Integrating the Achilles' heel sheet into assessing translator employability training

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Abstract

Since the Achilles' heel sheet (AHS) was first piloted in undergraduate translation courses at the University of Granada (UGR) in the early 2000s (Way, 2003, 2008), a considerable number of years have elapsed. During this time the AHS has been modified and refined to meet the growing needs of translator trainees. This article will describe the improvements made to the AHS over the last 14 years and also describe how, after initially being used in translation modules, it has also been used in the Translation Professions module of the Foundations of Professional Translation 1 subject[1] of the postgraduate Master's Degree in Professional Translation. The introduction of the AHS in employability training has allowed us to align formative and summative assessment. By blending the use of diagnostic assessment, the AHS and the final summative assessment activity of the module, trainees are immersed in self-reflective situated learning. The activities not only guide them through an authentic first job application, but also promote self-regulated lifelong learning, critical thinking and introduce them to the importance of continuous professional development (CPD).

Keywords: Achilles' heel sheet; self-reflection; situated learning; self-regulated learning; lifelong learning; continuous professional development.

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1   For all academic terminology referring to the University of Granada we have used UGRTerm: https://ugrterm.ugr.es/en/term/fundamentos-de-la-traduccion-profesional-1/

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1. Introduction

Over the last 30 years or so Translator Competence (TC) models have become the backbone of translator training[2]. Authors such as Kiraly (2014, 2015) or Way (2014a, 2015) have addressed the complexity of developing and assessing all the sub-competences. Furthermore, Kiraly (2015) has proposed a postpositivist worldview which includes complexity thinking and a move from enaction to emergence in translator training. Other authors (Shreve et al., 2018) have questioned the use of TC models, suggesting expertise as an alternative, whilst Way (2014b) considers that TC and expertise are compatible in translator training.

Besides TC and expertise, TS research has turned to other avenues to improve translator training. Increased attention has been paid to authentic experiential learning (Kiraly and Massey, 2019) in project-based, authentic, collaborative learner-centred translation classes that aim to develop TC and expertise. Self-monitoring by trainees of their own performance as translators in multiple roles and self-reflection have also been addressed (Way, 2008: 100). More recently, translation pedagogy has tackled the use of significant learning contexts through situated learning (Way, 2019c) by encouraging learning strategies that facilitate a cognitive learning process. As Pietrzak and Kornacki (2021: 109) have indicated, "reflective approaches to translator training require inviting students to reflect and self-reflect with a view to increasing their individual autonomy and self-discovery. Reflection can be considered the primary source of the learner transformation, for example in approaches such as experiential learning (Schön 1983; Mezirow 1990, 1996)".

Assessment has always been a thorny question in TS. Most of the literature addresses the question of summative or formative assessment. Summative assessment is used normally as a final measure of how much trainees have learnt and whether they have achieved the expected learning outcomes. Formative assessment, on the other hand, measures student learning progressively during their training over a period of time. It allows trainees to identify strengths and weaknesses and, with effective feedback, reflect on where they need to improve and how to achieve this. The Student Assessment Thematic Peer Group of the European University Association (Evans and Bunescu, 2020: 7) proposes, in its report, adopting an integrated framework for assessment. The report's conclusions include, among others, the importance of formative assessment tasks as being integral to curriculum design and linked to the requirements of summative assessment as part of an aligned approach. This implies that students should be supported to become agents of change as their feedback on assessment may influence modifications in study programmes (see section 5) and to

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2   For an overview, see Way (2019a: 183-184 and 189-191).

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monitor and regulate their own learning by selecting and applying the most appropriate strategies to maximise their learning.

The rationale, then, behind the introduction of all of the above is, through a blended pedagogical approach, to increase trainees' self-reflection, their autonomy as learners and to develop their abilities to self-regulate their learning processes (Way, 2019b) by aligning both formative and summative assessment using the AHS. Atkin et al. (2001: 26) proposed three questions "to help design and implement an effective and efficient classroom assessment system" for learning assessment: Where are you trying to go?, Where are you now? and How can I get there? Based on Sadler's (1989) earlier discussion of the nature and function of formative assessment in the development of expertise (with special reference to formative assessment, feedback and self-monitoring), these three questions are pivotal to aligning our blended proposal.

2. Pillars of the pedagogical approach

Key to the underlying pedagogical approach used in this proposal are self-regulated learning (including feedback, motivation and self-efficacy), self-reflection and the AHS.

2.1. Self-regulated learning: feedback, motivation and self-efficacy

Self-regulated learning (SRL) as defined by Pintrich (2000: 453) is "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment".

