

van Lawick, H. (2016). Common Intentions, Different Implementations: BA Curricula in Translation Studies in Castelló de la Plana and in Graz. *Current Trends in Translation Teaching and Learning E*, 3, 198–231.

COMMON INTENTIONS, DIFFERENT IMPLEMENTATION: BA CURRICULA IN TRANSLATION STUDIES IN CASTELLÓ DE LA PLANA AND IN GRAZ¹

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Abstract

One of the aims of the Bologna Process is to increase mobility. By definition Translation and Interpreting Studies have an international orientation. For this reason at some universities compulsory mobility plans exist for Translation students, but instead it seems mobility has actually decreased, a fact that could be related to differences in the length of study cycles and curricular design. This paper aims to compare two curricula of Translation Studies, at an Austrian and a Spanish university, focusing on aspects that could affect student mobility. The wider context, related to study cycles

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and social factors, is therefore presented first. Then the relevant aspects of the curricula of Translation Studies in Graz and in Castelló de la Plana are described and compared. The differences can be situated in general academic organisation, in some curricular aspects and, above all, in a different structure of the study cycles. Paradoxically, the forthcoming study reforms may completely invert the present situation.

Keywords: BA curricula in Translation Studies, study cycles, Bologna Process, student mobility.

1 INTRODUCTION

The main aims of the so-called Bologna Process are “to support mobility and internationalisation, as well as to ensure compatibility and comparability in standards and quality of different higher educational systems” (European Commission/ EACEA/ Eurydice, 2015, p. 6). The potentials associated with international mobility – besides foreign language proficiency, which is particularly relevant for Translation and Interpreting students – are “knowledge and understanding of other countries, and coping in an international environment”, thus facilitating a better understanding of people from different backgrounds as well as communication skills, among others (Teichler, 2012, p. 49).

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In the Bologna Declaration, mobility appears linked to employability, a fact that is viewed with some criticism because it seems to strengthen the economics of competition (Kellermann, 2006, p. 2) coupled with the neo-liberal ideology leading to inequality and democratic deficit (Konecny & Lichtenberger, 2010). Moreover, mobility “creates a practice of exclusion; what happens to those who don’t become, or can’t become, mobile?” (Fejes, 2006, p. 210). On analysing the narratives about harmonisation, Fejes associates mobility and employability to standardisation – at odds with specialisation (see, for example, European Map of Excellence and Specialisation as presented by Daraio, 2015) – with the ECTS (European Credit Transfer System) “acting as a governing technique” (p. 222).

On the other hand, directives or guidelines at the national, regional or university level tend to lead to over-regulation, thus raising a barrier to mobility, a considerable disadvantage for Translation and Interpreting syllabi, which by definition have an international orientation, as highlighted by Schreiber (2010, p. 325). At some universities in Germany and Austria, compulsory mobility plans exist for Translation Studies (in this paper understood in a broad sense, always including Interpreting), but a strong decrease seems to have occurred. As a result, the same author claims that mobility should be recovered in order to reach at

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least the level existing before Bologna (p. 333). Taking into account the relevance of international experience in this discipline calls into question not only one of the core aims of the Bologna Process, but also the different ways of implementing it.

Student mobility and the comparability of different educational systems are closely linked, the categories to be compared being learning outcomes, competences, abilities, skills, etc., which receive comparable ECTS credit points. But, not very surprisingly, there are “enormous differences, in the length of study programmes and curricular approaches”, as Teichler (2011, p. 15) points out. It should therefore be interesting to compare how higher education curricula in the area of Translation Studies have been implemented in different countries and universities.

My experience as a lecturer and as an associate professor in the Department of Translation Studies at the Universitat Jaume I of Castelló from 2001 to 2012 and again since September 2015, on the one hand, and as a full professor at the Department of Translation Studies of the University of Graz from October 2012 to September 2015, on the other, has given me the opportunity to appreciate some similarities and differences in the curricula that are currently valid in these two departments. Both of them belong to public universities and have in common a good reputation, as reflected by the

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number of students they have, among many other things. Both departments have adopted a system based on two cycles, with a Bachelor's degree after the first cycle, as established in the Bologna Declaration (The European Higher Education Area, n.d.). In both departments, the student workload required to achieve the objectives established is measured in ECTS, one ECTS credit being equivalent to 25 hours of students' programmed activities, including contact hours, independent or guided study, autonomous work, etc. As for the differences, some of them seem to have a direct impact on comparability and, in consequence, on student mobility.

