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## **INSTRUMENTAL COMPETENCE IN TRANSLATION AND INTERPRETING CURRICULA IN SPAIN: PRE-EHEA VS. EHEA BACHELOR'S DEGREES**

Cristina Plaza Lara

University of Málaga

### **Abstract**

The implementation of the European Higher Education Area has made it necessary for universities to adapt to market requirements. The introduction of new technologies in the translation process and changes in the kinds of texts to be translated require universities to increase the number of subjects in which instrumental competence is essential. These subjects are mainly (but are not limited to) computer science, documentation, terminology and audiovisual translation.

To enable the drawing of conclusions regarding the changes introduced by the Bologna Process, two comparative tables will be presented that allow the reader to review the changes made in recent years to Translation and Interpreting studies at Spanish universities with regard to instrumental competence. Some of these conclusions are summarised and our own proposal regarding the distribution of this content in translation curricula is presented.

**Key words:** instrumental subcompetence, translation and interpreting curricula, PRE-EHEA bachelor degree, EHEA bachelor degree, computer tools in translation studies

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## 1. INTRODUCTION

In the new Bachelor's Degrees developed by the European Higher Education Area (EHEA), professional competences necessary to access the labour market have acquired an important role. New technologies have become a cornerstone of the translation profession (see, for example, the data regarding the use of technology in translation presented in the market research recently carried out by Rico Pérez and García Aragón, 2016). For this reason, many Spanish universities have adapted their curricula to meet the requirements imposed by this new reality.

Since the first Translation and Interpreting studies programmes emerged in Spain, different translation theories have influenced their curricula. In this regard, Calvo Encinas (2010, p. 48) establishes the following approaches in translation curricula:

- Microtextual and/or comparative approach
- Extratextual approach I: cultural
- Macrotextual approach
- Extratextual approach II: functional
- Cognitive approach
- Extratextual approach III: critical
- Technological approach

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The inclusion of this latter approach should be noted, as it is normally not considered in traditional theoretical classifications. From this perspective, the computer is a basic tool in the translation process. Instrumental competence, comprising the use of documentary resources, IT tools for professional practice and terminological research, (cf. PACTE, 2003, pp. 58-59 and Kelly, 2005, pp. 32-33), has therefore become a primary and transversal subcompetence in translation curricula and has found its place among the more traditional subcompetences: bilingual subcompetence, extra-linguistic subcompetence, knowledge about translation subcompetence and strategic subcompetence (cf. PACTE, 2003, pp. 58-59).

Thus, the main aim of this article is to analyse how content related to instrumental competence has been updated with the implementation of the EHEA. We will examine the Spanish study plans for both the former Bachelor's degrees (in Spanish, *licenciaturas*) and the new EHEA Bachelor's degrees (in Spanish, *grados*) in Translation and Interpreting in order to draw conclusions regarding the content related to new technologies and instrumental competence. A complementary approach can be found in the article by Corpas Pastor and Varela Salinas (2003, pp. 324-328), whose tables have provided the basis both for this

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article and Muñoz Ramos' PhD thesis (2012), although she focuses mainly on organisational issues. To achieve our goal, we will examine the curricula from a technical perspective, i.e. the curriculum design or study plans.

The information about degrees in Translation and Interpreting has been retrieved from the Ministry of Education's website (<http://www.mecd.gob.es/portada-mecd/>). This website provides information about the public and private universities whose degrees have been approved by the University Council. This does not mean those degrees have been or are being offered this academic year.

With the implementation of the EHEA in 2010, the former Spanish Bachelor's degree in Translation and Interpreting became a Bachelor's degree with a total of 240 ECTS and it now has various names: Translation and Interpreting, Modern Languages and Translation, Translation and Intercultural Communication, Translation and Interlinguistic Mediation, Applied Languages and Translation, and Translation, Interpreting and Applied Languages (see the comparative tables to check the degree names). In the following table, we have listed the names of the universities included in this article, with their acronyms and websites.

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<b>Acronym</b>	<b>University and website</b>
CES	Centre for Higher Education Studies Felipe II <a href="http://www.cesfelipesecondo.com/">http://www.cesfelipesecondo.com/</a>
EHU	University of the Basque Country <a href="http://www.ehu.es/">http://www.ehu.es/</a>
UA	University of Alicante <a href="http://www.ua.es/">http://www.ua.es/</a>
UAB	Autonomous University of Barcelona <a href="http://www.uab.es/">http://www.uab.es/</a>
UAH	University of Alcalá de Henares <a href="http://www.uah.es/">http://www.uah.es/</a>
UAM	Autonomous University of Madrid <a href="http://www.uam.es/">http://www.uam.es/</a>
UAN	Antonio de Nebrija University <a href="http://www.nebrija.com/">http://www.nebrija.com/</a>
UAX	Alfonso X el Sabio University <a href="http://www.uax.es/">http://www.uax.es/</a>
UCA	University of Cádiz <a href="http://www.uca.es/">http://www.uca.es/</a>
UCM	Complutense University of Madrid <a href="https://www.ucm.es/">https://www.ucm.es/</a>
UCO	University of Córdoba <a href="http://www.uco.es/">http://www.uco.es/</a>
UEA	European University of the Atlantic <a href="http://www.uneatlantico.es/">http://www.uneatlantico.es/</a>
UEM	European University of Madrid <a href="http://www.uem.es/">http://www.uem.es/</a>
UEV	European University of Valencia