Key to facilitating self-regulated learning is Nicol and Macfarlane-Dick's (2006) proposal that trainees should also assess their own work and progress, which stimulates their own internal feedback. Nicol and Macfarlane-Dick (2006: 199), based on research on formative assessment and feedback, remind us that, if trainers are aware that trainees can manage their own learning processes by becoming self-regulated learners, trainers can adapt their assessment and support of trainees. This is crucial when trainers observe that, even when using the same methodologies and activities, the effects on each individual student are quite different due to their heterogeneous educational baggage and diverse learning styles.

The importance of promoting self-regulation in trainees will be vital to their ability to acquire life-long learning skills. As Shreve (2006: 32) has suggested, self-regulation is a requisite to reach expertise. Therefore, the ability of trainers to take into consideration each trainee's difficulties at each step of task completion—planning, monitoring, regulating, evaluating, and recognizing failed processes and task variables—"would be an important step toward the development of more effective training for translators" (ibid.: 38).

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Likewise, effective feedback and motivation (Way, 2019b), which are intricately linked to trainees' assessment and support, are essential tools for trainers when faced with the difficult task of encouraging students to become autonomous learners in preparation for lifelong learning. Unfortunately, little attention has been afforded to motivation (Way, 2019b) and self-efficacy (Haro-Soler, 2018) in translator training until relatively recently. Although the EMT Translator Trainer Profile (2013, slides 10 and 15) does include two vital aspects of these psychophysiological aspects for trainers in its Interpersonal Competence ("ability to establish suitable learning environments for students") and in its Instructional Competence ("ability to motivate students"), these questions have been largely under-researched. Trainees are less likely to complete any task or activity (successfully) if they are not given clear instructions or if they have doubts about its usefulness or authenticity, all of which demotivate them. Task completion is contingent on motivation at every step to establish clear goals for each part of the task, to plan the best possible strategies or when monitoring their work. Moreover, if trainees doubt their ability (low self-efficacy beliefs) to complete a task successfully "they are less likely to use self-regulating strategies (planning, monitoring, revising) which in turn reinforces their belief that they cannot complete the task successfully, completing the vicious circle" (Way, 2019b). As we will see below, self-reflection in authentic experiential learning is also a vital tool in modules addressing the profession and employability.

2.2. Self-reflection in translator training

Improving trainees' self-reflection is one of the main pillars of the AHS. This topic is appearing more frequently in TS pedagogy literature with Pietrzak (2018) referring, for example, to self-reflection and quality in translation. This author has also discussed the potential of reflective translator training: "Translation students who attempt self-reflection gradually become more self-reliant since they realise and express their own ideas, attitudes, strengths and weaknesses (e.g. Pietrzak, 2016a, 2016b), which, in turn, can serve as invaluable feedback for translation trainers" (Pietrzak, 2019a: 1). In the same vein, the author (Pietrzak, 2019b) has considered how structured self-reflection can aid trainers to scaffold translator training and has discussed the importance of self-reflection as a strategy in metacognitive translator training (Pietrzak, 2022).

Most of the literature available focuses on training in translation modules and less on other professional aspects of trainees' training. Exceptions to this include Ehrensberger-Dow et al. (2016), Massey and Ehrensberger-Dow (2011) on ergonomics and socio-technical issues and Ehrensberger-Dow and Massey (2017, 2019) in translation workplace-based research. Pietrzak (2019a: 1) also highlights the importance of "…helping translation students develop real-life skills and thus empowering them to meet market demands". This has led to more research on employability in TS, although it still seems to centre on technical or CT based

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requirements rather than on other professional questions such as applying for translation or other language services provision posts.

2.3. The Achilles' heel sheet

In light of the above, the Achilles' heel sheet (AHS) (annex 1)[3], designed in the early 2000s (Way, 2003, 2009), was first developed from observation of a lack of trainees' reflection on their TC. Its use at the initial and final stages of each semester in translation modules has been an effective tool to stimulate self-reflection on current levels of competences, pinpoint possible strengths and weaknesses and to consider and discuss possible remedies before, during and after each translation module. It soon became apparent that it was also improving trainees' self-regulated learning too (Haro-Soler, 2019). Despite its success, it was apparent that trainees still lacked motivation (Way, 2019b) and sufficient awareness of their self-efficacy beliefs (Haro-Soler, 2019). This led to the inclusion of columns on the sheet (annex 2) to highlight the strengths in their competences and also conclusions as to where further competence development was necessary (annex 2: Way, 2017). The most recent version (annex 3: Way, 2021) moved the column for strengths to the first position to increase motivation and replaced the conclusions in version 2 with "Strategies to be applied/ How? Courses, research, etc." (annex 3)[4]. The AHS, then, has become a tool to provide information prior to any module or task and indicate where possible difficulties may arise. It also allows trainees to apply self-regulating strategies for each competence, thereby making their weaknesses more easily identifiable and taking steps towards improvement more manageable.

