Tuning

Russia

Reference Points for the Design and Delivery of Degree Programmes in Interpreting and Translation

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University of Deusto
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Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Interpreting and Translation. The document has been developed by subject area group, including experts from Russian and European universities, in consultation with different stakeholders (academics, employers, students and graduates).

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Editors:
Dyukarev Ivan, University of Deusto (Spain)
Altuna Asier, University of Deusto (Spain)
Karavaeva Evgeniya, Association of the Classical Universities of Russia (Russia)

Authors:
Zabotkina Vera, Russian State University for the Humanities (Russia)
Kabakhidze Ekaterina, Moscow State Academy of Business Administration (Russia)
Kotova Nadezhda, Udmurt State University (Russia)
Krakovich Vadim, Russian State University for the Humanities (Russia)
Kruglyakova Victoria, Russian State University for the Humanities (Russia)
Murugova Elena, Don State Technical University (Russia)
Reingold Natalya, Russian State University for the Humanities (Russia)
Sudakova Olga, Russian State University for the Humanities (Russia)
Zhukova Elena, Yaroslav-the-Wise Novgorod University (Russia)

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P. Box 1 - 48080 Bilbao
e-mail: publicaciones@deusto.es

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Content

Preface

Tuning started as a project in 2000, initiated by higher education institutions and their academics, and strongly supported morally and financially by the European Commission. Over time Tuning has moved beyond the EU and gradually transformed itself into a global methodological system covering educational sectors in many regions of the world.

Androulla Vassiliou, the European Commissioner for Education, Culture, Multilingualism and Youth, underlined when closing the "Tuning in the World: New Degree Profiles for New Societies" Conference in Brussels on 21 November 2012, that whilst Tuning started as an attempt to solve a strictly European problem, it has become a methodology that can be adapted to different higher education structures in very different cultural contexts and that the commitment of the universities, the associations and the national authorities involved is key to the continuing success of this initiative.

The Tuning Russia project has been designed as an independent university-driven project with contributions of university staff members from different countries. The Tuning Russia project reflects the idea that universities do not look for the harmonisation of their degree programmes or any sort of unified, prescriptive or definitive curricula; but, simply for points of convergence and common understanding. The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the Tuning Russia project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. The objectives are completely different. Tuning looks for common reference points. The Reference points are

non-prescriptive indicators that aim to support the articulation of degree programmes.

The publication of the "Tuning Russia Reference Points" series became a reality due to collective work of Subject Area Groups and project teams at participating European and Russian universities, their academic and administrative personnel to whom we would like to express our sincere gratitude. We stress our deep appreciation to all European and Russian experts who have made a significant contribution to the development of reference points for the design and delivery of degree programmes in various subject areas.

The Tuning process in Russia has been supported by the National Tempus Office in the Russian Federation from the very beginning of the project. Our special thanks go to Director Olga Oleynikova, whose support and recommendations were invaluably important during the implementation of the project. The project and this publication would not have been possible without the coordination and recommendations of Tuning General Co-Coordinators Julia González and Robert Wagenaar.

We hope that readers will find this book both useful and interesting.

Pablo Beneitone
Director of the International Tuning Academy,
University of Deusto (Spain)

Ivan Dyukarev
Tuning Russia Project Manager, International Tuning Academy,
University of Deusto (Spain)

Evgeniya Karavaeva
Tuning Russia Co-Manager, ACUR Executive Director,
Association of the Classical Universities of Russia (Russia)

Artur Demchuk
ACUR Coordinator for Academic Mobility,
Association of the Classical Universities of Russia (Russia)

1

General Introduction

The convergence of national educational systems within the EU is an important milestone in the global development of modern higher education in the 21st century. The day when the Bologna Declaration[1] was signed (19 June 1999), is considered the official starting point of the harmonization process of higher education systems within Europe, a process whose end aim consists in the creation of the European Higher Education Area (EHEA). Russia joined the Bologna process in September 2003 at the Berlin Conference of European Ministers in charge of Higher Education.

Signing the Bologna Declaration has led to a series of reforms in the educational systems of the majority of European countries. For higher education institutions (HEIs) these reforms consist in tuning basic teaching programmes in terms of both the structure and the outcomes of degrees. A prominent role should be given to the graduate and degree profiles so that they meet the needs of both the labour market and society, as well as to the specific tasks an academic community has to solve. Therefore, it is particularly important to express all the various educational levels in terms of competences and learning outcomes.

1.1. The contribution of universities to the Bologna Process and Tuning

It is well known that the Tuning Project —"Tuning educational structures"— has developed within the broader context of continuous

[1] The Bologna Declaration on the European space for higher education. http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf

reforms of European higher education systems, when society at large has been undergoing rapid changes. The name Tuning was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Tuning Educational Structures in Europe[2] started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time, Tuning has developed into a Process, an approach to (re-) design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning Project and its methodology constitute one of the academic tools for creating the EHEA. The need for compatible, comparable and competitive higher education in Europe reflects the students' requirements. As student mobility increases, so does the demand for reliable and objective information on the degrees offered by different HEIs. Apart from this, employers both within and outside Europe require reliable information on qualifications awarded and on what these qualifications mean in practice and in the labour market context. Therefore, the process of creating national qualification frameworks is inseparable from the EHEA development process.

Tuning aims to meet the needs of educational institutions and structures and to offer a concrete approach to implementing the Bologna Process at the level of higher education institutions and subject areas. The Tuning approach proposes a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant to making study programmes comparable, compatible and transparent. The agreed-upon reference points for subject areas and their degree programmes are expressed in terms of competences and learning outcomes.

Tuning in general has emerged from the understanding that the Bologna Process is about universities, their students, academic and non-academic

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[2] Tuning Educational Structures in Europe. http://www.unideusto.org/tuningeu/

staff. It is they, with all their knowledge and experience, who should be deciding upon higher education innovation strategies. Tuning is a university-driven project and movement, which came into being as a reaction of HEIs to new challenges and new opportunities that emerged within the process of European integration and the creation of the EHEA.

1.2. Tuning in Russia

The Tuning methodology, which allowed European Universities to cooperate successfully and coordinate their activities aimed at creating unified educational cycles, uniform requirements for the structure of programmes, the development of common approaches to comparison and the assessment of learning outcomes, has become a "road map" for the Bologna process. Developed within the framework of the "Tuning educational programmes in European universities" project, the Tuning methodology as a universal tool for modernizing curricula in the context of achieving professional competences, has today gone beyond the borders of the EU and has acquired international significance. Universities in different countries and continents in expanding cooperation have increasingly resorted to using it to build joint programmes involving academic mobility, integrated education, introduction of a credit system, the exchange of educational modules and the mutual recognition of qualifications.

Russian Universities are also mastering the principles of the Tuning methodology through incorporating generic and subject specific competence descriptions into educational planning at the level of full degrees and individual degree components. Upon the implementation of the third-generation Federal State Educational Standards[3] based on principles compatible with the Tuning methodology – namely, making use of a credit-modular system, increasing the variety and number of elective courses, placing more emphasis on quality, taking into account professional qualification requirements, etc. – the interest in actively using the Tuning methodology to design educational programmes in different areas has increased significantly.

The first Russian HEIs that supported the need to develop the Tuning methodology were the Higher School of Economics, People's Friendship

[3] Federal State Educational Standards. http://xn--80abucjiibhv9a.xn--p1ai/документы/336

University of Russia and the Tomsk State University. In 2006-2008, within the framework of the "Tuning educational programmes in Russian universities"[4] TEMPUS project, these three centres designed bachelor and master degree programmes in the areas of «European Studies» and «Applied Mathematics».