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	<a href="http://valencia.universidadeuropea.es/">http://valencia.universidadeuropea.es/</a>
UGR	University of Granada <a href="http://www.ugr.es/">http://www.ugr.es/</a>
UJI	Jaume I University <a href="http://www.uji.es/">http://www.uji.es/</a>
ULPGC	University of Las Palmas de Gran Canaria <a href="http://www.ulpgc.es/">http://www.ulpgc.es/</a>
UM	University of Murcia <a href="http://www.um.es/">http://www.um.es/</a>
UMA	University of Málaga <a href="http://www.uma.es/">http://www.uma.es/</a>
UPCO	Comillas Pontifical University <a href="http://www.upcomillas.es/">http://www.upcomillas.es/</a>
UPF	Pompeu Fabra University <a href="http://www.upf.edu/">http://www.upf.edu/</a>
UPO	Pablo de Olavide University <a href="http://www.upo.es/">http://www.upo.es/</a>
USAL	University of Salamanca <a href="http://www.usal.es/">http://www.usal.es/</a>
USJ	San Jorge University <a href="http://www.usj.es/">http://www.usj.es/</a>
UV	University of Valencia <a href="http://www.uv.es/">http://www.uv.es/</a>
UVA	University of Valladolid <a href="http://www.uva.es/">http://www.uva.es/</a>
UVIC	University of Vic <a href="http://www.uvic.es/">http://www.uvic.es/</a>
UVIGO	University of Vigo

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<a href="http://www.uvigo.es/">http://www.uvigo.es/</a>
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Table 1. List of universities included in this article

In order to make the comparison easier, we will present two tables (one for pre-EHEA degrees and another for EHEA Bachelor's degrees) covering the subjects related to instrumental competence offered by the different universities found on the Ministry's website. The information on these subjects has been retrieved from the universities' own websites. We must emphasise that sometimes it was difficult to find information about the former Bachelor's degrees, so this information may not be complete. Regarding the new EHEA Bachelor's degrees, it must be highlighted that subjects may vary from one year to another. Despite these problems, we consider the data to be representative of what was and is being done at today's universities. The tables, included in the appendix, will allow us to draw conclusions regarding the impact of the Bologna Process on translation curricula related to instrumental competence.

In these tables, the reader will therefore find a total of 22 pre-EHEA Bachelor's degrees, 27 EHEA Bachelor's degrees and 6 double degrees in Translation and Interpreting. In each table the subjects (directly or indirectly related to new technologies) have been organised into four

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different categories: COMP (computer science), DOC (documentation), TER (terminology) and AVT (audiovisual translation). In the first category, apart from subjects directly related to computer science and computer-assisted translation, we have included those relating to project management and localisation, as these processes are mainly carried out using computers. We do not include text revision or editing, unless desktop publishing tasks (DTP) are included in this content.

Audiovisual translation was included because most of the tasks carried out in this mode of translation require the use of new technologies. Furthermore, the origins of video games localisation are closely related to audiovisual translation and software localisation. Accordingly, we have included software localisation under the COMP category and video games localisation under AVT.

## **2. COMPARING PRE-EHEA DEGREES WITH EHEA BACHELOR'S DEGREES RELATED TO INSTRUMENTAL COMPETENCE**

First of all, we would like to remark that for ease of reading, in this section we have not listed in the body of the text those universities whose study plans include the different features discussed.

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Readers are referred to the footnotes and tables for the names of the universities that fall into a certain category.

Until they disappeared, the previous degrees in Translation and Interpreting at Spanish universities were obliged to offer documentation, computer science and terminology as core subjects. That is the main reason why most of the universities limited this content to one subject for each field. With the development of new technologies, some universities tried to fill the technological gap by offering elective subjects. Of the 22 universities offering the pre-EHEA Bachelor's degree in Translation and Interpreting, only eight<sup>1</sup> included more than one core subject relating to computer tools. With regard to elective subjects, we can observe a certain amount of interest in computational linguistics, multimedia programming and natural language processing<sup>2</sup>. Some universities

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<sup>1</sup> Autonomous University of Barcelona, Antonio de Nebrija University, Alfonso X el Sabio University, European University of Madrid, Jaume I University, Pompeu Fabra University, Pablo de Olavide University and University of Salamanca.

<sup>2</sup> University of the Basque Country, University of Granada, University of Murcia and University of Málaga.

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also included automatic translation and computer-assisted translation<sup>3</sup>.

Regarding documentation, almost all centres decided to include only one subject related to this content. Only four<sup>4</sup> offered elective subjects and the University of Valencia was the only one that did not include it. However, terminology featured strongly with seven universities<sup>5</sup> offering two core subjects (the number of credits ranged between 9 and 12), with four<sup>6</sup> also including elective subjects relating to terminology in other languages or fields of expertise. With regard to audiovisual translation, only four centres<sup>7</sup> included it as a core subject,

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<sup>3</sup> Autonomous University of Barcelona, Autonomous University of Madrid, University of Granada and University of Murcia.