3. The educational context

The European Centre for the Development of Vocational Training (Cedefop) defines employability[5] as: "a combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers" (European Observatory Of Working Life, 2018). In 1997, the EU Member States adopted employability as one of the four pillars of the European Employment Strate-

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3   Each sheet or activity in the annexes has been reduced in size by eliminating the space provided for trainees to complete each section.

4   A modified AHS for legal translation, based on Prieto Ramos (2011) and Kelly (2007), was also presented in 2021 in a legal translation seminar at the *Translation Forum 2021* in Riyadh.

5   European Centre for the Development of Vocational Training (Cedefop) Skills Panorama Glossary, https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/employability

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gy[6]. Later, the Lisbon Strategy 2000-2010[7] and the Europe 2020 strategy[8] designed to promote more growth and jobs, considered higher employability to be a precondition for reaching an increased employment rate. Employability, in turn, entails improving and adapting general and vocational training to new conditions and forms of work; the implementation of lifelong learning principles and the definition of specific targets for educational levels. Employability, then, has become a key strategic area in Higher Education (HE).

3.1. Translator training and employability

TS is no exception and has been extremely active in introducing employability related modules and activities. Cuminatto et al. (2017: 123) have suggested that "employability should be an embedded ethos for translation and interpreting courses in particular". They also recognise (ibid.) that "pressure to implement such strategies can lead to bolted-on rather than embedded activities within academic curricula". Admittedly, before Higher Education (HE) offered whole services dedicated exclusively to employability, "bolted-on" or ad hoc activities were an initial way of exposing trainees to professional reality. Furthermore, in the absence of specific professional modules, translator trainers often included professional aspects in their translation modules (project management, IT, collaborative work, translation quotes, fees, ethics, etc.). Additionally, the authors (ibid.: 136) also suggest that "equally, ensuring that students do draw links between the skills they are developing in their courses and their commercial applications is an aspect which *requires explicit reflective exercises*"[9].

Schaeffner (2012: 36) had also already described "reflecting on one's own knowledge, strengths and weaknesses (reflective practitioners)" as a vital element when incorporating professional aspects in an MA programme. This author (Schaeffner, 2014) participated actively in the OPTIMALE Erasmus academic network (2013)[10]. The network's aim was to describe, define and disseminate good practices in four thematic areas: new tools and technologies, domain specialization, professional oriented-practices (coordinated by Aston University) and quality assurance. After "mapping existing approaches to the introduc-

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6   https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/european-employment-strategy

7   https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/lisbon-strategy

8   https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/europe-2020

9   Our emphasis.

10   OPTIMALE is an Erasmus academic network funded by the Directorate-General for Education and Culture (October 2010 - September 2013). It includes 65 EU partners and 5 "third country" partners from 31 countries.

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tion of professional practice in translator training programmes" (Schaeffner, 2014: slide 7) through questionnaires, the results were synthesised and some of the findings and examples of good practices were presented at the Enhancing Employability of Graduates LIND-WEB Forum held in Brussels in 2014. The results showed that specific modules for professionally-oriented practices did exist, as well as ad hoc talks, seminars or workshops with practising translators or professional organisations. The good practices indicated that "including project management, business and commercial aspects, ethical aspects and customer related aspects in translator training programmes enhances graduates' employability; *some form of assessment of such skills would be essential*[11]; and input from the translation industry and professional associations is particularly useful in this respect" (ibid.: slide 11).

Rodríguez de Céspedes (2017: 12) has also addressed employability in the translation curriculum, describing the Professional Aspects of Translation module on the MA Translation Studies at the University of Portsmouth running since the year 2000. Revised in 2013, one of its aims is to provide trainees with the tools needed to transition into the professional world and how to self-evaluate and further develop their skills (CPD). Furthermore, the University's Student and Graduate Enterprise Team also include job applications and job searches (writing CVs and mock job interviews) amongst their activities. Trainees are also encouraged to be aware of their own current competences and to identify any weak points, which help "to boost self-confidence" (ibid.: 14). In line with Schaeffner (2014), Rodríguez de Céspedes (2017: 18-19) reminds us that "ultimately, employability skills should not only be incorporated in theory but also in practice in the form of realistic and *applicable learning objectives and assessments*"[12]. Again, little can be found concerning the actual assessment used in employability activities.

