide an incentive for the users referred to as SPUR (Outcome 5).

- Based on students' results, it will be possible to tell which parts are satisfactory (Student achievement is one of the indicators for the quality of material, but bad performance can have different reasons, e.g. lack of intrinsic motivation)
- Materials should be checked by subject experts – they should validate if tasks are adequate to improve students' skills
- External experts' parameters need to be defined (see criteria for evaluation)

Interactivity

- It should be defined how interactivity is understood in this project. Definition/levels of interactivity
<https://elearningindustry.com/elearning-interactivity-the-ultimate-guide-for-elearning-professionals>
- As a principle, the e-modules aim at the highest level of interactivity possible. (Examples: tests as samples, self-assessment tests, participation in forums.)
- Ratio of active/passive materials: 30% passive – 70% interactive – we will measure it in terms of time spent (out of 10 hours, 7 hours should be interactive)

Restrictions and legal aspects

- There should be no restriction on access to the content, but users should register before they are allowed to download the material.
- The copyright for the e-modules belongs to the organisation/partner responsible for this e-module.
- A licence for the e-modules should be considered, e.g. public domain, CC-BY, etc.
- The website or platform from where the e-modules can be downloaded should state that this is not an official certification. The material has been prepared by companies and universities. However, only accredited institutions can issue certificates.

Help

- The website server is in Hungary and BME is responsible for the development of the methodology portal.



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- Depending on the technical resources and help available for BME, users should be informed on what kind of technical support they could get if technical problems arise when using the platform.

[Appendix 2 ETRANSFAIR FRAMEWORK OF REFERENCE FOR THE FIT-FOR-MARKET TRAINING OF SPECIALISED TRANSLATORS]

Competences ²	Learning outcomes/descriptors
1. TRANSLATION COMPETENCE	
Knowledge	S/he understands various models and methods of translation, focusing on the processes (acquisition of procedural skills).
	S/he is aware of translation strategies and techniques.
Skills	S/he is able to understand source texts and create a translation appropriate to the client's request and skopos.
	S/he is able to identify and solve translation problems.
	S/he is able to define and apply translation strategies and techniques appropriately using appropriate meta-language.
2. LANGUAGE COMPETENCE	
Knowledge	S/he understands the linguistic and (inter-)textual conventions of the source language and the target language.
	S/he knows how to apply these conventions adequately in the source language and the target language.
Skill	S/he is able to compare the linguistic and (inter-)textual conventions and other characteristics of the source language and the target language, and adapt a product for a locale (i.e. localization).
Sensitivity/attitude	S/he is aware of recent changes and developments in the source language and the target language.
3. INTER- AND TRANS-CULTURAL COMPETENCE	
Knowledge	S/he understands principles and conventions of culture(s).
Skills	S/he is able to identify, apply and handle (inter-)cultural principles and conventions.
	S/he is able to manage (inter-)cultural principles and conventions in text/translation.
	S/he is able to compare the cultural conventions of the source language and the target language.
Sensitivity/attitude	S/he is aware of recent changes and developments in culture(s).
4. REVISION AND REVIEW COMPETENCE	
Knowledge	S/he is familiar with the general concepts of revision and review.
Skills	S/he is able to apply the above concepts adequately in revision and review (process).

² *Competence* has been defined as “the sum of knowledge, skills and characteristics that allow a person to perform actions” (CEFR, 2012); “as an ability to apply knowledge, experience, and skills to achieve intended results” (ISO 17100, 2015); “all the skills and knowledge that contribute to the successful completion of a translation task” (Lesznyák, 2008); and as “the underlying system of knowledge, skills and attitudes required to translate” (PACTE, 2001).

Sensitivity/attitude	S/he is aware of professional revision and review practice and its impact on a translation project.
5. DOMAIN-SPECIFIC COMPETENCE	
Knowledge	S/he knows how to identify domain(s).
	S/he understands linguistic and (inter-)textual conventions in domain(s).
Skills	S/he is able to translate in domain(s).
	S/he is able to edit and/or create a target text in domain(s).
Sensitivity/attitude	S/he is aware of recent changes and developments in domain(s).
6. TECHNOLOGICAL COMPETENCE	
Knowledge	S/he is aware of translation and communication technology available on the market.
	S/he knows how to differentiate between and select suitable technology according to the text/translation request.
Skills	S/he is able to use translation and communication technology effectively.
Sensitivity/attitude	S/he is aware of the technological requirements of the translation brief.
7. INFORMATION MINING & TERMINOLOGICAL COMPETENCE	
Knowledge	S/he is familiar with the general concepts of terminology.
Skills	S/he is able to apply appropriate strategies while creating and translating terminology.
	S/he is able to manage terminology (in databases) and customise it for specific translation projects.
Sensitivity/attitude	S/he demonstrates a critical mind needed to evaluate the reliability of terminology/documentary sources.
8. PROFESSIONAL COMPETENCE	
Project management	S/he is familiar with the general concepts and professional standards of project management.
	S/he demonstrates an understanding of how translation companies are structured and operate.
	S/he knows how the industry's and other external factors impact the project management approach.
	She is aware of project management technology available on the market.
Entrepreneurship	S/he recognises the differences in the work of freelance translators and translators in employment.
	S/he shows familiarity with the principles and procedures for establishing a freelance or translation company business in the chosen country of operation.
	S/he knows the basic principles of accounting and tax in the chosen country of operation.
	S/he knows the basic principles of insurance in the chosen country of operation.
	S/he is able to estimate a project (principles and procedures) in the chosen country of operation.
	S/he knows the concepts of the profession's legal aspects.
	S/he knows the concepts of the profession's ethical aspects.



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Generic competences / transferable skills	S/he is aware of the importance of transferable skills (including personal, interpersonal and instrumental competences) relevant for the profession.
Marketing and customer care	S/he understands the basic concept of marketing and customer care.
Quality management	S/he is familiar with the general concepts of quality management (assurance, assessment, control and improvement) used in the translation industry.
	S/he is aware of the importance of quality management in the processes involved in translation projects.
	S/he understands differences between quality as a product and quality as a process.
	S/he is familiar with the procedures when a non-conformity or customer claim is produced.