<sup>4</sup> Centre for Higher Education Studies Felipe II, University of Alicante, University of Córdoba and University of Granada.

<sup>5</sup> University of Alicante, Autonomous University of Barcelona, Autonomous University of Madrid, Antonio de Nebrija University, Pompeu Fabra University, University of Valencia and University of Vic.

<sup>6</sup> University of the Basque Country (terminology in Basque), University of Alicante (terminology in Arabic, Catalan, French, German), University of Granada (scientific and technical terminology) and University of Vic (audiovisual and computer terminology).

<sup>7</sup> University of the Basque Country, Jaume I University, University of Murcia and University of Vigo.

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while the others either did not include it at all<sup>8</sup> or offered it as an elective subject<sup>9</sup>.

Unlike documentation, studied in the first cycle, computer science, terminology and audiovisual translation were normally offered in the second cycle. This led to some academic failings, as these tools were not properly used in the translation process during the previous years. However, at those universities in which this degree was later implemented or at those offering more hours on technological content, a trend towards the inclusion of introductory subjects in the first cycle can be observed. Therefore, in some centres a subject relating to computer science was included in the

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<sup>8</sup> Autonomous University of Barcelona, Autonomous University of Madrid, Antonio de Nebrija University, Alfonso X el Sabio University, European University of Madrid, University of Las Palmas de Gran Canaria, University of Málaga, University of Salamanca, University of Valladolid and University of Vic.

<sup>9</sup> Centre for Higher Education Studies Felipe II, University of Alicante, University of Córdoba, University of Granada, Comillas Pontifical University, Pompeu Fabra University, Pablo de Olavide University and University of Valencia.

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first cycle, in six of them as a core subject<sup>10</sup> and in four as an elective<sup>11</sup>.

As far as credits are concerned, computer science ranged between 4 and 6 credits, with the exception of the University of Vigo, which offered a total of 9 credits. At the eight universities with more than one core subject relating to computer tools, credits ranged between 8 and 15 credits<sup>12</sup>. Documentation ranged from 4 to 6 credits and terminology content contributed between 8 and 12 credits.

Having analysed the former degrees, we can now examine the impact of the implementation of the EHEA with regard to technological content. In most of the new Bachelor's degrees, the number of subjects relating to new technologies in translation

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<sup>10</sup> Autonomous University of Barcelona, Antonio de Nebrija University, Alfonso X el Sabio University, European University of Madrid, Jaume I University and University of Salamanca.

<sup>11</sup> Centre for Higher Education Studies Felipe II, University of Córdoba, University of Murcia and University of Valladolid.

<sup>12</sup> Autonomous University of Barcelona (8 credits), Antonio de Nebrija University (12 credits), Alfonso X el Sabio University (15 credits), European University of Madrid (13 credits), Jaume I University (10 credits), Pompeu Fabra University (9.5 credits), Pablo de Olavide University (12 credits) and University of Salamanca (12 credits).

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has increased. We only found seven exceptions<sup>13</sup>, but this may be because the content on the websites is not accurate or because of its recent implementation.

The approach to terminology and documentation has remained largely unchanged, with still only one subject for each of them. Only four<sup>14</sup> universities offer two subjects on terminology. Furthermore, the range of elective subjects in this field has been reduced<sup>15</sup>. Regarding documentation, the University of Granada is the only one offering two subjects, and six<sup>16</sup> centres have decided to remove this subject from the new study plans altogether.

Some subjects have also been merged, for example, terminology and documentation at the University of

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<sup>13</sup> University of the Basque Country, University of Alicante, University of Granada, University of Murcia, University of Málaga, University of Valencia and University of Vic.

<sup>14</sup> University of Alicante, Pompeu Fabra University, University of Salamanca and University of Valladolid.

<sup>15</sup> University of the Basque Country, University of Alicante, Autonomous University of Barcelona, Autonomous University of Madrid, University of Granada and Jaume I University.

<sup>16</sup> University of Alcalá, European University of Madrid and Valencia, University of Vic (in the degree in Translation, Interpreting and Applied Languages), University of Salamanca (in the double degree) and Alfonso X El Sabio University.

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Alicante. At the universities of Málaga and Vigo, computer science, terminology and documentation are included under the hypernym “tools for translation and interpreting”. Regarding the year in which this content is studied, several universities have opted to move terminology forward to the first or second year<sup>17</sup>. Documentation content continues to be a first-year subject, except in the double degree at the University of Córdoba and the degree in Applied Languages and Translation at Vic, where it is offered in the third year.

The range of subjects in the COMP group has considerably increased and greater specialisation can be observed. In most of the new degrees, one or even several introductory subjects on computer tools have been included<sup>18</sup>. Although in certain centres computer science has been limited to this introduction<sup>19</sup>, most universities offer more subjects

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<sup>17</sup> University of Córdoba, Jaume I University, University of Las Palmas de Gran Canaria, University of Málaga, San Jorge University, University of Valencia and University of Valladolid.