Other authors have discussed the importance of employability, the agents involved, ethics and the division of attention to working with Language Services Providers (LSP) or becoming a freelancer (Olalla-Soler, 2016) or how to embed employability in the curriculum (Sachinis, 2011; Chouc and Calvo, 2011). Furthermore, having participated in an employability enhancing project with fourth year trainees at the UGR (Calvo et al., 2010), the Universidad de Pablo Olavide (Seville) introduced an elective professional module which incorporated 7 objectives, including: raising students' awareness of the skills acquired and/or developed during their university studies; providing students with specific job-seeking tools (including CV writing for applying for translation posts and/or the professional market in general, writing presentation letters, job seeking resources, etc.), and analysing students' professional profiles, in order to develop planning strategies for further training and/or for CPD. Besides

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11   Our emphasis.
12   Our emphasis.

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other informative elements concerning graduates' employment prospects in the private and public sector or the importance of the skill requirements in the translation market, this module clearly includes self-reflection, self-regulation and life-long learning (CPD). All of these have been vital elements at the UGR for quite some time, as we will see below.

3.2. The training context at the UGR

As early as 1994 the undergraduate Translation and Interpreting Degree at the UGR introduced a 2 credit (20 hours) elective module on the translating and interpreting (T&I) professions. The module was extremely popular and became a 4.5 credit module in the redesigned degree in 2001. Participants in this module also participated in Kelly's volume which offers an overview of professional perspectives for T&I in Spain (Kelly, 2000).

3.2.1. Extracurricular activities

Besides the curricular modules, these initiatives also led to an extracurricular project on innovative tutorials by the AVANTI[13] and GRETI[14] research groups at the UGR: "Specific Professional Guidance for Future Graduates of Translating and Interpreting". The first edition ran from 2005-2006 with 60 students, 12 trainers from the UGR and 30 external professionals (including experts in employability). The project involved round tables on an array of professional topics with trainers, graduates and professionals and individual tutorials. A personal development record, similar to the AHS, was also completed by the trainees. Due to its success, a second edition was offered in 2006-2007, with 89 trainees participating. Given the success of the project, a 6 credit elective module on the T&I professions was incorporated when the undergraduate degree was redesigned in 2012. It is currently offered to 5 groups of approximately 40 trainees. The Faculty of Translation and Interpreting (FTI) also holds a series of professional talks and round tables annually for trainees with experts from different translation fields, graduates who explain their experiences and experts on diverse employability matters.

The UGR, like most universities today, has also expanded its offer of courses (MOOCs)[15], which include from how to join the job market (CVs, interviews, etc.) to employability and opening a company[16]. These are university-wide courses and, therefore, more general than the FTI's offer.

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13 https://investigacion.ugr.es/ugrinvestiga/static/Buscador/*/grupos/ficha/HUM763

14 https://wpd.ugr.es/~greti/

15 https://empleo.ugr.es/orientacion/formacion-para-el-empleo/

16 https://e-ugremprendedora.ugr.es/

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3.2.2. The Master's Degree in Professional Translation (MUTP)

Given the long tradition of incorporating employability and professional aspects in under-graduate training at the UGR, this was also integrated into the one-year Master's Degree in Professional Translation (MUTP), which has run since 2014 and is a member of the European Master's in Translation (EMT) network. The MUTP also participates in two-year double or multiple degrees since 2021 in the Arqus Multiple Master's Degree Programme in Transla-tion[17]. Of the 18 ECTS credits dedicated to the Foundations of Professional Translation, the compulsory 20 hours Translation Professions module[18] is offered in two groups of approx-imately 30 trainees. The module includes: Translator competence; Traditional, current and emerging professional profiles; Work models (in-house/agencies/freelance); Professional associations and platforms; Ergonomics, stress, time management, etc., and Social and ethical questions in professional practice. Practising translators (often UGR T&I graduates) are also invited to participate in sessions on pricing, billing, or, for example, setting up co-working businesses.