In the area of Translation Studies, research concerning the state-of-the-art of curricula is not very frequent (see Chan, 2015), but it is possible to find studies presenting or analysing the curricula implanted in specific Departments of Translation Studies (e.g. Nord, 2003: Magdeburg-Stendal; Stoll, 2006: Mainz-Germersheim) or in a particular country or region (e.g. González Davies, 2004: Spain; Van de Felde, 2010: Flanders). Some papers take into account the pedagogic ideas as inspired by Bologna when introducing a specific curriculum (e.g. Rico, 2010: Universidad Europea de Madrid), while others focus mainly on didactics (e.g. Massey & Ehrensberger-Dow, 2012). On the whole, little research has been conducted to compare the curricula of Translation Studies in

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different cultural settings belonging to countries that have adopted the reforms inspired by the Bologna Process. The purpose of this paper is to describe and compare the curricula of the Departments of Translation Studies belonging to the Universitat Jaume I of Castelló and to the University of Graz, bearing in mind students' mobility.

It has to be noted that the reasons for the differences mentioned above must be situated, first of all, within the wider context of the implementation of the aims of the Bologna Declaration in Austria and in Spain. For this reason, first of all, in what follows some general facts will be outlined.

2 BOLOGNA IN AUSTRIA AND IN SPAIN

In Austria the introduction of the new Bachelor's and Master's programmes has to be seen within a wider context of university reforms introduced in the years around 2000, which turned universities into autonomous public corporations, each run by a governing body with its own budget and explicit management functions, following the "New Public Management" paradigm (Pechar & Wroblewski,

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2011, p. 6-7). Universities are their own decision-makers, but new curricula must be congruous with each university's development plan.

As pointed out by González Davies (2004, p. 68), the Spanish educational system is very centralised, with decrees and regulations issued by the *Ministerio de Educación, Cultura y Deporte* and published in the *Boletín Oficial del Estado* (BOE – Official State Gazette). In the autonomous regions with two official languages (e.g. the Valencian Community), Translation has to be offered in both of them. These two particularities are reflected in the Translation Studies curricula, which are mainly oriented towards the professional world.

2.1 The cycles

In many countries (for example, Austria) the cycles were conceived as studies lasting three years (Bachelor) plus two years (Master), while other countries (like Spain) preferred a four-year study programme for Bachelor and only one year for a Master. Consequently, the three-plus-two type seemed to be organised in clearly sequential cycles, with many students complementing their Bachelor with a Master's degree, whereas the four-plus-one type opted for a more complex first cycle which aspired to offer their students a solid academic and professional qualification. Accordingly, the one-year Masters aim at a very specific specialisation

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that may not interest all students alike.

In Austria, the new Bachelor and Master curricula were introduced at public universities as of 1999 (Guggenberger, Keplinger & Unger, 2011, p. 44). According to a study published in 2010, in Austria more than 80% of Bachelor graduates complete their studies with a consecutive Master programme at the same university. This suggests that most students consider the BA an interim degree that facilitates access to academic professions. Even in the labour market, the BA degree does not seem to be fully recognised (Unger, Angel & Dünser, 2010, p. 39-40). In many cases, the curricula of the former Diploma studies, conceived for programmes of four or five years, had been forced to fit into the new three-year structure. In consequence, students are exposed to an increased pressure to perform in less time, a pressure that goes hand in hand with major difficulties to combine their studies with a job (Pechar & Wroblewski, 2011, p. 11). What can be considered an advantage is the fact that the Master curricula offered have usually been built on the BA curricula, so that there is continuity between the two cycles. This applies for the Institut für theoretische und angewandte Translationswissenschaft (ITAT), which offers a two-year Master in Translation or in Interpreting, conceived as specialising extensions of the BA in Transcultural Communication. A year ago it seemed that the next reform of the curriculum

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might envisage a four-plus-one study programme, but at present a much more comprehensive reform of university structures in Austria is being discussed (see BMWFW, 2016).