<sup>18</sup> All universities except University of Alcalá de Henares and Autonomous University of Madrid. Double degrees (except the ones in Alfonso X el Sabio and the University of Córdoba) also reduce this offer.

<sup>19</sup> University of the Basque Country, University of Alicante, Jaume I University, University of Málaga, San Jorge University and University of Valencia.

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on this topic in the following years. It is not unusual to find subjects on software and website localisation<sup>20</sup> and computer-assisted translation<sup>21</sup>. To this category, we must add subjects relating to project management<sup>22</sup> which offer a professional perspective on translation.

With respect to audiovisual translation, it largely remains an elective subject<sup>23</sup>. Only eight<sup>24</sup> centres

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<sup>20</sup> Centre for Higher Education Studies Felipe II, Autonomous University of Madrid, Alfonso X el Sabio University, Complutense University of Madrid, European University of Madrid and Valencia, Comillas Pontifical University, Pompeu Fabra University, Pablo de Olavide University, University of Salamanca and University of Valladolid.

<sup>21</sup> Centre for Higher Education Studies Felipe II, Autonomous University of Barcelona, Autonomous University of Madrid, Complutense University of Madrid, University of Córdoba, European University of Madrid, University of Las Palmas de Gran Canaria, Comillas Pontifical University, Pompeu Fabra University and University of Valladolid.

<sup>22</sup> Centre for Higher Education Studies Felipe II, University of Alcalá de Henares, Alfonso X el Sabio University, Complutense University of Madrid, European University of Madrid and Valencia, Comillas Pontifical University, Pompeu Fabra University and University of Valladolid.

<sup>23</sup> Centre for Higher Education Studies Felipe II, University of Alicante, Autonomous University of Barcelona, University of Alcalá de Henares, Complutense University of Madrid, Comillas Pontifical University, Pompeu Fabra University, Pablo de Olavide University, University of Salamanca, University of Vic and University of Vigo.

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include it as a core subject and seven<sup>25</sup> do not offer it at all. Its elective nature is due to the fact that some universities offer specialisation tracks and audiovisual translation is one of these specialisations.

Regarding credits, most subjects range between 3 and 6 ECTS. We can find certain exceptions such as, for example, the University of Alcalá with 8 ECTS for most of its subjects.

We would like to add a final remark with regard to the new double degrees. Almost all of them include the same subjects as degrees related to instrumental competence, except for the double degree in Translation, Interpreting and Law at the University of Salamanca. In this double degree, particular emphasis is placed on law content. In the rest, if certain subjects are not included, they are normally

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<sup>24</sup> Alfonso X el Sabio University, University of Córdoba, European University of Madrid and Valencia, Jaume I University, University of Las Palmas de Gran Canaria, University of Murcia and University of Málaga.

<sup>25</sup> University of the Basque Country, Autonomous University of Madrid, European University of the Atlantic, University of Granada, San Jorge University, University of Valencia and University of Valladolid.

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localisation<sup>26</sup> or audiovisual translation<sup>27</sup>. It must be pointed out that the Alfonso X el Sabio University and the European University do not include documentation in the degree, although it is included in their double degree.

### 3. CONCLUSIONS

With the above comparison in mind, we can conclude that with the implementation of the EHEA, technological content in Translation and Interpreting curricula has received closer attention from curricula designers. Although documentation and terminology are still limited to one subject, we can observe that the computer science content of most study plans is tending to increase. Localisation, project management and computer-assisted translation are now essential content in many of the universities included in our study. Subjects related to machine translation are rarely included and this content normally forms part of other subjects. Added to this is the development of double degrees, which provide students with a multidisciplinary perspective, and degrees related to Translation and Interpreting, such as Applied

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<sup>26</sup> Alfonso X el Sabio University, European University of Madrid and Valencia, Comillas Pontifical University and Pablo de Olavide University.

<sup>27</sup> University of Córdoba and Comillas Pontifical University.

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Languages. The latter were not included in this article due to space constraints, but it would be interesting to make a similar comparison, because translation is included among some of their professional opportunities and their subjects relating to technological content could help to further translator training.

According to these data, we can confirm that Translation and Interpreting studies in Spain have been able to adapt to new professional requirements. The context at the beginning of the 1990s, when the first Translation and Interpreting *licenciaturas* emerged, was completely different to that of the first decade of the 21<sup>st</sup> century, when the new degrees were implemented. However, these changes have generated debate between advocates of the humanistic and efficiency approaches. According to the former, these new curricula designs only meet the requirements of a very specific market, that of language service providers, as defined in the former standard EN 15038: 2006 (recently replaced by ISO 17100). From the perspective of the efficiency approach, these changes answer today's needs in all fields, not only in Translation and Interpreting. New technologies are here to stay and have changed the lives not only of technical translators, but also literary and institutional translators.

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Therefore, can we confirm that no further changes are required in Spanish translation curricula? Although we have taken a giant stride forward, in our opinion, there is still much to be done in relation to instrumental competence. Our ideal curriculum design for Translation and Interpreting studies, conceived after having completed this research and having worked as a translator and a translator trainer, would be as follows:

- The subjects relating to documentation should be included in the first year of the degree. Students are used to searching for information on the Web, so this introduction to documentation will allow them to acquire new skills in this field and improve the results of their searches when they start translating. An elective subject relating to documentation and focused on academic research could be offered in the final years.
- Regarding terminology, we agree with its inclusion in the second or third year of the degree to enable students to cope with specialised texts. However, we would place particular emphasis, not only on terminological theories, but also on those tools that will make their job easier, such as termbases, corpora, etc.