The next step in the promotion of competence-oriented techniques within the system of higher education in Russia was the participation of Moscow State University, the Russian State University for the Humanities, St. Petersburg State University and Chelyabinsk State University along with the EU partners (2007-2008) in the "Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences" (RHUSTE)[5] TEMPUS project. Lists of generic and subject-specific competences and Bachelor's and Master's degree programmes in the areas of *History* and *Cultural Studies* were an outcome of that project. The experience of the reform of higher education in Russia in accordance with the principles of the Bologna process was summed up; Tuning methodology was analysed and recommendations on its implementation within the framework of Russian higher education system were advanced.

The "Tuning Russia"[6] project (TEMPUS, 2010-2013), which has brought together four EU universities (the project coordinator - University of Deusto, Bilbao, Spain; University of Groningen, Groningen, Netherlands; Trinity College Dublin, Dublin, Ireland; University of Padua, Padua, Italy), 13 Russian Universities (Astrakhan State University; Don State Technical University; Moscow State Academy of Business Administration; Moscow State Oblast (Region) University; Lomonosov Moscow State University; Moscow State University of Railway Engineering; N.I. Lobachevsky State University of Nizhni Novgorod; Yaroslav-the-Wise Novgorod State University; Russian State University for the Humanities; North Caucasus Federal University; Tver State University; Lev Tolstoy Tula State Pedagogical University; Udmurt State University) and the Association of the Classical Universities of Russia, tries to institutionalise the use of the Tuning methodology in the Russian Federation's educational practice. Its aim is to create a network of Tuning Centres in Russia and to develop a common

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[4] Tuning educational programs in Russian universities. http://www.hse.ru/org/hse/iori/pr15

[5] Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences (RHUSTE) http://ru-ects.csu.ru/

[6] Tuning Russia. http://tuningrussia.org/

list of generic and subject-specific competences which will be used later on in the process of structuring and describing higher education degree programmes of all levels in the following subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism.

This book contains the key general findings of the Subject Area Group within the Tuning Russia project. These reflect in synthesis the consensus reached by the group members and international experts on the subjects mentioned above. We hope and believe that the material contained in this book will be very useful for all higher education institutions wishing to implement the Bologna Process, and that it will help them to find and use the most suitable tools for adapting or creating higher education programmes in order to respond to the needs of today's society.

Julia González and *Robert Wagenaar*
Tuning General Co-Coordinators

2

Introduction to the subject area Interpreting and Translation

2.1. Definition of the subject area

The growing intensity of international relations and the expansion of the field of international cooperation in all areas (political, cultural, social, economic) have led to the increased demand for specialists in translation/interpreting that can assist institutions and organizations in their functioning. This is why developing corresponding educational programmes and actual instruction is becoming a task of immediate importance.

Interpreting and Translation as part of linguistic education at university level is aimed at training Translators/Interpreters who are able to provide professional communication in all subject areas.

The study programme **Interpreting and Translation** can be divided into three basis components. First, it is comprehensive language training directed to achieving fluency in two foreign languages upon graduation. This component also includes linguistic courses that provide both a theoretical and a practical basis. The second group is made up of disciplines that teach translation/interpreting proper. The third introduces into the curriculum courses handling the cultural, social, political and economic realities and the environments of the target countries and regions.

The curriculum in the subject area **Interpreting and Translation** covers both theory and practice in translating/interpreting texts of various styles,

registers and genres (academic, business, literary and media texts, etc.), simultaneous and consecutive interpreting, which are reinforced by such disciplines as stylistics, pragmatics, text analysis, editing as well as cross-cultural awareness.

2.2. The relationship of the subject area with other degree programmes

Considering that one of the main parts of translation and interpreting practice consists in handling a foreign language, this subject area correlates with language teaching and general linguistics. While the former deals in a greater degree with pedagogical theory and the latter concentrates on a theoretical description of various linguistic phenomena, translation and interpreting aims at an applied use of the foreign language in order to provide international and intercultural communication.

Since translation training includes a wide range of related subjects dealing with the fundamental principles of communication, such as rules of social interaction, it can be taught within the framework of the theory of communication.

Translation and interpreting in certain professional areas (economics, law, and business) demands a profound knowledge of both the corresponding vocabulary and the basic concepts in the field. It appears relevant, therefore, to enhance the curriculum with specialised disciplines.

2.3. Subject as a scientific discipline

The theoretical component of the subject covers the system of concepts and scientific approaches explaining the translation/interpreting process in its various aspects: qualitative/evaluative, structural, transformational, pragmatical, etc. It is essential that the theory of translation should be accompanied with the study of linguistic theory, highlighting among others comparative approach.

2.4. Subject as a profession

The professional activity of the graduate consists in language mediation in socio-political, scientific and educational spheres as well as in cross-cultural

communication. The graduates find their employment in the mass media, marketing, management, law, economy, business, etc.

Job opportunities should be best for those who have additional specialization in a certain subject area proved by certification for this specialty (narrow branches of industry or court interpretation, for example). However, wide background and general training that aims at the possibility of covering a wide range of topics will also be in demand – such a strategy is more important for conference interpretation or language assistance for presentations, debates and negotiations that are not tied to a particular sphere.

Literary translation is always in demand; this occupation deals with fiction, poetry, articles in journals with its focus on the author's style and the literary characteristics of the text.

To train effectively future professionals, a career-oriented approach should be realised. It involves the participation in the educational process of professional translators and interpreters working in various spheres of life and the economy who can share their hands-on expertise with students. Moreover, another essential link with professional areas is attained during students' translation/interpreting practice where they first prove themselves as translators/interpreters in a real-life environment. Thus, apart from providing knowledge and skills, the university today should prepare its students to enter easily the job market upon graduation.

3

Qualifications in Interpreting and Translation

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

Table 1
Typical degrees in Interpreting and Translation

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

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

4

Typical occupations of graduates in Interpreting and Translation

Typical occupations of graduates in Interpreting and Translation are presented in Table 2.

Table 2
Typical occupations of graduates in Interpreting and Translation

Cycle	Occupations	Goals
First Cycle: **Bachelor**	• Translators/ interpreters working in state and private business companies, civil service, translation and travel agencies, etc. • Translators/interpreters/ • proof-readers/assistant editors in the media, publishing business, film industry, etc. • Language teachers working in institutions of primary, secondary and (sometimes) tertiary education.	To provide adequate interpreting and translation services in the areas of professional activities To provide efficient language training applying modern teaching techniques.

Cycle	Occupations	Goals
Second Cycle: **Master**	• Translators/interpreters in state and private business companies, banks and organizations, translation and travel agencies, etc. • Translators/ editors working in publishing, media, film industry, etc. • Conference interpreters • Language teachers working in institutions of secondary and tertiary education	To provide adequate interpreting and translation services in the areas of professional activities To provide efficient language and translation/ interpreting training applying modern teaching techniques.
Second Cycle: **Specialist**	• Translators/interpreters in state and private business companies, banks and organizations, translation and travel agencies, etc. • Translators/ editors working in publishing, media, film industry, etc. • Conference interpreters • Language teachers working in institutions of secondary and tertiary education	To provide adequate interpreting and translation services in the areas of professional activities To provide efficient language and translation/ interpreting training applying modern teaching techniques.
Third Cycle: **Kandidat Nauk**	University-level teacher and researcher	To provide efficient instruction in languages, translation, interpreting and the theory of translation for students of first, second and sometimes third cycle (including monitoring theses and dissertations). To conduct scholarly research.