In Spain the Royal Decree-Law 55/2005 regulated the structure of University studies, as well as new undergraduate studies, in two cycles. This Decree-Law set some guidelines like the total number of credits for the BA (first cycle) being between 180 and 240. The Royal Decree-Law 1393/2007 established the new organisation and planning of official university education along the lines of the Bologna Process. It set 240 ECTS credits to be obtained in 4 years for a BA qualification, although it also considered the possibility of BA curricula with only 180 ECTS credits. The completion of the first cycle was aimed at ensuring the students' integration in professional life with appropriate qualifications. The Master's degree (between 60 and 120 credits) was oriented towards an academic or professional specialisation. It must be said that some disciplines (most medical fields and architecture, for example) were not included in this reform, as happened in other European countries (see Teichler, 2011, p. 13). This Royal Decree was followed by several modifications, the most important one in this context being the harshly criticised Royal Decree-Law 43/2015, which reintroduces and strongly recommends the 3-year BA degree (180 credits). The reactions forced the

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Minister responsible to declare in a press conference that universities are not obliged to introduce BA curricula with less than 240 credits. In the light of these facts, it may well be that, in Spain, the next curricular reform might envisage a three-plus-two study programme.

2.2 The social dimension

One of the themes that were added to the initial aims of the Bologna Process is the so-called social dimension. As Wächter (2012, p. 78) emphasises, it “entered the Bologna Process at the Prague Ministerial Summit of 2001, very much on the initiative of representatives from the European Student Union (ESIB, today ESU)”. It then reappeared in different Communiqués. For instance, the Bucharest Communiqué still stresses the importance of “widening overall access to quality higher education”, in order to “reduce inequalities” (EHEA Ministerial Conference Bucharest, 2012, p. 3). Additionally, the financial conditions for study and the actual study conditions were to be improved.

Socio-economic status is one of the aspects considered in a social-dimension context. Related to the income and the educational background of the students’ parents, the aim of inclusion policies is to increase the number of students belonging to families with a lower socio-economic status, an

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aim that could be achieved by increasing access in general, that is, for all. Therefore, student aids like grants or loans play an important part. Tuition-free or tuition-low participation as an indirect form of support is no less important (Wächter, 2012, p. 79-81), but the general conditions of university enrolment may vary significantly.

In Austria, according to the regulation in effect since 11th January 2013 (*Bundesgesetzblatt*), citizens of countries belonging to the European Economic Area are exempt from tuition fees if they do not exceed the minimal period of study, to which two tolerance terms may be added. They only have to pay a fee of 18.70 € for ÖH-membership (Österreichische HochschülerInnen-schaft, official students' representation) as well as liability and accident insurance. Students exceeding this tolerance period will have to pay 363.36 € in addition to the above-mentioned 18.70 € (Studien- und Prüfungsabteilung University of Graz, n.d.).

Fees must be paid in Spain, but the amounts differ between regions and even from one university to another. These amounts are determined by the kind of studies, the number of ECTS credits taken and the number of exams failed in each subject. In their analysis of “tuition fees in Spanish Public Universities in the academic year 2012-13”, Albert and Roig (2013, p. 9) stress that the Royal Decree-Law 14/2012 clearly stated that tuition fees had to

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cover a percentage of the cost of university services, and that this fact “changes the design of tuition fees as a mechanism to ensure equal opportunities (equity) to a notion of tuition fees as a collecting mechanism (efficiency)”.

In Translation Studies at the Universitat Jaume I of Castelló, for the academic year 2015-2016, each ECTS credit costs 17.60 €, which is increased to 30.81 € when repeating the subject, 65.35 € in case of a second repetition and 87.13 € for a third. If they do not have to repeat and therefore do not exceed the regular period of study, students have to pay 4224 € for a BA degree in Translation Studies (Universitat Jaume I, 2015a).

The differences between Austria and Spain are obvious, although they seem to be but an example if we consider the following statement by the European Commission: “While some progress can be noted, the analysis clearly shows that the goal of providing equal opportunities to quality higher education is far from being reached” (European Commission/ EACEA/ Eurydice, 2015, p. 19).

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3 TRANSLATION STUDIES IN CASTELLÓ DE LA PLANA AND IN GRAZ

As observed by Chan (2015, p. 104), there are different types of curricula, such as official, operational, extra, hidden or null curricula; or they may be theory-based, competence-based, skills-based, etc. (Calvo, 2011). In this paper, the focus is on the official (written) curriculum, including every relevant aspect inasmuch as it is linked to the general purpose.

3.1 Structure

The ITAT in Graz was founded (although with another name, tending towards vocational training and without its own Chair) in 1946, a fact that was linked to the presence of a large number of refugees and displaced persons in Styria (south-east Austria) after the end of the war. The first full professor, appointed in 1988, of the ITAT was Erich Prunč, who decisively shaped the department (Leikauf, 1997, p. 16ff.). The BA/MA structure was adopted in 2008, taking as its starting point a major reform implemented in 2002, which was later modified in 2011. There are two (three-year) BA curricula on offer, a BA in Transcultural Communication and a BA in German and Transcultural Communication (in cooperation with

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the Department of German Studies), although here we will focus on the first, as it is the most relevant for this study. They are explicitly considered as a preparation “for an MA in Translation or Interpreting at the ITAT” (Department of Translation Studies. University of Graz, n.d., a and b). This explains, at least in part, why many students complete their BA degree with a Master, very often at the same university.