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- The subjects relating to audiovisual translation should not be elective subjects. We propose at least one core subject so that students are able to decide whether they would like to specialise in this field or not. This subject should be included in the third or fourth year of the degree.
- And finally, with regard to computer science, we consider one core subject relating to general computer science should be included in the first year. In the second year, a subject relating to computer science applied to translation could be offered, so that students start to learn new processes related to their future profession. With that introduction, in the latter years, specialised subjects relating to CAT tools or localisation could be included as core or elective subjects. If they are elective, we propose providing other elective subjects in relation to different fields so that students can choose their specialisation.

This is only a proposal based on what the universities analysed in this research are currently offering, and of course it is open to improvement. But this will always depend on each centre's curricula designers and their concept of translation. In any event, given the great number of universities

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offering these studies, we believe that having different study plans will allow students to decide which university suits them best. The problem here is that not all students receive career orientation, but that is a different matter entirely.

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## **APPENDIX: COMPARATIVE TABLES OF FORMER AND NEW BACHELOR'S DEGREES IN TRANSLATION AND INTERPRETING**

### **1.1. Pre-EHEA Bachelor's degrees**

<b>University</b>	<b>Subjects</b>	<b>Year</b>	<b>Cred</b>	
CES <sup>28</sup>	COMP	Computer Science Applied to Translation	3	4.5
		Multilingual Text Retrieval	-. <sup>29</sup>	4.5
		Software and Website Localisation	1 and 4	4.5
		Computing for Translators	-	4.5
	DOC	Documentation Applied to Translation	2	6
		Internet Resources for Translators	-	4.5
	TER	Terminology	3	9
	AVT	Techniques for Audiovisual Translation	3 or 4	4.5
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EHU	COMP	Computer Science Applied to Translation	3	4.5
		Computer Science	-	6

<sup>28</sup> Centre attached to the Complutense University of Madrid.

<sup>29</sup> The hyphen indicates that this information is not available on the website.

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		Applied to Translation II		
		Computational Linguistics	-	6
	DOC	Documentation Applied to Translation	1	4.5
	TER	Terminology for Language A	3	9
		Terminology for Language A2	-	9
	AVT	Specialised Translation for B/A III (Audiovisual, Technical and Scientific)	4	6
UA	COMP	Computer Science Applied to Translation	3	4.5
		Translation and Internet	-	6
		Information and Communication Technology for Translation into Catalan	-	6
	DOC	Documentation Applied to Translation	1	4.5
		Documentation about the Islamic and Arab World	-	6
		Specialised Documentation and Lexicography Applied to Legal and Administrative	-	6

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	TER	Translation		
		Terminology I	3	6
		Terminology II	4	4.5
		Arabic Terminology for the Media	-	6
		Catalan Terminology for Translation	-	6
		Arabic Commercial Terminology	-	6
		Arabic Legal Terminology	-	6
		Terminology II (French/German)	-	4.5
	AVT	Dubbing and Subtitling (French)	-	6
		Introduction to Dubbing and Subtitling (German and Spanish)	-	6
		English and Film/Theatre Translation	-	6
Film and TV Translation into Catalan		-	6	
UAB	COMP	Introduction to Computer Science	1	4
		Computer Science Applied to Translation	4	4
		Translation Memories	-	10
	DOC	Documentation Applied to Translation	2	4
	TER	Introduction to	2	4

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		Terminology and Lexicology Applied to Translation		
		Terminology and Lexicology Applied to Translation	4	8
<b>UAM</b>				
UAM	COMP	Computer Science Applied to Translation	4	6
		Translation and Internet	-	6
		Automatic and Computer-Assisted Translation	-	6
	DOC	Documentation Applied to Translation	1	6
	TER	Terminology, Lexicology and Lexicography Applied to Translation I	3	6
		Terminology, Lexicology and Lexicography Applied to Translation II	3	6
<b>UAN</b>				
UAN	COMP	Applied Computer Science I	1	6
		Applied Computer Science II	1	6
		Computer Science Applied to Translation	4	6
	DOC	Documentation Applied to Translation	2	6
	TER	Terminology I	4	6
		Terminology II	4	6

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UAX	COMP	Basic Computer Science	1	4.5
		Computer Science Applied to Translation	3	4.5
		Translation and New Technologies	4	6
	DOC	Documentation Applied to Translation	1	4.5
	TER	Terminology	3	9
UCO	COMP	Computer-Aided Translation	2	6
		Computer Science Applied to Translation	3	6
	DOC	Literature and Information Sources	1	6
		Documentation Applied to Translation	2	6
	TER	Terminology	3	12
	AVT	Dubbing and Subtitling (English/French)	4	6
UEM	COMP	Translation Lab	1	4
		Translation Lab II	3	4.5
		Computer Science Applied to Translation	3	4.5
	DOC	Documentation Applied to Translation	2	4.5
	TER	Terminology	3	8
UGR	COMP	Computer Science Applied to Translation	3	6