5

Competences

5.1. Definition of competences and learning outcomes

The introduction of a two or three cycle system makes it necessary to revise all existing study programmes which are not based on the concept of cycles. In practice these programmes have to be redesigned because in a cycle system each cycle should be seen as an entity in itself. Each cycle should not only give access to the following cycle but also to the labour market. This demonstrates the relevance of using the concept of competences as a basis for learning outcomes.

Tuning makes the distinction between learning outcomes and competences in order to distinguish the different roles of the most relevant players: academic staff and students/learners. Expected learning outcomes of a process of learning are formulated by the academic staff, on the basis of input from internal and external stakeholders and academic judgement, preferably involving student representatives during the process. Competences are developed during the process of learning by the student/learner.

Competences are defined in Tuning as a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. Competences will be formed in various course units and assessed at different stages. As a rule, competences cannot be fully developed within one particular discipline. Competences are normally developed in an integrated and cyclical manner throughout a programme, sensitive not only to the content of learning but to the teaching format and methodology. Yet, in some systems (e.g. in a modular system) it is also feasible to develop a certain subject specific competence during one module focused on this particular competence. To make levels

of learning comparable, the cycle (level) descriptors are developed for specific subject areas and are also expressed in terms of competences.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after the completion of a learning experience. According to Tuning, learning outcomes are demonstrated by the students and can be assessed. They can refer to a single course unit or module or else to a period of studies, for example, a first, a second and a third cycle programme. Learning outcomes specify the requirements for the award of a credit. Learning outcomes and assessment criteria together determine the credit allocation requirements, while a grade is given on the basis of students' achievements, which might be above or below the credit-allocation benchmark.

The *Tuning Russia* project defines "learning outcomes" as measurable and assessable competence "components" which are formulated by the teaching staff. Students are expected to be able to reach and demonstrate these learning outcomes at the end of an educational programme or a component of an education programme. Learning outcomes are described with active verbs (be able to do/demonstrate/will have completed…). To reiterate, learning outcomes may belong to a whole programme or to a programme element (unit). Learning outcomes can also belong to one particular thematic (didactic) discipline unit (module). Statements of learning outcomes form the basis for workload calculation and, therefore, for ECTS credit allocation between structural units of a degree programme. It is necessary to achieve the intended learning outcomes in order to be awarded the corresponding number of ECTS credits.

Competences are divided into the generic and subject specific. Although Tuning fully recognises the importance of subject specific competences, it has been found that considerable time and effort should be devoted to developing generic competences. Competences described by the *Tuning Russia* project should be used as *reference points* by programme developers but are not meant to be interpreted as prescriptive. In other words, programme development flexibility and autonomy is preserved, while a common language for formulating programme aims and objectives is made available.

The use of learning outcomes allows for much more flexibility than is the case in more traditionally designed study programmes based only on the acquisition of knowledge, because they show that different pathways can lead to comparable outcomes; outcomes which can be much more easily

recognized as part of another programme or as the basis for entrance to a higher cycle programme. Their use fully respects the autonomy of other institutions as well as other educational cultures. Therefore this approach allows for diversity, not only in a global, European, national or institutional framework, but also in the context of a single programme.

5.2. List of competences

5.2.1. Selecting competences in accordance with the Tuning methodology

Introducing a more student-centred approach means that the focus is shifted from the educational process to learning outcomes, that the learner's and the teacher's roles change and that the learner becomes the centre of attention. It also becomes crucial to check constantly what generic and specific competences are required by society. Therefore, consultations with different stakeholders need to be conducted and lists of competences considered relevant should be regularly revised. Since the language of competences has come from outside the world of education, it best suits the need for consultation by allowing easy dialogue with stakeholders not involved directly in academic activity. The competence discourse permits the design of new degrees and the elaboration of mechanisms for improving those degrees that already exist.

Accordingly, within the *Tuning Russia* project a consultation process including employers, graduates and academic staff/faculty was organised in order to identify the most important generic and subject-specific competences that might be the focus for different degree programmes. As a result, lists of generic and subject-specific competences for the selected subject areas have been produced (cf. 5.2.2. and 5.2.3).

Consultation on generic and subject-specific competences was carried out with a questionnaire. The aims were to:

- initiate general debate in all Russian subject area groups on competences based on consultations carried out with the different stakeholders: employers, students, graduates and academics;
- collect up-to-date information in order to get a snapshot of the current situation in Russia and possibly to detect current tendencies and changes;

- based on this information, evaluate the difference or similarity of the perspectives of different stakeholder, using precise language comprehensible to all parts involved;
- limit the topic of debate to three different levels: the institutional (the basic and first level of discussion), the level of subject areas (reference points for HEIs) and the generalised level (related to the general situation in Russia);
- compare the results with data obtained through similar consultations carried out in Europe and other countries, in order to determine any possible common tendencies and/or regional and/or subject-area peculiarities.

Respondents were asked 1) to indicate the level of importance and development of a competence and 2) to rank the five most important competences. For each competence, a person filling out the questionnaire had to indicate (1) the level of its importance for (future) professional work and (2) the level up to which this competence was deemed to be developed within a particular degree programme already in place. A four-point scale was used with 1 being equal to "zero" importance/development level and 4 being equal to "high" importance/development level.

The lists of generic and subject-specific competences were drawn up by each *Tuning Russia* Subject Area Group (SAG) in the following way:

a) The Russian labour market and Russian Federation Professional Standards for the occupational area were analysed.
b) The requirements for the basic outputs of Bachelor and Master degrees stipulated in Russian Federation State Educational Standards were analysed.
c) Existing international professional standards for the occupational area were analysed.
d) *Tuning Europe* procedures for selecting generic and subject-specific competences were analysed and adapted.
e) Russian and EU experts were consulted.
f) Initial lists of generic competences suggested by the various Subject Area Groups in the project (SAGs) were discussed and the common core within the lists was identified.
g) Russian academics, employers, students and graduates were consulted about the resulting lists of generic and subject-specific competences.

h) Finally, lists of generic and subject-specific competences were compiled after analysing the results of the stakeholder-consultation process.

The list of generic competences comprises 30 items (section 5.2.2) and separate lists of subject-specific competences have been developed for nine subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism (section 5.2.3). Lists of subject-specific competences can be consulted in separate publications (like this one) – Reference Points – prepared by the SAGs on the basis of discussions in groups, thematic and subject networks and professional communities. These lists account for the results of the consultations with all the stakeholders. Since every subject area has its own peculiarities, each group used slightly different approaches. Nonetheless, in order to obtain comparable results, a basic common procedure was used by all SAGs. In each case, the list was drawn after a consensus had been reached in the group discussion and after studying the ways the subject degrees are organised in the different regions of Russia and in other countries. It should be borne in mind that the resulting documents may still be amplified and amended.

The use of learning outcomes and competences is necessary in order to make study programmes and their course units or modules student centred/output oriented. This approach requires that the key knowledge and skills that a student needs to achieve during the learning process determine the content of the study programme. Competences and learning outcomes, in turn, focus on the requirements both of the discipline and of society in terms of preparing for citizenship and employability.

In an output-based study programme the main emphasis lies on the degree or qualification profile. This profile is determined by the academic staff and endorsed by the responsible authorities. The profile should be based on an identified and recognized need by society. Although every programme profile is unique and based on the judgements and decisions of the academic staff, the academics have to take into account specific features which are seen as being crucial for the subject area concerned. In the *Tuning Russia* project, the academics identified specific features of their own subject area. These are reflected in so-called meta-profiles, which are, in turn, based on the lists of generic and subject specific competences for each subject area (section 5.2.4).