3.2.3. Student cohorts

The student cohorts have diverse personal and educational backgrounds. Some are UGR graduates in T&I, others from other T&I faculties in Spain or other countries, others are language or language and literature graduates or even from any other degree. Prior pro-fessional experience, if accredited, also allows access to the course. The itineraries offered are Legal translation; Audiovisual translation and accessibility; Specialised translation and translation technologies; Arabic/Spanish translation, and Professional Translation (all in-cluding compulsory internships). The last two itineraries accept non-T&I graduates. The A languages are English, French, German and Arabic. Within this heterogeneous group, not all trainees intend necessarily to be translators. The course, then, also addresses other language services professions (terminologist/project manager/resources manager/proof-reading/ editorial work/etc.).

4. The blended activities and aligned assessment

The blended activities and aligned assessment we describe are based on the three ques-tions proposed by Atkin et al. (2001: 26). These questions address Sadler's proposal (1989: 121) that learners need to "(a) possess a concept of the *standard* (or goal, or reference level)

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17   https://masteres.ugr.es/traduccion-profesional/informacion/presentacion#title3

18   https://tradinter.ugr.es/docencia/posgrados/master-universitario-traduccion-profesional/
     guia-docente/M21/56/2/1

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being aimed for, (b) compare the *actual* (or current) *level of performance* with the standard, and (c) engage in appropriate *action* which leads to some closure of the gap". Furthermore, he underlines that these three requirements need to be "satisfied simultaneously rather than as sequential steps" (ibid.). So, how can we encourage trainees to find the answers to the three questions:

1. Where am I going? This involves expectations, targets, criteria and levels of performance. Sadler (ibid.: 127) suggests the use of descriptive statements and examples.

2. Where am I now? Introducing self-reflection and self-assessment with the AHS.

3. How can I close the gap? Giving effective feedback, motivation, improving self-efficacy beliefs and, as Sadler (ibid.: 138) suggests, "the third condition for self-monitoring to occur, is that students themselves be able to select from a pool of appropriate moves or strategies to bring their own performances closer to the goal".

The targets, criteria and levels of expectation are addressed in class presentations and discussions offering both good and bad examples of, for instance, CVs, cover letters, professional practices, etc. This helps trainees to interiorise good practices and build up a pool of possible strategies for future use. The AHS is a vital tool to introduce self-reflection and self-assessment of trainees' TC. Through group discussion and individual tutorials, trainees learn how to search for, find and select resources to plan their CPD efficiently. Giving effective feedback, motivating trainees and, thereby, improving their self-efficacy beliefs will bolster their perseverance and initiative when self-regulating their learning and their CPD. Aligning both formative and summative assessment, the solution to articulating these three questions in the training has been to use: 1. diagnostic assessment; 2. the AHS, and 3) the final assessment activity.

4.1. Diagnostic assessment

Such a large and varied cohort can differ considerably each year. It is, therefore, vital to understand the trainees' prior knowledge and expectations so that the course content can be modified, if necessary, by placing more emphasis on weaker areas or reducing the content load for ground already covered. As any trainees may have never heard of TC or be aware of any aspects of the profession, prior reading is available online for both T&I and non-T&I graduates. Obviously, personalised tutorials can also accommodate individual cases.

The best tool to initially address this heterogeneity is the Diagnostic Assessment (annex 4), which is the first task completed on the first day of class. Trainees are first asked about their prior knowledge of the course content, of TC and about their expectations of the course. Further questions ask whether they want to be translators, have worked as translators or what they would like to be. This exercise requires self-reflection by the trainees on both

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their current status and their future plans. Many, often, may not have even decided on their future career path or on how to prepare for it. The results of this first diagnostic assessment can be discussed in class and individually to provide a clear picture of how the course can be most effective for each group each year. This also provides a clear overview of the make-up of the class and any specific individual needs.

4.2. The AHS

Once we have an overall view of the trainees' prior knowledge and expectations, attention must be turned to their individual TC competences (in preparation for this and the subsequent translation modules). The AHS is completed by the trainees at the start of the module and again at the end of the course in some of the translation modules. Its success will depend on clear instructions being given: trainees should complete the sheet in light of the field or specialisation which they are planning to follow. Furthermore, offering examples of how to complete the sheet is also beneficial. For Communicative and Textual Competence trainees will often state as strengths that they write well in Spanish and have a high level in their B language. Reminding them that this competence is much more than just this (by asking them if they have a good command of text typologies, textual conventions or the different professional discourses of their chosen specialisation), raises their awareness of possible areas that require more attention before they start the subsequent modules. In the same vein, for Subject Area or Thematic Competence the degree of basic knowledge required in order to translate can be discussed. Special attention is paid to Professional and/or Instrumental Competence in relation to the module's content. Once they have completed the AHS, help can be given on possible resources or activities for their personal training strategies, which are discussed, again, in the class or individually. As the module progresses, everything is linked to the trainees' expectations and the results from their AHS. Trainees consult the trainer about their personal training activities, which can be modified and adjusted to their future plans. The AHS requires brutal honesty and self-reflection which may require some guidance initially, but, in turn, it will help trainees to self-regulate their learning.

