

## **The role of translation work placements in enhancing students' employability skills**

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### **Abstract**

The goal of this article is to evaluate work placements in translator education, addressing their alignment with industry needs. It overviews the structure of work placements in European Master's in Translation (EMT) universities in Poland, focusing on their organization at UKEN University in Cracow. Findings from post-placement reports highlight the importance of practical experience in developing professional skills that facilitate graduates' employability. The study recommends good practices for work placements, aiming to bridge the gap between academia and the evolving demands of the translation industry.

### **Keywords**

work placements, professionalization, translator education, work-based learning, professional competencies, employability

## **Rola tłumaczeniowych praktyk zawodowych w rozwijaniu umiejętności zwiększających szanse studentów na późniejsze zatrudnienie**

### **Abstrakt**

Celem niniejszego artykułu jest analiza znaczenia praktyk zawodowych w kształceniu tłumaczy, z uwzględnieniem potrzeb współczesnego rynku pracy. Dokonano przeglądu praktyk zawodowych w programach studiów magisterskich w zakresie tłumaczeń pisemnych (EMT) w Polsce, koncentrując się na ich organizacji na Uniwersytecie UKEN w Krakowie. Wyniki raportów z praktyk zawodowych studentów oraz ankiety pokazały, że praktyki zawodowe dają możliwość zdobycia praktycznego doświadczenia w rozwijaniu umiejętności zawodowych, które zwiększają szanse na późniejsze zatrudnienie. Badanie miało również na celu opisanie dobrych praktyk w zakresie organizacji praktyk zawodowych, które powinny wypełnić lukę między środowiskiem akademickim a zmieniającymi się wymaganiami branży tłumaczeniowej.

### **Słowa kluczowe**

praktyki zawodowe, profesjonalizacja, kształcenie tłumaczy, uczenie się w miejscu pracy, kompetencje zawodowe, zatrudnienie

### **1. Introduction**

In today's rapidly evolving job market, employers more often prioritize candidates with strong communication skills, flexibility, critical thinking, and problem-solving abilities who are engaged in continuous learning and can easily apply the theoretical knowledge and skills they acquire during their studies in

a workplace setting.<sup>1</sup> These market needs and requirements have also been observed by academia, and hence, more and more universities across the globe have been modifying their curricula to include more practical modules to equip students with market-oriented skills and knowledge (see Zakowicz 2013, Górska 2003). Therefore, the work-based learning approach has gained prominence in higher education programmes, as it integrates practical experience with formal education, building a bridge between academia and industry. This function of bridging a gap between theoretical knowledge and practical application can be achieved by a well-organized system of work placements, which should be seen as a form of work-based learning, as students are able to acquire valuable skills and knowledge that are applicable to their field and future profession.

The acquisition of practical and job-specific skills is also desired by employers in the growing translation industry, which is being more and more dominated by new technology (Alonso & Calvo 2015). In the light of these changes, following several discussions by scholars, the concept of situated learning and closer collaboration between academia and industry have become significant in translator education, triggering changes in educational programmes and curricula (see Hirci 2022; González-Davies & Raído 2018).

The aim of this article is to discuss the organization and the role of work placement in contemporary translator education. The first part of the article analyses the way in which the work placement is conducted in five translation training centres in Poland, which are members of the European Master's in Translation (EMT) network. This part of the research provides a background for a more detailed study and demonstrates similarities and differences in translation MA programmes in terms of translator work placements. It should also uncover the weak and strong points of the work placement as a part of translator

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<sup>1</sup> Based on several sources and HR reports available on-line, e.g., <https://www.multilingualjobsworldwide.com/blog/2023/07/what-are-the-10-essential-skills-employers-look-for-in-candidates-make-employers-say-youre-hired?source=google.com> (Access 15 February 2024).

education and motivate further reflections within academia and suggestions for change.

The second part of the article focuses on the structure of the translator work placement in the Chair for Translator Education at the UKEN University in Cracow and follows the analysis of MA students' post-placement reports collected in 2022 and 2023. Thus, the study proves what type of improvements should be implemented in the structure of translator work placements so that they become beneficial not only for students but also employers and can provide valuable experience and practical skills. This dual reflection on students' knowledge and skills required in their workplace and evaluation of system of work placement provides a broad picture of practical and industry-oriented aspects of contemporary translator training. It may also bring new insights to the professionalization of the translation practice, providing recommendations and good practices.