5.2.2. Generic competences

One of the main aims of the *Tuning Russia* project has been that of compiling a unified list of generic competences relevant to degrees in many subject areas. In order to determine which generic competences appeared to be the most important ones, broad consultations have been carried out with graduates, students, employers and academics as outlined above. In order to identify the list of competences to be used as the basis of the wider consultation, the following process was carried out by the participants in the Tuning Russia project.

1. The Russian members of each SAG drew up initial lists of the generic competences.
2. The lists were discussed within each SAG including consultation with EU experts, and were amended if this was deemed necessary.
3. The lists proposed by the SAGs were compared, and the following categories of competences were distinguished: the common core of generic competences selected by all SAGs; competences selected by the majority of SAGs; those selected only by some SAGs; and those selected by only one SAG.
4. The list of 30 generic competences was agreed and its Russian and English versions were established in order to be used during the consultation process.
5. Students, employers, graduates and academics were consulted.
6. The questionnaires were analysed and the final list of generic competences, common for all SAGs was drawn. The results were discussed by all SAGs.

The final list comprises the following 30 competences:

Table 3
Generic competences

Competence code	Competence
GC 1	Ability for abstract thinking, analysis and synthesis
GC 2	Ability to work in a team
GC 3	Capacity to generate new ideas (Creativity)
GC 4	Ability to identify, pose and resolve problems

Competence code	Competence
GC 5	Ability to design and manage projects
GC 6	Ability to apply knowledge in practical situations
GC 7	Ability to communicate in a second language
GC 8	Skills in the use of information and communication technologies
GC 9	Capacity to learn and stay up-to-date with learning
GC 10	Ability to communicate both orally and in written form in the native language
GC 11	Ability to work autonomously
GC 12	Ability to make reasoned decisions
GC 13	Ability for critical thinking
GC 14	Appreciation of and respect for diversity and multiculturality
GC 15	Ability to act with social responsibility and civic awareness
GC 16	Ability to act on the basis of ethical reasoning
GC 17	Commitment to the conservation of the environment
GC 18	Ability to communicate with non-experts of one's filed
GC 19	Ability to plan and manage time
GC 20	Ability to evaluate and maintain the quality of work produced
GC 21	Ability to be critical and self-critical
GC 22	Ability to search for, process and analyse information from a variety of sources
GC 23	Commitment to safety
GC 24	Interpersonal and interactional skills
GC 25	Ability to undertake research at an appropriate level
GC 26	Knowledge and understanding of the subject area and understanding of the profession
GC 27	Ability to resolve conflicts and negotiate
GC 28	Ability to focus on quality
GC 29	Ability to focus on results
GC 30	Ability to innovate

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

Table 4
Generic competences for Interpreting and Translation

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

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

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

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

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

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

5.2.3. Subject specific competences

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

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

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

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

Table 5
Subject-specific competences for Interpreting and Translation

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

indispensable basis. Interpreting (SS8) and Translation (SS9) are functional core competences. Corroborating elements, Pragmatic and Stylistic Adaptation (SS5) and Communication competence (SS4) are part of Language competence and lie on the subordinate level of the interpreting/translation activity proper, but at the same time these two competences are key ones for successful social and professional communication at large.

The subject area in question becomes more and more multitasking and, hence, to be a fully-fledged professional, a translator/interpreter needs to be able to accomplish associate functions as well. Re-writing and Editing competence are examples of such multitask capability. For example, the editing process helps to improve the organization, tone and consistency of the content, define and correct all the translation errors and transfer the necessary information with regard to the target reader. Skill in editing involves the culture of speech, translation quality, self-assessment and contributes to the personal development of the interpreter/translator.

5.3. Meta-profile

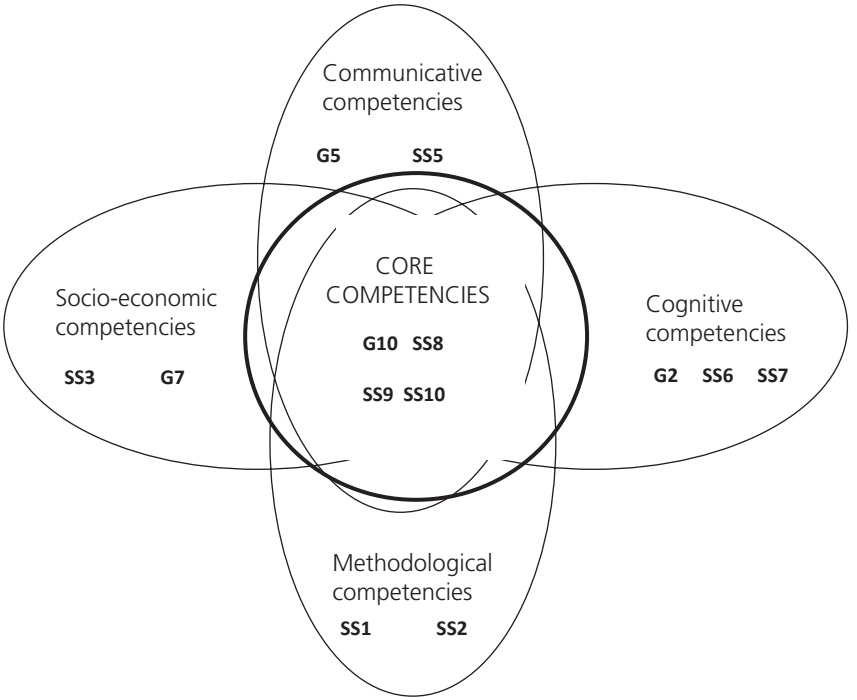
A Meta-profile reflects the structure and interrelation of competences that characterise a particular subject area. They are used for reference, depict mental models and should demonstrate the variety of possible and existent degree profiles within a particular subject area. Meta-profiles and meta-competences are determined by analysing stakeholder-consultation results through re-categorising the competence list. Such re-categorisation can be done differently in different subject areas and should reflect the subject area unique characteristics.

The meta-profile of the subject area "Interpreting and Translation" was designed after all the relevant competences, both general and subject specific, had been analyzed and re-categorized. As a result of this procedure, four groups of competences were singled out: cognitive, communicative, socio-economic, and methodological, with four competences described as core ones being shared by all the categories.

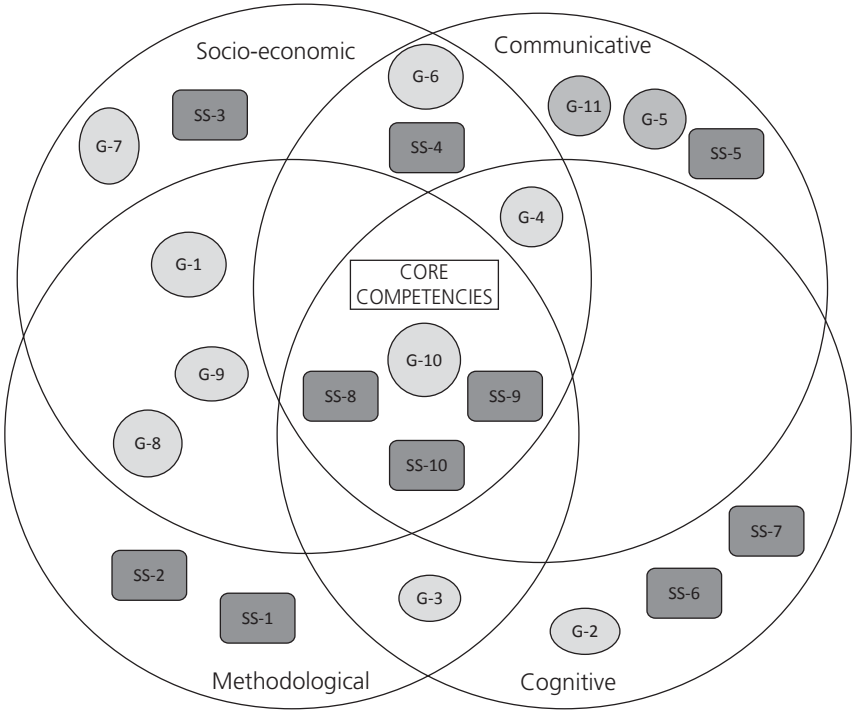
Below you can see two graphs, one featuring the meta-profile in general, the other treating it in more detail.