4.3. The final assessment activity

The final assessment activity (annex 5) is designed to amalgamate everything seen in the module and align their assessment. The AHS alone had already been successful in improving TC and even trainees' self-reflection and self-regulation (Haro-Soler, 2018). Nonetheless, within such a short period of time and faced with a diverse range of expectations and possible future professional profiles in this postgraduate course, blending the diagnostic assessment, the AHS and the employability aspects of the module provides a personalised, significant task. Motivation to perform the task well is increased and draws on all the key aspects of self-regulation: goal-setting, planning, self-assessment, self-reaction, self-monitoring and feedback (Zimmerman, 2002).

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The activity is divided into sections. Firstly, trainees must select and describe in detail a professional profile or post in which they are interested. If they are unsure of their future career path, they will choose one of their possible future choices. Then, they will reflect on why they are interested in this particular post. This entails detailed research about the post, exactly what it encompasses and possible employers. Secondly, trainees will relate their chosen profile or post to each of the competences it requires using Kelly's TC model (Kelly, 2007). Considering the competences in relation to a field or profile is somewhat different to their first attempt at their personal AHS. It will, however, provide an opportunity to reflect upon the differences between the post's competence requirements and their own competences and how to close the gap. This will provide a basis for their CPD planning. Thirdly, their self-assessment, self-reaction and self-monitoring are activated to implement goal-setting and planning based on the feedback provided to them earlier in the module and their own efforts to improve, by asking them to draft a personal training plan for their chosen profile or post based on their current competence levels and a specific possible employer (agencies/institutions/companies/client as a freelancer). Finally, they will provide their CV and a cover letter (in English/French or German) for the specific post and employer indicated previously in the activity.

In this way they employ and exploit their higher-order metacognitive skills such as planning, self-assessment, self-reflection and self-revision in a situated task which is relevant to their professional futures. Preparation for job searching, CVs and job interviews are a part of the module. Unlike some of the university-wide extracurricular courses, the module reviews examples of CVs specifically for translators or other language service provision posts. Trainees search for examples and discuss their appropriateness and whether the competences have been highlighted adequately. Examples include video CVs (for example for dynamic employers or audiovisual translation). The care and attention required in a CV are discussed with examples which, despite their originality and content, have, for example, spelling mistakes. Special attention is paid to writing CVs in languages other than their A language. Finding the most appropriate tone and the balance between selling oneself well and appearing arrogant is not always easy (see Hofstede, 1991). Despite the fact that the final assessment is used for summative assessment (a final mark is required), it offers answers to the questions posed by Atkin et al. (2001: 26). By aligning the two previous activities, the trainer can see the development of self-reflection, self-assessment and self-regulation in combination with the trainees' participation in class discussions and their tutorials.

5. Results of the approach

The MUTP was approved in 2014 and in the academic years between 2014 and 2016 the assessment activity was initially a commentary on an academic translation theory article and, later, selection of a text related to the trainees' specialisation, providing a brief and a

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translation of the text. This was modified i5 2016-2017 to include the final assessment activity described above in combination with the diagnostic activity and the AHS, in order to measure the achievement of the module's learning outcomes more precisely.

5.1. Student satisfaction with the activities

Trainees are asked to complete questionnaires for quality control at many universities today. The UGR is no exception. The results undoubtedly provide useful insights for trainers on areas of improvement. At the UGR the questions are divided into 5 blocks: Teaching planning and compliance with the study guide; Teaching competence; Learning assessment; Class environment and trainer/trainee relations, and Global assessment: General trainee satisfaction with the trainer's teaching performance. Trainers' results are offered in comparison to results for similar modules in the Department, Faculty, and the whole UGR. We will offer the General overview and then focus on the Learning assessment and Global assessment in particular.