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		Automatic and Computer-Assisted Translation	-	4.5
		Multimedia Programming	-	6
	DOC	Documentation Applied to Translation	2	6
		Information Processing and Management	-	6
		Scientific and Technical Documentation	-	4.5
		Legal, Economic and Commercial Documentation	-	4.5
	TER	Terminology	3	9
		Medical and Scientific Terminology	-	6
		Terminology II	-	4.5
	AVT	Translation B-A (Computer Science-Audiovisual)	-	6
UJI	COMP	Computer Science I	1	3
		Computer Science II	2	3
		Computer Science Applied to Translation	3	4
	DOC	Documentation Applied to Translation	2	4
	TER	Terminology	3	8
	AVT	Audiovisual Translation I B	3	3
		Audiovisual	3	4

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		Translation II B		
		Audiovisual Translation III B	-	3
<b>ULPGC</b>				
	COMP	Computer Science Applied to Translation	3	4.5
	DOC	Documentation Applied to Translation	1	4.5
	TER	Terminology	4	9
<b>UM</b>				
	COMP	New Technologies Applied to Translation and Interpreting	1	6
		Automatic Natural Language Processing	2	6
		Software for Translation	2	6
		Computer Science Applied to Translation	3	6
		Multimedia Programming Applied to Translation	3	6
	DOC	Documentation Applied to Translation	2	6
	TER	Terminology	3	9
	AVT	Audiovisual Translation	3	6
<b>UMA</b>				
	COMP	Computer Science Applied to Translation	3	6
		Natural Language Processing	4	6
	DOC	Documentation Applied to Translation	1	6

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	TER	Terminology	3	9
UPCO	COMP	Computer Science Applied to Translation	3	4.5
		New Technologies for Translation	4	6
	DOC	Documentation Applied to Translation	2	4.5
	TER	Terminology	3	8
	AVT	Audiovisual Translation	4	6
UPF	COMP	Computer Science Applied to Translation	3	5
		New Technologies and Translation	3	4.5
		Language Industry	-	4.5
	DOC	Documentation Applied to Translation	1	5
	TER	Terminology I	3	5
		Terminology II	3	4.5
	AVT	Audiovisual Translation	-	4.5
UPO	COMP	Computer Science Applied to Translation I	3	6
		Computer Science Applied to Translation II	3	6
	DOC	Documentation Applied to Translation	1	6
	TER	Terminology	3	9
	AVT	Audiovisual	-	4.5

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		Translation		
USAL	COMP	Resources for Translation	1	6
		Computer Science Applied to Translation	3	6
	DOC	Documentation Applied to Translation	1	6
	TER	Terminology	3	10
UV	COMP	Computer Science Applied to Translation	4	5
	TER	Terminology I (general)	4	5
		Terminology I (language B)	4	5
	AVT	Audiovisual Translation	-	5
UVA	COMP	Computer Science Applied to Translation	4	4.5
		Telematic Resources for Translation	-	4.5
	DOC	Documentation Applied to Translation	2	4.5
	TER	Terminology	5	9
UVIC	COMP	Computer Science Applied to Translation	4	4.5
	DOC	Documentation Applied to Translation	2	4.5
	TER	Terminology I	3	4.5
		Terminology II	4	4.5
		Terminology Applied	4	6

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		to Translation I B-A (Audiovisual Translation)		
		Terminology Applied to Translation II B-A (Computer Science)	4	6
UVIGO	COMP	Computer Science Applied to Translation	4	9
	DOC	Documentation Applied to Translation	2	6
	TER	Terminology	4	9
	AVT	Translation for Audiovisual Media	5	6

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## 1.2. EHEA Bachelor's degrees

Centre	Subjects		Year	Cre
CES <sup>30</sup>	COMP	Technologies Applied to Translation and Interpreting I	1	6
		Technologies Applied to Translation and Interpreting II	2	6
		Computer-Assisted Translation Technologies	3	6
		Translation, Interpreting and Profession. Project Management	4	6
		Software and Website Localisation	4 elect	6
	DOC	Documentation for Translators and Interpreters	2	6
	TER	Terminology for Translators and Interpreters	3	6
	AVT	Techniques for Audiovisual Translation	3 elect	6

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<sup>30</sup> Since 2014-2015, this centre has not accepted new students. The UCM is now in charge of the new degree.

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		Audiovisual Translation B1-A	4 elect	6
		Audiovisual Translation B2-A	4 elect	6
EHU	COMP	Computer Science for Translators	1	6
	DOC	Information and Documentation for Translators and Interpreters	1	6
	TER	Terminology for Language A	3	6
UA	COMP	Translation Technologies	2	6
	DOC	Terminology and Documentation Applied to Translation	1	6
	TER			
		Bilingual Terminology	3	6
	AVT	Audiovisual Translation B-A/A-B	3 elect	6
UAB	COMP	Introduction to Translation and Interpreting Technologies	1	6
		Technologies	3	3

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		for Translation and Interpreting		
		Tradumatica <sup>31</sup>	- elect	6
	AVT	Audiovisual Translation and localisation A-A and English-A	- elect	6
		DOC	Documentation Applied to Translation and Interpreting	2
	TER	Terminology Applied to Translation and Interpreting	3	4
UAH (Degree in Modern Languages and Translation)	COMP	Computer Tools Applied to Translation	3	6
		Translation Project Management	3	8
		Computer Tools Applied to Linguistic Research	3 and 4 elect	8
		Automatic Translation and Post-Editing	3 and 4 elect	8

<sup>31</sup> Name given by the Tradumàtica research group to the field of translation technologies.