Universitat Jaume I (UJI) is a young university – in 2016 it celebrates its 25 years of existence – with Translation Studies implemented in 1994. The (four-year) Bachelor’s Degree in Translation and Interpreting was adopted in 2009 and it aims to provide training in a way that enables graduates to exercise the profession as a translator and interpreter (Universitat Jaume I, n.d.), in accordance with several Royal Decrees regulating University studies in Spain. The Department of Translation Studies participates (with the University of Valencia and the University of Alicante) in four inter-university Master’s programmes and coordinates two of them (Medical Translation and New Technologies Applied to Translation). It also offers a Distance Learning Master’s Degree in Translation and Interpreting Research. Apparently, there is no direct continuity between BA and MA studies, and only a small number of students complete their studies with a Master’s Degree at the same university, while

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students from other places enrol in the UJI for an MA. This seems to be the norm at present and has to be related to the four-plus-one structure adopted in Spain's universities.

3.2 Prerequisites and access

To be admitted for the BA in Transcultural Communication at Graz University, evidence (certificate) of a University entrance qualification is necessary. Furthermore, knowledge of German is requested, as well as previous knowledge of two foreign languages: at B2-level in the case of English or German, and at A1/A2-level for the rest (Arabic, Austrian Sign Language, Bosnian-Croatian-Serbian, French, Hungarian, Italian, Russian, Slovene, Spanish, Turkish). This knowledge has to be proved in a language examination. Students whose native language is not German must select German as their first foreign language. They attend courses in their first language or in the language of instruction (knowledge at level C2 of the Common European Framework of Reference for Languages), which may be one of those mentioned above, offered at the ITAT. They are furthermore expected to attend courses in two foreign languages, to be selected from the languages stated above (University of Graz, 2011).

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There are different possible ways to access the BA in Translation and Interpreting at the UJI. After the school-leaving exam (*bachillerato*), students have to sit a University admission test (*prueba de acceso a la Universidad, PAU*). A specific university entrance test exists for those above 25 years of age. Special conditions also apply for persons above 40 or 45 years of age who have not completed upper secondary education. Students coming from EU member countries or from countries with which Spain has international agreements are admitted without an entrance test. As for languages, a command (knowledge at level C2 at least) of the native language (or the language of instruction), which may be Spanish or Catalan, has to be accredited. A command of English as the first foreign language of at least level B1 is recommended. For the second foreign language, which can be French or German, no previous knowledge is expected (Universitat Jaume I, n.d.).

3.3 Objectives, knowledge, skills, competences

The objectives of the BA curriculum in Transcultural Communication at the ITAT are, on the one hand, the transmission of basic scientific knowledge as well as methods of analysis of inter- and transcultural communication. On the other hand, it also aims to ensure the acquisition of the

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knowledge, competences and skills that are necessary for professional activities in the field of multilingual communication in international or multicultural institutions, companies and organisations.

The ITAT objectives mentioned are related to the following knowledge and skills: a) a sound command of the native language (or the language of instruction) as well as of two foreign languages; b) extensive knowledge of the social, political, cultural and economic facts of the languages studied, as well as the ability to discuss them critically; and c) a command of conventional aids and modern information technology, as well as their professional usage.

As for competences, the ITAT curriculum establishes three groups: general, specific and scientific. The general competences mentioned are: a) language awareness and the ability to reflect, perform abstract reasoning and autonomous learning; b) social competences, including the ability to cooperate, communicate and assume responsibility as well as show flexibility in undertaking tasks in new areas; and c) mobility, understood as a willingness and ability to adapt to changing requirements and communication conditions in different geographic, social and cultural environments.

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The specific competences comprise: a) oral and written transcultural communication in the native language or in the language of instruction, as well as culture-sensitive performance; b) culture-sensitive, functional and media-appropriated compilation of multilingual information materials for different target groups; c) basic translational skills; and d) expert management of translation briefs; expert and culture-specific advice for international contacts.