Data is presented for the 2016-2017, 2019-2020 and 2020-2021 academic years. Survey results are not always available for each module every year as they are dependent on trainees' online participation. When the new final assessment activity was introduced in 2016, a logistical problem meant that, rather than the two groups of approximately 30 trainees, only one group of the module was offered with 51 trainees. This defeated the object of individual, personalised training to a certain extent. In the academic years 2019-2020 and 2020-2021 trainees were once more divided into two groups:

TABLE 1

Trainee satisfaction data

	2016-17	2019-20	2020-21
Trainee numbers and responses	**13/51**	**7/22**	**10/28**
Teaching planning and compliance with the study guide	4.43	4.65	4.85
Teaching competence	4.43	4.52	4.69
Learning assessment	4.2	4.36	4.61
Class environment and trainer/trainee relations	4.54	4.86	4.95
Global assessment: General trainee satisfaction with the trainer's teaching performance	4.54	4.57	4.80

Despite the larger group, results were still good for 2016-17. The results are also consistently higher for comparable modules in the Department, Faculty and the UGR. There is a slight

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improvement in 2019-2020 in learning assessment, although no difference is noted for the second learning assessment question compared to the previous year, as shown below.

TABLE 2

Learning assessment questions

DIMENSION: LEARNING ASSESSMENT	2016-2017	2019-2020	2020-2021
Does the assessment system and do the assessment criteria comply with the study guide?	4.44	4.80	4.89
The assessment used allows me to know if I am progressively achieving the expected competences	4.00	4.00	4.33

The results, again, are consistently higher than other comparable modules in the UGR. Having detected the lack of improvement for the second learning assessment question in the first two years, greater attention was paid in the following academic year (2020-2021) to blending the activities more and encouraging trainees' guided individual self-reflection and self-regulation.

The overall progression is, obviously, positive. Nevertheless, there are several matters to be considered. Trainees are asked to complete questionnaires for every module and many other aspects of university life (the library, administrative services, etc.), creating an overload which leads to a low response rate in general. Furthermore, as indicated by Brookfield (2017 [1995]: 19), "critically reflective teachers recognize the error of assuming that good teaching is always signalled by the receipt of uniformly good student evaluations. They know that the complexities of learning and the presence among students of diverse personalities, cultural backgrounds, genders, ability levels, learning styles, ideological orientations, and previous experiences make a perfect ten impossible to achieve". Nevertheless, as indicated earlier (Evans and Bunescu, 2020: 7), trainees' feedback about their assessment played a vital part in the modifications made in this module. These modifications affected not only the final assessment, which changed drastically, but also the emphasis placed upon self-reflection, self-assessment, self-regulation and the importance of trainees' self-efficacy beliefs.

5.1.1. Examples of visible outcomes

Although the UGR produces graduate employment data, the results for specific courses or modules are not always easily discernible. MUTP graduates have shifted in their itineraries of choice over recent years. Traditional profiles, such as legal or scientific translation or language teaching, have always been popular. Audiovisual translation has increased signifi-

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cantly recently and new profiles, such as accessibility, translation technologies or project management, are on the increase. Pending further more detailed research, here we present the cases of two graduates as examples.

One trainee, a graduate of Arabic language and literature was interested in creating Arabic language learning materials for publishers. In tutorials she was advised to find information about employment possibilities and the possible posts and competence requirements. For her final assessment, she had contacted publishers and even spoken to one publisher who expressed interest in her as a candidate for future employment. She honed her research skills, her awareness of her own competences for this post and the gap remaining in order to comply with such a post's requirements.

Another example was an UGR T&I graduate interested in project management. She researched possible posts and the necessary competences for major LSP companies in her final assessment activity. In just the third month of the MUTP course, she applied for a position as a Junior Associate Resource Coordinator with SDL/RWS. Tutorials with her supported, her CV and cover letter writing and also interview techniques and practice. Her interviews were in German (her C language), so she found external help for practice. She was given the post in January 2021, which she accepted and combined it with completing the MUTP successfully. Her final MUTP dissertation (García Canteli, 2021), on translation project management, compared her academic training in project management with the professional reality of her post. She was promoted to Associate Resource Coordinator in January 2022, just one year later. She has recently accepted a new post as Project Control Services Analyst with Accenture (from September 2022) and is going to study a further online Master's course in Project Management from October 2022.

Whilst purely anecdotal, these and other graduates' experiences indicate a need for further research on the actual outcomes of their training.

6. Conclusions

As outlined in our introduction, our proposal relies heavily on current TS pedagogy. Furthermore, it attempts to address the need to align both formative and summative assessment using the AHS (previously only used in translation modules). This blended approach, contrives to increase trainees' self-reflection, their autonomy as learners and to develop their abilities to self-regulate their learning processes (Way, 2019b).