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	TER	Terminology Applied to Translation	3	8
	AVT	Audiovisual Translation	3 and 4 elect	8
UAM	COMP	Computer Science Applied to Translation	3	6
		Advanced Computer Science for Translators	4 elect	6
		Software Localisation and Website Programming	4 elect	6
		Automatic and Computer-Assisted Translation	4 elect	6
	DOC	Documentation Applied to Translation	1	6
	TER	Terminology Applied to Translation	3	6
UAX (Degree Translation and Interpreting) +	COMP	Basic Computer Science	1	6
		Computer Science Applied to Translation	3	4

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(Double Degree in Translation and Interpreting International Relations)		Translation Project Management	3 / 4 <sup>32</sup>	3
		Translation and New Technologies	3	5
		Technical and Scientific Translation and Localisation B-A <sup>33</sup>	4	4
		International Project Management <sup>34</sup>	5	3
	DOC	Information and Documentation <sup>34</sup>	1	6
	TER	Terminology	3	6
	AVT	Professional Translation C-A (Audiovisual, Bio-Health, Technical and Scientific ) (A)	4	6
UCM	COMP	Technologies Applied to Translation and Interpreting I	1	6

<sup>32</sup> When two years are included, it means that the year in which this subject is offered is different in the degree and the double degree.

<sup>33</sup> Only offered in the degree, not the double degree.

<sup>34</sup> Only offered in the double degree.

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		Technologies Applied to Translation and Interpreting II	2	6
		Computer-Assisted Translation Technologies	3	6
		Translation, Interpreting and Profession. Project Management	4	6
		Website and Software Localisation	4 elect	6
	DOC	Documentation for Translators and Interpreters	2	6
	TER	Terminology for Translators and Interpreters	3	6
	AVT	Techniques for Audiovisual Translation	3 elect	6
		Audiovisual Translation B1-A	4 elect	6
		Audiovisual Translation B2-A	4 elect	6
UCO (Degree in Translation and	COMP	Professional Computer Tools	1	6
		Professional	2	6

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Interpreting) + UCO (Double Degree in Translation and Interpreting and English Studies)		Tools for Translation		
		Computer Science Applied to Translation	2	6
		Translation Memories	4 / 3	6
	DOC	Documentation	1 / 3	6
	TER	Terminology	2	6
	AVT	Film Translation and Subtitling Language B	4	6
Multimedia Translation Language B <sup>35</sup>		4 elect	6	
UEA (Degree in Translation and Interpreting)	COMP	Applied Computer Science	1	6
		Translation and Interpreting Technologies	3 elect	6
		Audiovisual Translation and Localisation B-A	4	6
	AVT	Applied Documentation	2	6
	DOC	Specialised Communication and	3	6
	TER			

<sup>35</sup> Only offered in the degree, not the double degree.

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		Terminology		
UEM/UEV (Translation and Intercultural Communication) + UEM/UEV (Double Degree in International Relations and Translation and Intercultural Communication)	COMP	Computer-Assisted Translation	2	6
		Translation in a Virtual Environment	3 / 5	6
		Advanced Translation Lab and Software Localisation <sup>36</sup>	4	6
		International Project Design and Management <sup>37</sup>	4	6
	DOC	Documentary Sources <sup>37</sup>	1	6
	TER	Terminology Management	3	6
	AVT	Dubbing and Subtitling	4 / 5	6
UGR	COMP	Computer Tools for Translators and Interpreters	2	6
	DOC	Documentation Applied to Translation	1	6
		Information Resources for	3 elect	6

<sup>36</sup> Only offered in the degree.

<sup>37</sup> Only offered in the double degree.

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		Translation and Interpreting		
	TER	Terminology	3	6
UJI	COMP	New Technologies for Languages and Humanities	1	6
		Translation Technologies	2	6
	DOC	Documentation Applied to Translation and Interpreting	1	6
	TER	Terminology for Translators and Interpreters	2	6
	AVT	Audiovisual Translation B-A1	3	6
		Dubbing B-A1	4 elect	4.5
		Subtitling B-A1	4 elect	4.5
		Audiovisual Translation and Accessibility	4 elect	6
ULPGC <sup>38</sup>	COMP	Computer Science	1	6
		Computer-	3	6

<sup>38</sup> The ULPGC also offers an English-German and English-French double degree. The technological content is the same.