5.3.1. Meta-profile diagram

Meta-profile (general scheme)



Meta-profile (detailed representation)



5.3.2. Meta-competences

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

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

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

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

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

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

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

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

Communicative meta-competences:

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

Socio-economic meta-competences:

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

Methodological meta-competences:

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

Cognitive meta-competences:

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

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

Communicative + Socio-economic meta-competences:

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

Communicative + Cognitive + Socio-economic meta-competences:

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

Socio-economic + Methodological meta-competences:

G1 Ability to identify, pose and resolve problems

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

Methodological + Cognitive meta-competences:

- G3 Ability for analysis and synthesis.

6

Competences and learning outcomes

In a cycle system each cycle should have its own set of learning outcomes formulated in terms of competences. As stated before, learning outcomes are formulated both at programme level and on the level of individual course units or modules. The learning outcomes of the individual units add to the overall learning outcomes of the programme. Competences are developed in a progressive way. This means that they are formed in a number of course units or modules at different stages of the programme. During the design phase of the programme it has to be decided in which units a particular competence has to be formed.

The use of cycles automatically includes the introduction of the concept of levels. For each of these level indicators can be used. They are called level descriptors. As part of the Bologna Process, a group of experts, the so-called Joint Quality Initiative, has developed sets of general descriptors for each cycle, which are called the Dublin descriptors. These cycle descriptors have now been endorsed by the European Ministers of Education as part of the report "A Framework for Qualifications of the European Higher Education Area"[7]. The approaches of Tuning and the JQI are fully compatible and complementary.

[7] A Framework for Qualifications of the European Higher Education Area. Bologna Working Group on Qualifications Frameworks. Ministry of Science, Technology and Innovation. February 2005. 198 pp. http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf.

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

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

Table 7
Generic competences and related learning outcomes

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

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

Table 8
Subject-specific competences and related learning outcomes

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

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

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

7

Teaching, learning and assessment

7.1. New approaches regarding teaching, learning and assessment in Interpreting and Translation

7.1.1. Content

The content of the subject area **Interpreting and Translation** is specified by the Federal Educational Standard both for the MA and for the BA level. The bulk of the curriculum is designed for the acquisition of two foreign languages (B, C) and mastering inter-lingual translation/ interpreting skills and techniques involving the students' native language (A) and two foreign languages (B, C). The competencies involved include language competence, communication competence, pragmatic adaptation competence, IT-competence, methodology competence, translation/interpreting competence, editing competence, and rewriting competence.

7.1.2. Teaching methods

The methods involve task-based and problem-based approaches. These include seminars and workshops, presentations, group work and individual projects, essays, discussions, and, of course, extensive translation and interpreting practice in conditions most closely simulating the actual working environment and tasks. The educators are assisted in their teaching methods by modern electronic subject-specific equipment, software (Trados, etc) and hardware as well as general educational and

information-related tools. Extensively used are webinars, videoconferencing, and distance interpreting simulation. All this is employed in order to develop the pragmatic adaptation competence to reproduce the multi-level structure of the source text/utterance with the help of the transformation of various types and the reader/listener-oriented strategy.

7.1.3. Learning activities

As the very nature of the profession Translator/Interpreter is twofold, so are the learning activities that the students have to adopt. Common for both specializations (translation and interpreting) are learning the languages' grammar, lexis, syntax, phonetics and related fields, both practical and theoretical, including the latest advances in pragmatics and cognitive science. This is done via lectures, seminars, role play and self-educating activities, heavily assisted by modern educational tools, including the Internet, online learning, video observation and feedback, and IT resources. A great deal of importance is ascribed to such learning activities as immersion, whether it be in a foreign country or in Russia while interacting with a native speaker. Taking into account that a good translator/interpreter is distinguished not only by his/her knowledge of a foreign language, but by the mastery of his/her mother tongue as well, one cannot overestimate another learning activity which consists in upgrading one's Russian and developing the ability to analyse the foreign language against the contrasting background of Russian. This is assisted by internships and studying abroad, including via the newly introduced double-degree programmes.

Translation-specific learning activities include getting professionally acquainted not only with the content but also with the format, style and professional terminology of the documents one will work with, assisted by an intensive use of specialized electronic databases. In the case of literary translation, the priority learning activity is an on-going analysis and enrichment of one's personal thesaurus as well as research of modern translation methods, a large part of which consists in studying the best practices of the trade.

Interpreting-specific learning activities include, at the first level, the practice of decoding of what needs to be interpreted, deconstructing it, at the cognitive and conceptual level, into simple blocks of meaning that can be put across with relative ease, yet with no significant loss of data. Since one specificity of interpreting is the speed of linguistic

delivery, an absolutely indispensable learning activity is the drilling of the most common oral linguistic patterns and their relation to one another. Of paramount importance here is the use of the cognitive operation of inferencing and analogical mapping.

7.1.4. Assessment tools

The development of subject-specific competences is evaluated via

- standard in-class testing (modular and comprehensive): making test translations of texts of various types, test interpreting
- essays and compositions: writing thematic texts of various genres (business letter, letter to a friend, memo, review, note, etc.) in a foreign language
- writing precis, text annotation
- mock conferences: interpreting
- students' interpreting/translation practice and internships
- oral examinations in interpreting
- written examinations in translation
- individual and group research projects and their defence, including course papers, graduation papers and dissertations.

As an example of level- and cycle-oriented assessment techniques we would like to enclose the matrix of levels of mastery for the subject-specific competences (Table 9 and 10).