As trainers continue to juggle the delicate balance between educating and training (Way, 2019a), research has highlighted the need to better prepare trainees for employability and CPD with "explicit reflective exercises" (Cuminatto et al., 2017: 136). Realistic, effective assessment of employability training, however, has been largely neglected in

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TS literature (Schaeffner, 2014: slide 11; Rodríguez de Céspedes, 2017: 18-19), a void this proposal hopes to have addressed.

This blended proposal immerses trainees in self-reflective, situated learning which not only requires them to produce an authentic first job application, but also stimulates self-regulated lifelong learning, critical thinking and lays the foundations for planning their CPD. The proposed activities prompt significant, situated self-reflection by scrutinising trainees' expectations and objectives (diagnostic assessment), encouraging self-assessment of their TC strengths and weaknesses in relation to the competences required for their professional goals (AHS), and by guiding them towards self-regulated learning which will bolster their ability to identify their goals and devise small, achievable steps towards fulfilling them (final assessment).

Whilst only an indicator of reality, the results for student satisfaction have been key to implementing modifications in the module. These modifications were not only in the alignment of the formative and summative assessment, but also in the attention paid to individual trainees' self-reflection and self-regulation. Clearly, as trainees' self-regulated learning develops at different paces, given their diverse educational and personal baggage, it is attention to the individual, to trainees' heterogeneous expectations, professional plans and TC development needs which makes a significant difference in their training.

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Annex 1

ACHILLES' HEEL SHEET 2009

COMPETENCES (KELLY 2005)	ACHILLES' HEEL	REMEDIES
Communicative and Textual Competence in at Least Two Languages and Cultures		
Cultural and Intercultural Competence		
Subject Area Competence		
Professional and Instrumental Competence		
Attitudinal or Psycho-physiological Competence		
Interpersonal Competence		
Strategic Competence		

Annex 2

ACHILLES' HEEL SHEET 2017

COMPETENCES KELLY (2007)	ACHILLE'S HEEL	STRATEGIES	STRENGTHS	CONCLUSIONS
Communicative and Textual Competence in at Least Two Languages and Cultures				
Cultural and/or Intercultural Competence				

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Subject Area or Thematic Competence				
Professional and/or Instrumental Competence				
Attitudinal or Psychophysiological Competence				
Interpersonal or Social Competence				
Organizational or Strategic Competence				

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Annex 3

ACHILLES' HEEL SHEET FOR TRANSLATORS 2021

COMPETENCES KELLY (2007)	STRENGTHS	ACHILLE'S HEEL	STRATEGIES TO BE APPLIED	HOW? COURSES, RESEARCH, ETC.
Communicative and textual competence in at least two languages and cultures				
Cultural and/or intercultural competence				
Subject area or thematic competence				
Professional and/or instrumental competence				
Attitudinal or psychophysiological competence				
Interpersonal or social competence				
Organizational or strategic competence				

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Annex 4

FOUNDATIONS OF PROFESSIONAL TRANSLATION 1
2019-2020
DIAGNOSTIC ASSESSMENT

How much do you know about the topics we will discuss?

	A LOT	SOMETHING	A LITTLE	NOTHING
1. Traditional profiles				
2. New and emerging profiles				
3. Team/collaborative work				
4. Working in-house or as a freelancer				
5. Professional practice: Productivity, time management, ergonomics, stress/pricing				
6. The translator's role in society				
Organizational or strategic competence				

Are you aware of the Translator Competence models?
If so, which models?

Do you believe that you are prepared to enter the professional market? Yes/No
Why/Why not?

What would you like to know about this profession?

Do you want to be a translator?

If not, what would you like to do?

Have you ever applied for a job or worked as a translator?
Yes/No Describe your experience

Have you ever been taught how to prepare your CV?

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Annex 5

<table>
<tr><td colspan="2" align="center">**INDIVIDUAL TASK:**
FOUNDATIONS OF PROFESSIONAL TRANSLATION 1
TRANSLATION PROFESSIONS 2019-2020</td></tr>
</table>

Surname(s) and name(s):
Email:

1. Describe a professional profile or post in detail which interests you. Explain why:

2. Relate this profile to each of the competences required for this post (use Kelly's TC model):
3. Draft a personal training plan for this profile referring to your CV, your current competence levels and to possible employers (agencies/institutions/companies/as a freelancer).
4. Attach your CV and a cover letter for a post with one of these possible employers (Indicate the post you are requesting):

Assessment

TASK	MARKS
Description of the professional profile (20%)	
Required competences (20%)	
Draft of the personal training plan for this profile referring to your CV, your current competence levels and to possible employers (agencies/ institutions/companies/ as a freelancer). (35%)	
CV and cover letter (25%)	
Total (100%)	