## **2. Translation work placement**

In recent years, work placements have been playing a much more important role in the education of students in various fields of study. Mandatory work placements, when students perform duties for businesses or outside organizations, have become more common in various programmes and curricula (Brooks & Youngson 2014). Such a turnaround in higher education and much greater appreciation of the importance of internships and work placements is linked to changes in the modern labour market, which can be defined by the keywords and phrases: digitalisation, globalisation, sustainability, emotional intelligence, well-being, and AI revolution.<sup>2</sup> Thus, according to the analysis of contemporary labour market and skills,<sup>3</sup> professionals are more encouraged to develop skills in data analysis, emotional intelligence, and collaboration to work effectively in

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<sup>2</sup> <https://people.acciona.com/trends-and-inspiration/labour-market-trends-2024/> (Access 15 February 2024)

<sup>3</sup> <https://www.cedefop.europa.eu/en/themes/skills-changing-workplaces> (Access 15 February 2024)

an evolving digital and remote environment. As a result, employers have more demanding expectations from graduates, who need to stand out with a diverse skill set including good communication skills, collaboration skills, proactive attitude,<sup>4</sup> and practical experience. They are expected to have not only theoretical but also practical knowledge, and they must be able to become a part of a team in a much shorter period of time. Employers are therefore more willing to hire people who have completed work placements and additional internships (see Lis-Lemańska 2013).

This trend is also observed in the translation and language service industry. In the changing job market, students may find more technology-related positions related to machine translation, localization, post-editing, and AI projects. More adaptability and pragmatic skills are required from MA translation graduates since they may work in the roles that extend the traditional translation and require using AI-related tools and application. These roles require an adaptability to various content types, applications, and clients (Schlager & Risku 2024). Moreover, nowadays, due to AI-based solutions, translation services are increasingly evolving into broader language services. This has been highlighted by the representatives of translation agencies at Translation Conference in Warsaw in 2024.<sup>5</sup> This is why a discussion about what changes should be implemented in translation programmes to increase graduates' job readiness is still ongoing and plays a key role in translator education and the professionalization of the practice of translation (see, e.g., Duignan 2003). The practical, experimental teaching methods and authentic tasks incorporated into translator's education facilitate their employability (Marczak 2024). The implementation of work-based learning and situated learning contribute significantly to employability by providing students with practical and job-specific skills (Morley 2018). On top of that, students have

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<sup>4</sup> <https://www.ukcareersfair.com/news/what-employers-expect-from-recent-graduates> (Access 14 February 2024)

<sup>5</sup> [https://konferencja-tlumaczy.pl/?page\\_id=2121](https://konferencja-tlumaczy.pl/?page_id=2121) (Access 14 November 2024)

more opportunities to develop their soft skills, such as communication and teamwork in real-life scenarios, which is neglected in translator education (see, e.g., Albin 2012; Kruk-Junger 2020).

Employability, as a set of skills that enable graduates to become employable (Rodríguez de Céspedes et al. 2017: 103, in: Hirci 2022), has been promoted by academia, including several elements that should be embedded in the courses (Smith et al. 2007: 131):

- the progressive development of autonomy;
- the development of skills;
- personal development planning;
- the inclusion of activities similar to those required in an external environment;
- student reflection on skills and knowledge and how these can be transferred to different contexts;
- the encouragement of career management.

The above elements are also crucial for well-designed work placements that provide successful outcomes for students, academia, and institutions. The general aims of work placements include providing students with practical, real-world experience, giving them an opportunity to apply theoretical knowledge and skills acquired during their studies, developing essential workplace competencies, and facilitating the transition from academia to professional settings.

In the field of translation studies, work placement and learning through practice in the real-life workplace have become an integral part of translator education. Gouadec (2007) in the monography *Translation as a Profession* strongly highlights the multidimensional characteristic of the translation profession, arguing that in the contemporary era, it is not enough to develop writing and linguistic skills to become a successful translator. Cultural, technical, and commercial skills are equally important in this profession, with more focus on technical abilities, as the translation industry is highly influenced by technological deve-

lopment. This is why Gouadec (2007) argues that students need more job-specific courses beyond the traditional language, grammar, and writing courses, which would be a part of translator education, including work placements that provide students with real-life scenarios in the professional context.