Table 9

Levels of mastery for Translation competence: skill in translating and localizing informative/ expressive/ appelative texts

LEVELS OF MASTERY	INDICATORS The student	DESCRIPTORS				
		1	2	3	4	5
1st level: Translating basic informative texts from two foreign languages into first language with previous preparation ***Note** **A - native language** **B - first foreign language** **C - second foreign language**	Recognises the functional style and type of the source text and chooses the appropriate strategies in B, C → A translation	Has inadequate knowledge of the stylistic and genre system of the source and target language, fails to recognise the properties of the text	Has some knowledge of the stylistic and genre system of the source language but fails to implement the knowledge in choosing translation strategies	Has a fair degree of theoretical knowledge of the stylistic and genre system of the source language but fails to implement it effectively in choosing translation strategies	Has a good working knowledge of the stylistic and genre system of the source language and implements the knowledge in choosing translations strategies adequately with occasional mistakes	Has an excellent knowledge of the stylistic and genre system of the source language and implements the knowledge in choosing translations strategies correctly
	Performs pre-translation analysis and searches for the necessary background information in B, C → A translation	Fails to perform the necessary pre-translation analysis and to locate text areas which require background research	Performs patchy pre-translation analysis and fails to locate all of the text areas requiring background research	Performs a certain amount of pre-translation analysis and researches background information but fails to incorporate the resulting information into his/her work	Performs mostly adequate pre-translation analysis and researches background information; incorporates the resulting information into his/her work fairly adequately	Performs excellent pre-translation analysis and researches background information; correctly incorporates the resulting information into his/her work

LEVELS OF MASTERY	INDICATORS The student	DESCRIPTORS				
		1	2	3	4	5
	Transcodes the source text into the local culture code/terminology in B, C → A translation for informative texts	Fails to recognise the areas of the source text in need of transcoding	Recognises some but not all areas of the source text in need of transcoding but fails to transcode adequately	Recognises most of the areas of the source text in need of transcoding but makes numerous mistakes in transcoding	Recognises the areas of the source text in need of transcoding and transcodes adequately with occasional mistakes	Recognises the areas of the source text in need of transcoding and transcodes correctly
	Provides comments required for special cases	Fails to recognise the areas of the source text in need of comments	Recognises some but not all areas of the source text in need of comments but fails to comment adequately	Recognises most of the areas of the source text in need of comments but provides excessive or incomplete comments	Recognises the areas of the source text in comments and provides adequate comments with occasional mistakes	Recognises the areas of the source text in need of comments and provides correct and useful comments
	Achieves lexical, grammatical, syntactic and stylistic equivalence in B, C → A translation for informative texts	Fails to achieve lexical, grammatical, syntactic and stylistic equivalence	Achieves lexical equivalence; has trouble with grammatical, syntactic and stylistic equivalence	Achieves lexical and grammatical equivalence; has trouble with syntactic and stylistic equivalence	Achieves lexical, grammatical and syntactic equivalence; has occasional trouble with stylistic equivalence	Achieves lexical, grammatical, syntactic and stylistic equivalence

LEVELS OF MASTERY	INDICATORS The student	DESCRIPTORS				
		1	2	3	4	5
2nd level: Translating all kind of texts from two foreign languages into first language and basic texts from first language into second and third language ***Note** **A - native language** **B - first foreign language** **C - second foreign language**	Recognises the functional style and type of the source text and chooses the appropriate strategies of translation, both in B, C → A and A → B, C language translation	Has inadequate knowledge of the stylistic and genre system of the source language, fails to recognise the properties of the text	Has some knowledge of the stylistic and genre system of the source language but fails to implement the knowledge in choosing translation strategies	Has a fair degree of theoretical knowledge of the stylistic and genre system of the source language but fails to implement it effectively in choosing translation strategies	Has a good working knowledge of the stylistic and genre system of the source language and implements the knowledge in choosing translations strategies adequately with occasional mistakes	Has an excellent knowledge of the stylistic and genre system of the source language and implements the knowledge in choosing translations strategies correctly
	Performs pre-translation analysis and searches for the necessary background information in B, C → A translation for informative and expressive texts and A → B, C translation for informative texts	Fails to perform the necessary pre-translation analysis and to locate text areas which require background research	Performs patchy pre-translation analysis and fails to locate all of the text areas requiring background research	Performs a certain amount of pre-translation analysis and researches background information but fails to incorporate the resulting information into his/her work	Performs mostly adequate pre-translation analysis and researches background information; incorporates the resulting information into his/her work fairly adequately	Performs excellent pre-translation analysis and researches background information; correctly incorporates the resulting information into his/her work

LEVELS OF MASTERY	INDICATORS The student	DESCRIPTORS				
		1	2	3	4	5
	Transcodes the source text into the local culture code/terminology in B, C → A translation for informative and expressive texts and A → B, C translation for informative texts	Fails to recognise the areas of the source text in need of transcoding	Recognises some but not all areas of the source text in need of transcoding but fails to transcode adequately	Recognises most of the areas of the source text in need of transcoding but makes numerous mistakes in transcoding	Recognises the areas of the source text in need of transcoding and transcodes adequately with occasional mistakes	Recognises the areas of the source text in need of transcoding and transcodes correctly
	Achieves lexical, grammatical, syntactic and stylistic equivalence in B, C → A translation for informative and expressive texts and A → B, C translation for informative texts	Fails to achieve lexical, grammatical, syntactic and stylistic equivalence	Achieves lexical equivalence; has trouble with grammatical, syntactic and stylistic equivalence	Achieves lexical and grammatical equivalence; has trouble with syntactic and stylistic equivalence	Achieves lexical, grammatical and syntactic equivalence; has occasional trouble with stylistic equivalence	Achieves lexical, grammatical, syntactic and stylistic equivalence
	Deciphers the implicit extratextual information and explicates it if necessary, in A → B, C translation	Fails to recognise any implicit extratextual information contained in the text	Has some idea of the concept of implicit extratextual information contained in a text but fails to implement the knowledge in the process of translation	Has a fair degree of theoretical knowledge when dealing with implicit extratextual information contained in a text but fails to explicate it adequately	Has a good working ability to decipher implicit extratextual information contained in a text; explicates it adequately with occasional mistakes	Has an excellent ability to decipher implicit extratextual information contained in a text; correctly explicates it

LEVELS OF MASTERY	INDICATORS The student	DESCRIPTORS				
		1	2	3	4	5
	Deciphers the implicit extratextual information and explicates it if necessary, in A → B, C translation	Fails to recognise any implicit extratextual information contained in the text	Has some idea of the concept of implicit extratextual information contained in a text but fails to implement the knowledge in the process of translation	Has a fair degree of theoretical knowledge when dealing with implicit extratextual information contained in a text but fails to explicate it adequately	Has a good working ability to decipher implicit extratextual information contained in a text; explicates it adequately with occasional mistakes	Has an excellent ability to decipher implicit extratextual information contained in a text; correctly explicates it
3rd level: Fluent both-way translation for two foreign languages and for all kind of text ***Note** **A - native language** **B - first foreign language** **C - second foreign language**	Performs pre-translation analysis and searches for the necessary background information in B, C → A and A → B, C translation for informative and expressive texts	Fails to perform the necessary pre-translation analysis and to locate text areas which require background research	Performs patchy pre-translation analysis and fails to locate all of the text areas requiring background research	Performs a certain amount of pre-translation analysis and researches background information but fails to incorporate the resulting information into his/her work	Performs mostly adequate pre-translation analysis and researches background information; incorporates the resulting information into his/her work fairly adequately	Performs excellent pre-translation analysis and researches background information; correctly incorporates the resulting information into his/her work
	Transcodes the source text into the local culture code/ terminology in B, C → A and A → B, C translation for informative and expressive texts	Fails to recognise the areas of the source text in need of transcoding	Recognises some but not all areas of the source text in need of transcoding but fails to transcode adequately	Recognises most of the areas of the source text in need of transcoding but makes numerous mistakes in transcoding	Recognises the areas of the source text in need of transcoding and transcodes adequately with occasional mistakes	Recognises the areas of the source text in need of transcoding and transcodes correctly