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		Assisted Translation Tools		
	DOC	Documentation	1	6
	TER	Terminology	2	6
	AVT	Audiovisual Translation and Accessibility	3	6
<hr/>				
UM	COMP	Computer Science Applied to Translation I	1	6
		Computer Science Applied to Translation II	3	6
	DOC	Documentation Applied to Translation	2	6
	TER	Terminology	3	6
	AVT	Specialised Audiovisual Translation	4	6
<hr/>				
UMA	COMP	Computer Tools Applied to Translation and Interpreting	1	6
	DOC	Tools for Translation Practice (2): Documentation	2	6
	TER	Tools for Translation Practice (1): Terminology	2	6

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	AVT	Audiovisual Translation BA-AB	3	6
UPCO (Degree in Translation and Interpreting) + UPCO (Double Degree in International Relations and Translation and Interpreting)	COMP	Computer Science Applied to Translation	2	3
		Computer-Assisted Translation (CAT/TAO)	3	3
		Translation Project Management and Standardisation <sup>39</sup>	3 and 4 elect	3
		Localisation <sup>39</sup>	3 and 4 elect	3
		Professional Translation Management <sup>39</sup>	3 and 4 elect	3
	DOC	Documentation Applied to Translation	1	3
	TER	Terminology	3 / 4	4.5
	AVT	Audiovisual Translation <sup>39</sup>	3 and 4 elect	3

<sup>39</sup> Only offered in the Translation and Interpreting degree.

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UPF	COMP	Computer Science	1	4
		Translation Technologies	3	4
		Language Industry	- elect	4
		Localisation	- elect	4
		Computer-Assisted Translation	- elect	4
		Natural Language Processing	- elect	4
		Linguistic Project Management	- elect	4
		Introduction to Computational Linguistics	- elect	4
		Programming 1	- elect	4
		Programming 2	- elect	4
		Automatic Text Processing	- elect	4
		Text Markup	-	4
		DOC	Documentation	1

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	TER	Terminology Management	- elect	4
		Terminology	3	4
	AVT	Audiovisual Translation	- elect	4
UPO (Degree in Translation and Interpreting) + UPO (Double Degree in Humanities and Translation and Interpreting)	COMP	Computer Science Applied to Translation (I)	1 / 3	6
		Computer Science Applied to Translation (II)	3	3 / 6 <sup>40</sup>
		Website and Software Localisation (B and C) <sup>41</sup>	3	6
	DOC	Documentation Applied to Translation	1	3 / 6
	TER	Terminology	3	3 / 9
	AVT	Audiovisual Translation	- elect	3 / 4.5
USAL	COMP	Basic Computer Science	2	6
		Technological Resources for Translation	2	6

<sup>40</sup> When two numbers of credits appear, it means that there is a difference between the degree and the double degree.

<sup>41</sup> Only in the Translation and Interpreting degree.

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		Terminology and Project Management	4	6
		Localisation	3 and 4 elect	6
	DOC	Documentation Applied to Translation	1	6
	TER	Terminology Applied to Translation	3	6
		Terminology and Project Management	4	6
	AVT	Audiovisual Translation	3 and 4 elect	6
		Subtitling for Deaf and Hard-of-Hearing People	3 and 4 elect	3
		Audio Description	3 and 4 elect	3
USAL (Double Degree in Translation, Interpreting and Law)	COMP	Technological Resources for Translation	4	6
	TER	Terminology	4	6

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USJ (Degree in Translation and Intercultural Communication)	COMP	Technologies Applied to Translation	2	6
	DOC	Documentation	1	6
	TER	Terminology	2	6
UV (Degree in Translation and Interlinguistic Mediation)	COMP	ICT Applied to Translation	1	6
	DOC	Documentation for Translators	2	6
	TER	Terminology and Lexicography	2	6
UVA	COMP	Computer Science Applied to Translation	2	6
		Localisation	3 elect	3
		ICT for Translation	3 elect	3
		CAT Tools	3 elect	3
		Translation Project Management	4 elect	3
	DOC	Documentation for Translators	1	6
	TER	Terminology	2	6
		Terminology Management	3 elect	3

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UVIC	COMP	Computer Science I	1	6
		Computer Science II	3	3
	DOC	Documentation Applied to Translation	3	3
	TER	Terminology	3	6
	AVT	Audiovisual Translation B-A	3	6
UVIC (Degree in Applied Languages and Translation)	COMP	Computer Science and Internet	1	3
		Digital Linguistic Tools	1	3
		Format Management and Textual Editing Projects	3	3
		Language Technologies	elect	6
		Automatic Translation and Post-Editing	elect	6
	DOC	Information Sources and Resources	3	3
	TER	Terminology	3	3
	AVT	Audiovisual Translation B-A	elect	6
UVIC (Degree in	COMP	Language and Technologies	2	6

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Translation, Interpreting and Applied Languages)		Language Technologies	elect	6
	TER	Terminology	3	6
	AVT	Audiovisual Translation B-A	2	6
UVIGO	COMP	Tools for Translation and Interpreting, I: Computer Science	1	6
		Tools for Translation and Interpreting: Advanced Computer Science	4 elect	6
	DOC	Tools for Translation and Interpreting, II: Documentation	2	6
	TER	Tools for Translation and Interpreting, III: Terminology	3	6
	AVT	Translation for the Media	4 elect	6