Work placement may have several forms and provide different work-related experiences: volunteering, internships, trainee programs, and apprenticeships (Jacomard 2018: 533). The aim of all these forms is to give students the chance to work in a real institution or organization, develop more specific job skills, and get to know the profession or organization's conventions and rules. What also matters is that the work placement is a good starting point for students' career path. It can even help students decide which career trajectory they want to follow. Based on the gained experiences during work placements, students can decide what career path they want to take in the future.

It is not only students that can benefit from the work placements, but also employers and institutions they work in, to whom students can bring new ideas and help bridge the university-industry gap (Pym, Gonzalez-Núñez, et al. 2013, in: Jaccomard 2018: 533). In addition, universities can build stronger partnerships with companies from the industry, creating opportunities to share experiences and knowledge, and initiating collaborative research. Ultimately, they can ensure that the programmes they offer are relevant and meet industry requirements and needs. This strategy definitely helps build a good reputation for universities where programmes are positively assessed by students and industry representatives.

Directions and guidelines on what elements should be included in MA translation programmes can be found in translator competency frameworks. A few of them have been developed by experts from the European network of universities: The European Master's in Translation (EMT). From the very beginning, EMT in all competency frameworks has emphasized the close relation between academia and industry, claiming that MA translation programmes should always follow changes on the market and adapt elements of courses and learning outcomes,

accordingly, to prepare graduates for professional responsibilities.<sup>6</sup> That is why, in 2022, EMT argued that in the era of rapid changes in technology, translation seemed to have various faces, visible in various spheres. This requires graduates to be more flexible and open to new tasks, working with different types of texts and media, providing translation services to diverse audiences. EMT, in their objectives, combines the requirement of theoretical knowledge with the practical part of the profession, arguing that “translator education and training at master’s degree level should equip students not only with a deep understanding of the processes involved, but also with the ability to perform and provide a translation service in line with the highest professional and ethical standards” (EMT 2022). EMT prioritizes work placements as a crucial component of MA programmes in translation. It is also an element that should be described in the EMT application form – how work placement/internships are organized. What is more, EMT universities often collaborate with industry partners to ensure that work placements align with the standards and demands of the translation profession. For example, students from EMT programmes can participate in various projects with the European Commission, helping to build and improve terminology databases from different industries.

The positive outcome of any forms of work placements including apprenticeship is attainable under several conditions. Jacquemard (2018) highlights the importance of so called “architecture” of internships and collaboration between academia, students, and companies from industry. The structure of internships includes the number of hours/weeks, forms of internships (paid/unpaid, physical or virtual), and responsibilities of people involved in the process: work supervisor (a representative

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<sup>6</sup> For example, in 2010, EMT initiated the OPTIMALE large-scale survey to identify the skills and competencies of employers in the language service industry seeking graduates. (<https://ec.europa.eu/programmes/erasmus-plus/project-result-content/0bcd80b1-59eb-4f2f-88db-dc519b043329/59-ENWA-FR-RENNES02.pdf>) (Access on 11 February 2024)



of the company), subject coordinator (a representative of the university, usually academic teacher), and student.

For assessment purposes, students usually need to fill in different documents and reports. Apart from that, many universities require students to write work diaries, gathering translated texts to be used in their portfolio. The subject coordinator is a person who supervises the whole process, reading and analysing students' reports and evaluation forms submitted by work supervisors. What should be noted here, and which was also observed by Jacomard (2018) in the University of Western Australia (UWA), is that both the work supervisor and subject coordinator are not well-prepared and not trained to take on these responsibilities. Usually, the university representative is an academic teacher who lacks the expertise and skills required to be a coordinator for work placements. From the company's side, a person who deals with the students work placements possesses little knowledge of students' needs and academia requirements. What is more, the representative is usually unfamiliar with the evaluation process and how to complete the assessment form: what points should be included and what are the most significant aspects in the student's professional development. The assessment form should not be the only proof that the work placements had been completed and the student's behaviour had been satisfactory. Jacomard (2018) argues that increased involvement and dedication from both supervisors is key to a successful work placement. In the Australian cases, Jacomard (2018) also postulates that work placements should include more hours. More focus and attention should be also put on students' reports and evaluation forms submitted by work supervisors.