Finally, the scientific competences include: a) basic scientific instruction in translation studies and transcultural communication; b) methods of scientific research; and c) critical reflection on the knowledge acquired. Having acquired these competences, graduates should possess the scientific and vocational educational background that enables them to work in the corresponding fields of the labour market. Nevertheless, it is explicitly added that a Master's Degree is required in order to become qualified as a professional translator or interpreter (University of Graz, 2011).

The basic aim of the BA curriculum in Translation and Interpreting at the UJI is to offer a sound general training that prepares graduates for professional practice as a translator or interpreter, as well as a preliminary familiarisation with the different options they have to specialise in some field. Thus, this aim includes initial training in

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some areas of specialisation during the third year, while students will select one of them for intensification in the fourth year. Full specialisation may be reached by studying a Master's Degree or by work experience.

This basic aim is related to a series of specific training objectives of a notional (theoretical and methodological knowledge) and an applied (basic skills and abilities) nature, to be developed for each particular subject. At the same time, these specific training objectives are linked to the generic and specific competences to be acquired. The achievement of the objectives is intended to result in a level of competence including theoretical, thematic and terminological knowledge, considered particularly relevant to translation practice, although they are also to be applied in the final stage as an initiation to research, especially in the preparation of the BA thesis. Furthermore, graduates will be able to judge, to communicate and to continue learning autonomously.

The following specific competences are mentioned: command of translation and interpreting techniques and strategies; command of the native language and culture; command of the first and second foreign language and culture; command of documentation applied to translation; command of tools applied to translation; and command of professional skills and knowledge concerning the

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translation and interpreting labour market. Each of these competences is composed of a variable number of sub-competences to be defined for each subject along with the learning outcomes.

Taking as a starting point the transversal, or generic, competences proposed by the Tuning Project, this curriculum refers to central, relevant and global competences, besides the specific competences already mentioned. The central competences, considered essential for a translator's or interpreter's work, are the capacity for analysis and synthesis, problem-solving, critical reasoning, concern for professional quality, creativity, autonomy, decision-making, and capacity for planning and organisation. Relevant competences, considered important for a translator's or interpreter's work, are skills in interpersonal relationships; work in interdisciplinary teams and in international contexts; ethical commitment; and capacity for adapting to new situations. Global competences, considered important but not very specific for a translator's or interpreter's work, are a positive attitude; recognition of diversity and multiculturalism; initiative and entrepreneurship; leadership; and sensitivity to environmental issues (Universitat Jaume I, n.d.).

3.4 Courses

The BA in Transcultural Communication at the

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ITAT represents a student workload of 180 ECTS credits and has a modular structure with compulsory, optional and elective courses. Compulsory courses include an initial Orientation Phase (6.5 ECTS), Language, Culture and Civilisation in the two foreign languages chosen (82 ECTS), Professional Fields (8 ECTS), Communication Management and Information Technology (11 ECTS), Basic Competence in Translation in the two foreign languages chosen (36 ECTS), as well as Transcultural Communication and an introduction to different approaches in Translation Studies (including the BA thesis: 11 ECTS). 6 ECTS correspond to optional courses offered by the Faculty of Humanities and 3 ECTS are devoted to final examinations. The remaining 16.5 ECTS are for elective courses. Most types of lectures, seminars, tutorials, etc. have a limited number of students (24 or 35). On having achieved a positive assessment of all the courses, the specific final examinations and the BA thesis, the Bachelor of Arts degree is earned (University of Graz, 2011).

The total number of ECTS credits required in order to graduate in Translation and Interpreting at the UJI is 240. Besides basic training (60 ECTS), corresponding to the first two years, there are also compulsory (142 ECTS) and optional courses (19.5 ECTS). 12.5 ECTS credits are provided for an internship, and 6 for the BA thesis. Basic training

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and compulsory courses include 72 ECTS of language-related subjects; 50 ECTS correspond to Translation or Interpreting (including an introduction to specialisation), and 24 ECTS are related to specific professional skills like Terminology or Translation Technology, plus 12.5 ECTS credits for an internship. The specialisation offered can be pursued in Literary Translation, Scientific and Technical Translation, Legal and Economic Translation, Audiovisual Translation, or Introduction to Interpreting. There are 19.5 additional ECTS for each specialisation during the fourth year, which are considered optional courses (here, optionality consists in choosing the specialisation) as well as 6 ECTS for Translation Theories. Finally, two courses corresponding to cross-curricular skills have to be taken: Contemporary Thought and Interculturality (6 ECTS) and History of English-speaking Countries (6 ECTS). On having achieved a positive assessment in all the courses, and the BA thesis, the Bachelor of Arts degree is earned (Universitat Jaume I, n.d.).