LEVELS OF MASTERY	INDICATORS The student	DESCRIPTORS				
		1	2	3	4	5
	Achieves lexical, grammatical, syntactic and stylistic equivalence in translation, both in B, C → A and A → B, C language translation for informative and expressive texts	Fails to achieve lexical, grammatical, syntactic and stylistic equivalence	Achieves lexical equivalence; has trouble with grammatical, syntactic and stylistic equivalence	Achieves lexical and grammatical equivalence; has trouble with syntactic and stylistic equivalence	Achieves lexical, grammatical and syntactic equivalence; has occasional trouble with stylistic equivalence	Achieves lexical, grammatical, syntactic and stylistic equivalence
	Deciphers the implicit extra-textual information and explicates it if necessary, both in A → B, C and B, C → A language translation	Fails to recognise any implicit extra-textual information contained in the text	Has some idea of the concept of implicit extra-textual information contained in a text but fails to implement the knowledge in the process of translation	Has a fair degree of theoretical knowledge on dealing with implicit extra-textual information contained in a text but fails to explicate it adequately	Has a good working ability to decipher implicit extra-textual information contained in a text; explicates it adequately with occasional mistakes	Has an excellent ability to decipher implicit extra-textual information contained in a text; explicates it correctly
	Automatically chooses translation strategy, both in B, C → A and A → B, C language translation	Has no automatic behaviours in translation	Automatically chooses the appropriate translation strategy when dealing with the lexical level, but not the level of grammar, syntax or style	Automatically chooses the appropriate translation strategy when dealing with the lexical and grammatical levels, but not the level of syntax or style	Automatically chooses the appropriate translation strategy when dealing with the lexical, grammatical and syntactic levels, but not the level of style	Automatically chooses the appropriate translation strategy when dealing with the levels of individual words, grammar, syntax and style

Table 10

Levels of mastery for Interpreting competence: the ability to perform one- and two-way consecutive and simultaneous interpreting

LEVELS OF MASTERY	INDICATORS The student :	DESCRIPTORS				
		1	2	3	4	5
1st level: consecutive interpreting of varied utterances of non-technical nature from 2 foreign languages B, C into the first (native) language A (duration of an utterance up to 2 minutes)	Understands and reproduces/conveys the content of an utterance in the target language	Understands and reproduces the content as a whole	Reproduces about 30 % of the content	Reproduces about 50 % of the content	Reproduces about 75 % of the content, the information omitted or generalized being unessential for understanding of the utterance	Reproduces the entire (100%) content
	Recognizes any language unit/ structure and adequately reproduces it in the target language applying all sorts of structural transformations (lexical, syntactical, etc)	Fails to recognize lexical and grammatical units and structures, which results in the failed communication and utter loss of information	Fails to identify lexical and grammatical units and structures and provides incorrect versions resulting in the distortion of information	Recognizes lexical and grammatical units and structures; however, does not perform adequate transformations, which does not result in semantic distortion but causes literalism and 'unnaturalness'	Recognizes lexical and grammatical units and structures; regularly applies adequate transformations but for occasional instances of literal interpretation; however, the latter does not distort the meaning of the utterance	Recognizes all lexical and grammatical units and structures and provides correct equivalents as a result of adequate transformations applied
	Identifies and reproduces the functional style/register of the utterance and the speaker's individual manner in the target language	Fails to identify and reproduce the functional style/register and the speaker's individual manner	Identifies, but fails to reproduce adequately the functional style/register and the speaker's individual manner in the target language	Identifies and partly reproduces the functional style/register and the speaker's individual manner in the target language	Identifies and in most cases reproduces the functional style/register and the speaker's individual manner in the target language	Identifies all the stylistic and idiosyncratic peculiarities of the source utterance and adequately reproduces them in the target language

LEVELS OF MASTERY	INDICATORS The student :	DESCRIPTORS				
		1	2	3	4	5
	Identifies, holds and reproduces "precision" information: figures, dates, proper and geographical names, historical facts, etc. aided by note-taking	Fails to identify and reproduces such information altogether; lacks note-taking skills	Normally has difficulty in identifying, holding and reproducing such information; is not good at note-taking	Frequently (up to 50 % cases) misses such information and asks for it to be repeated; can take notes	Identifies, holds and reproduces "precision" data with occasional failure; regains the missed information through posing a question; skilled in note-taking	Identifies, holds and reproduces "precision" data without failure; is skilled in note-taking
	Possesses cultural awareness: recognizes global and local realities, allusions, quotations, bibleisms, idioms, proverbs and sayings and knows their current equivalents in the target language	Fails to recognize and reproduces them in the target language	Recognizes them but does not know their current equivalents	Recognizes such language units but does not offer adequate solutions due to generalization, domestication, etc.	Recognizes such units and offers adequate options with occasional failures	Recognizes them and is able to offer their current equivalents

LEVELS OF MASTERY	INDICATORS The student :	DESCRIPTORS				
		1	2	3	4	5
2nd level: Two-Way /Liaison interpreting: interpreting dialogues, talks, etc. of non-specialized nature from languages B and C into language A and from A into B and C with or without note-taking techniques	For B, C → A See 1st Level					
	A → B, C Reproduces/conveys the content of an utterance in the target language	Fails to reproduce the content as a whole	Reproduces about 30 % of the content	Reproduces about 50 % of the content	Reproduces about 75 % of the content, the information omitted or generalized being unessential for understanding of the utterance	Reproduces the entire (100%) content
	A → B, C Adequately reproduces any language unit/ structure in the target B,C language applying all sorts of structural transformations (lexical, syntactical, etc.)	Fails to reproduce lexical and grammatical units and structures, which results in failed communication and utter loss of information	Provides incorrect lexical units /grammatical structures resulting in the distortion of information	Fails to perform adequate transformations, which results in some violations of the norms of the target language but does not lead to semantic distortion	Regularly applies adequate transformations but for occasional instances of literal interpretation ; however, the latter does not distort the meaning of the utterance	Provides correct equivalents as a result of adequate transformations applied
	A → B,C Reproduces the adequate functional style/register and the speaker's individual manner	Reproduces the functional style/ register of an utterance and the speaker's individual manner	Identifies, but fails to reproduce adequately the functional style/register and the speaker's individual manner in the target language	Partly reproduces the functional style/register and the speaker's individual manner in the target language	Reproduces the functional style/ register and the speaker's individual manner in the target language in most cases	Reproduces all the stylistic and idiosyncratic peculiarities of the source utterance in the target language

LEVELS OF MASTERY	INDICATORS The student :	DESCRIPTORS				
		1	2	3	4	5
Consecutive interpreting of specialized discourse (in the areas of politics and economics) B, C → A, (duration of utterance up to 2 minutes)	Memorizes and reproduces "precision" information: figures, dates, proper and geographical names, historical facts, etc. with or without note-taking techniques	Fails to reproduce such information altogether; lacks note-taking skills	Normally has difficulty in holding and reproducing such information; is not good at note-taking	Frequently (up to 50 % cases) misses such information and asks for it to be repeated; can take notes	Holds and reproduces "precision" data with occasional failure; can regain the missed information through posing a question; skilled in note-taking	Holds and reproduces "precision" data without failure; is skilled in note-taking
	For basic indicators See 1st Level Consecutive Interpreting					
	Knows terminology (politics, economics)	Does not know terms and their equivalents in the target language	Has a poor knowledge of terms and their equivalents in the target language	Has a fair knowledge of terms both in the source and target language	Has good knowledge of terms and their equivalents in the target language	Is very well versed in terminology and always provides adequate equivalents
	See 1st Level Consecutive Interpreting for Style/register and genre/type of discourse					