3.5 Mobility

The ITAT curriculum establishes that all students have to undertake a compulsory period abroad, either as an internship (4 ECTS) or as a study period (at least 4 ECTS), in order to put into practice the knowledge and skills acquired. In case

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of family, health or social problems a replacement in the form of an internship in Austrian companies, organisations or institutions may be applied for (University of Graz, 2011).

In the case of the UJI, an internship in a company belonging to the area of translation and interpreting (12.5 ECTS) is compulsory and conceived as a bridge allowing access to the labour market. Students may also apply for an internship or for a study period abroad, but they do not have any priority over students from other disciplines (Universitat Jaume I, n.d. and 2015b).

4 SUMMING UP DIFFERENCES AND CONCLUDING REMARKS

Different structures can be appreciated in the academic organisation in Austria, with autonomous universities performing management functions and being efficiency-oriented, and in Spain, where universities depend heavily on a centralised administration. In consequence, study programmes in Spain are usually strict, with little room for variation, whereas in Austria the modular structure adopted allows for a little more flexibility, although students claim to actually have less flexibility and a bigger workload than before the Bologna reforms,

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which does not enable them to combine university studies and jobs, a fact with a significant social impact. Another social aspect is the completely different handling of tuition fees.

As for access, there are few differences, although the UJI offers special conditions for older persons. The difference in the length of cycles and study programmes leads to different conceptions of the Master programmes, which are more closely linked to the Bachelor programme in Austria. In the case of the ITAT, the BA is considered a preparation for the MA, whereas graduates in Translation Studies at the UJI seem better prepared for professional life, due to an earlier specialisation, a fact that has an impact on employability. In contrast, their first foreign language is always English, with French or German as their second foreign language and with two possible languages of instruction, Catalan or Spanish. The variety of language combinations is much wider at the ITAT, as has been seen, probably due to its history and its geographic situation. On the other hand, no direct continuity between BA and MA curricula is perceived at the UJI. As for the future, the next study reform in Austria envisages changes in the whole map of universities and curricula, whereas in Spain a strong tendency towards shortening the degree course to three years within the same general structure can be perceived. The dissymmetry thus continues.

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Comparing objectives and competences, at the ITAT more importance is given to theoretical groundwork, which exists as a specific group of scientific competences. Although the objectives are scientific and vocational, a Master has to be completed to become a qualified translator or interpreter. The UJI curriculum for Translation Studies established notional and applied objectives, but more importance is given to translation practice; theory is considered an initiation to research, especially related to the BA thesis. On the other hand, the Tuning Project was taken into account, which has possibly led to a wider diversity in competences.

In accordance with these findings, the number of subjects related to language and culture is larger at the ITAT, while the number of translation courses is proportionally a little higher at the UJI. In contrast, the number of ECTS credits spent on theoretical groundwork is slightly superior at the ITAT. Vocationally oriented training is comparable at both institutions, but an internship is compulsory in the case of the UJI, whereas ITAT students are obliged to spend a study period (or an internship) abroad. The differences observed in the number of ECTS credits assigned to internship might be an example of the subjectivity governing “the way credit points are allocated to certain types of courses or lectures”, depending on “the relationship between tuition and independent work considered

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adequate at a particular type of institution”, as Nord puts it (2005, p. 216). This may question comparability as a whole, but does not substantially invalidate our findings.

As for student mobility, it seemed to work “quite well beforehand in the framework of ERASMUS, and if problems of recognition did occur, they were seldom attributed to the structural variety of higher education across Europe” (Teichler, 2011, p. 11). There are comparable courses to be pursued by Spanish students in Graz, especially Language courses, but a sound command of German is necessary in the rest of the subjects. Due to the differences in cycles (but also to students’ low level of fluency in German since it is only their second foreign language), it is not possible to do subjects related to specialised translation. Similarly, Austrian students may take language courses at the UJI, but their command of Spanish must be high if they want to do other subjects. In general, for UJI Translation students, the conditions to spend at least a semester abroad are a lot worse at present, mainly because exchange programmes of all disciplines are being promoted, in order to foster internationalisation at university level. ITAT students seem to be less willing to spend a study period abroad, because it usually represents an additional semester of studies at Graz, due to curricular differences. All in all, the advances or gains the Bologna Process has brought

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for Translation students and for their mobility and internationality appear to be highly questionable.

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