LEVELS OF MASTERY	INDICATORS The student :	DESCRIPTORS				
		1	2	3	4	5
Simultaneous Interpreting of Non- Specialized Discourse lasting up to 5 minutes B, C → A	Identifies all sorts of information (referential, predicative, temporal, modal, evaluative, emotive, register, deictic, thematic/rhematic, pragmatic), holds and renders it according to the norms of the target language	Fails to recognize, hold and render correctly such sorts of information	Recognizes such information, but has difficulty in holding and/or rendering it correctly in the target language	Recognizes such information but has occasional failures in holding and rendering it into the target language	Normally recognizes, holds and renders correctly all sorts of information	Recognizes, holds and renders correctly all sorts of information
3rd level: Two-Way /Liaison interpreting : interpreting dialogues, talks, etc. of non-specialized nature from languages B and C into language A and from A into B and C with or without note-taking techniques	For B, C → A See 1st Level					
	A → B, C Reproduces/conveys the content of an utterance in the target language	Fails to reproduce the content as a whole	Reproduces about 30 % of the content	Reproduces about 50 % of the content	Reproduces about 75 % of the content, the information omitted or generalized being unessential for understanding of the utterance	Reproduces the entire (100%) content
	A → B, C Adequately reproduces any language unit/ structure in the target B, C language applying all sorts of structural transformations (lexical, syntactical, etc)	Fails to reproduce lexical and grammatical units and structures, which results in failed communication and utter loss of information	Provides incorrect lexical units /grammatical structures resulting in the distortion of information	Fails to perform adequate transformations, which results in some violations of the norms of the target language but does not lead to semantic distortion	Regularly applies adequate transformations but for occasional instances of literal interpretation; however, the latter does not distort the meaning or interfere with understanding of the utterance	Provides correct equivalents as a result of adequate transformations applied

LEVELS OF MASTERY	INDICATORS The student :	DESCRIPTORS				
		1	2	3	4	5
Simultaneous Interpreting of Non- Specialized and Specialized Discourse (in the areas of Politics and Economics) of the total duration up to 10 minutes B, C → A,	Reproduces the adequate functional style/register and the speaker's individual manner	Fails to reproduce the functional style/register of an utterance and the speaker's individual manner	Identifies, but fails to reproduce adequately the functional style/register and the speaker's individual manner in the target language	Partly reproduces the functional style/register and the speaker's individual manner in the target language	Reproduces the functional style/register and the speaker's individual manner in the target language in most cases	Reproduces all the stylistic and idiosyncratic peculiarities of the source utterance in the target language
	Possesses the knowledge of terminology (politics, economics)	Does not know terms and their equivalents in the target language	Has a poor knowledge of terms and their equivalents in the target language	Has a fair knowledge of terms both in the source and target language	Has good knowledge of terms and their equivalents in the target language	Has a profound knowledge of terminology and always provides adequate equivalents
	Identifies all sorts of information (referential, predicative, temporal, modal, evaluative, emotive, register, deictic, thematic/ rhematic, pragmatic), holds and renders it according to the norms of the target language	Fails to recognize, hold and render correctly such sorts of information	Recognizes such information, but fails to hold and/or render it correctly in the target language	Recognizes such information but has occasional failures in holding and rendering it into the target language	Normally recognizes, holds and renders correctly all sorts of information	Recognizes, holds and renders correctly all sorts of information

7.2. Examples of good practices

As we worked our way on Reference Points for the Design and Delivery of the Degree programmes, we had felt the constant guidance and assistance from Julia González, the founding figure of the World Tuning movement and expert Asier Altuna (the University of Deusto) as well as Robert Wagenaar (University of Groningen), the Tuning methodologist[8].

As an example of good practices of implementation of Tuning methodology we could mention the study guides, assessment criteria, curriculum and competences developed at the University of Deusto by an expert in Irish literature Asier Altuna[9].

We have benefited a lot from the expertise and materials shared with us at the Tuning General meetings in October 2011 in Deusto, in March 2012 in Groningen and in November 2012 in Brussels. It was also useful to follow the learn-by-doing instructions from "Ten steps for designing/ improving new programmes (or improving existing ones)" and "The TUNING Guide to Formulating Degree Programme Profiles, Including Programme Competences and Programme Learning Outcomes"[10].

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[8] Tuning Educational Structures in Europe II. Universities' Contribution to the Bologna Process. Edited by Julia González and Robert Wagenaar. University of Deusto, University of Groningen. Bilbao, 2005. 385 pp.

[9] Asier Altuna. Tuning Educational Structures: Credits, Competences and Assessment. India, 2012.; Development and modernization of study programmes in the framework of ECTS &- where to start? Lituaina, 2011.

[10] The TUNING Guide to Formulating Degree Programme Profiles, Including Programme Competences and Programme Learning Outcomes. Edited by Jenneke Lokhof and Bas Wegewijs (Nuffic), Katja Durkin (UK NARIC), Robert Wagenaar, Julia Gonzalez, Ann Katherine Isaacs, Luigi F. Dona dale Rose and Mary Gobbi (TUNING). Bilbao, Groningen and The Hague. Bilbao, 2010. 96 pp.

8

Concluding remarks

The most challenging part of Reference points was the creation of the meta-profile, selection and description of essential and most relevant competences, the matrix of competences related to corresponding levels of mastery and discipline achievements. We were fighting to find the proper frame for our meta-profile, coming out with 4 main domains underlying the selected competences. The most important outcome we have achieved is adopting the student-centred, competence-based approach, which is the Tuning project's greatest value.

9

Subject area group

Coordinator

Zabotkina Vera, Russian State University for the Humanities, zabotkina@rggu.ru

Members

Kabakhidze Ekaterina, Moscow State Academy of Business Administration, kabakhidze@miba.ru

Kotova Nadezhda, Udmurt State University, nad-kotova@yandex.ru

Krakovich Vadim, Russian State University for the Humanities, barybino@yahoo.com

Kruglyakova Victoria, Russian State University for the Humanities, v.kruglyakova@gmail.com

Murugova Elena, Don State Technical University, dstu_oms@mail.ru

Reingold Natalya, Russian State University for the Humanities, natalya.reinhold@gmail.com

Sudakova Olga, Russian State University for the Humanities, olgsud@yandex.ru

Zhukova Elena, Yaroslav-the-Wise Novgorod University, zhukova@mail.com

Expert

Altuna Asier, University of Deusto, asier.altuna@deusto.es

Contacts

The Tuning Project is coordinated by the University of Deusto (Spain) and the University of Groningen (The Netherlands).

Tuning General Co-Coordinators:

Julia González

juliamaria.gonzalez@deusto.es

Robert Wagenaar

r.wagenaar@rug.nl

The University of Deusto (Spain) is Coordinator of the Tuning Russia project:

Pablo Beneitone
(Director)

International Tuning Academy
Universidad of Deusto
Avda. de las Universidades, 24
48007 Bilbao
Spain
Tel. +34 94 413 9467
Fax. +34 94 413 9433
pablo.beneitone@deusto.es

Ivan Dyukarev
(Tuning Russia Project Manager)

International Tuning Academy
University of Deusto
Avenida de las Universidades 24
48007 Bilbao
Spain
Tel. +34 94 413 9466
Fax. +34 94 413 9433
ivan.dyukarev@deusto.es

The Association of the Classical Universities of Russia is Co-Coordinator of the project in Russia:

Evgeniya Karavayeva
(Executive Director)

The Association of the Classical Universities of Russia
Moscow State University,
Leninskiye Gory, GSP-1
Moscow, 119991, Russia
Tel. +7 495 939 25 05
Fax +7 495 939 16 24
karavaeva@rector.msu.ru

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http://tuningrussia.org/
http://www.unideusto.org/tuningeu/

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