In Poland, in EMT MA programmes, work placements are scheduled for the first year or second year of MA programmes, in the winter and summer semesters, and usually last 60 hours each semester.<sup>7</sup> The students themselves choose the company

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<sup>7</sup> The structure and organisation of the work placements at translation education institutions in Poland, accredited by the EMT programme, are described on their websites:

or institution of their work placements. They can be performed continuously, for example, students can complete them in two weeks during the summer vacation, or discontinuously, when they devote one day or part of a day a week to work placements for the next several months of the semester. Students can complete work placements in translation agencies, at certified translators' offices, in translation departments at companies, and in corporations in Poland or abroad (e.g., as part of the Erasmus programme). Depending on the type of the chosen institutions, the work placements can be physical, remote, or hybrid.

The work placement programmes must be agreed with the work supervisor (person representing the host institution) and approved by the subject coordinator. Upon completion of the work placement, the student submits the relevant documents. The final grade is given on the basis of the submitted documents and a conversation between the student and the coordinator about the completed work placement.

Work placement is also an integral part of the New Technologies in Translation MA programme in translation studies, designed and supervised by the Chair for Translator Education of UKEN University in Cracow. Students are expected to complete 60 hours of their placement in the third semester and 60 hours in the fourth semester. Before the start of the work placement, the institution chosen by the student signs an agreement with the university that states the terms and conditions of the work placement. When students complete the work placements, they are required to submit: a self-reflective report, an assessment form completed by the work supervisor, and a certificate of completion of the work placement.

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Gdansk: <https://fil.ug.edu.pl/wydzial/instituty/institut-anglistyki-i-amerikanistyki/zaklady/zaklad-translatoryki-anglistycznej>

Cracow: [https://przeklad.filg.uj.edu.pl/en\\_GB/studia-magisterskie](https://przeklad.filg.uj.edu.pl/en_GB/studia-magisterskie)

Cracow: <https://kdp.uken.krakow.pl/>

Poznan: <https://wn.amu.edu.pl/kandydaci/ksztalcenie-tlumaczy>

Warsaw: <https://ils.uw.edu.pl/en/full-time-studies/study-programmes/full-time-ma-programme-applied-linguistics/>

(Access on 11 February 2024)

### **3. Research and method**

To determine the stronger and weaker aspects of translation work placement, the reports submitted by MA students in 2022-2023 were collected and analysed quantitatively and qualitatively. The analysis involved reports completed by students and by work supervisors. This dual perspective demonstrates the broader picture of the organization and structure of work placement. Hence, the research aims to develop good practices and guidelines for effective translation work placement and contributes to professionalisation in translator education. The research is participant-oriented meaning that it seeks to examine the participants' perceptions and reflections of work placements and consequently provides insights into work placement process.

The student's self-reflective report consists of two parts: descriptive and evaluative. In the first section, students provide the dates of the work placement, the name of the host institution, and describe the tasks performed. Next, they list the tools they used during the work placement and specify the percentage of the practice time that was spent on translation and/or proof-reading/editing. In the second part of the report, students evaluate the structure and specific aspects of the work placement on a scale of 1 (very bad) to 5 (excellent). The following elements are evaluated: the organization of the work, the willingness of the work supervisor to assist, access to CAT tools, the level of difficulty of the tasks, the pace of work, and the work supervisor's attitude towards the student. Finally, based on these factors, the student gives an overall grade. In addition, in the report, the students describe the biggest challenges while performing the assigned tasks.

The second report is the work supervisor's evaluation form, in which the work supervisor explains what tasks the student performed during the work placement and reviews the student's performance on a scale of 1 (very bad) to 5 (excellent). The following elements are evaluated: the level of English, the level of Polish, the level of professional preparation, the attitude to work

(punctuality, meeting deadlines, noticing problems, the ability to ask for help, the ability to seek and suggest solutions), the pace of work, the ability to be self-organized, interpersonal relations, and the attitude towards the employer. The work supervisor also gives an overall rating and adds comments and suggestions. In the certificate, the work supervisor briefly summarizes the student's responsibilities and includes a descriptive evaluation of the student's performance.

The student is also obliged to sign the student's statement, which includes confidentiality of the personal data to which the student will have access to in connection with the work placement, and which is not to be used for any other purpose than the performance of tasks assigned in the course of the work placement.

#### **4. Data analysis**

In total, 52 reports were collected and analysed at the Chair for Translator Education of UKEN University in Cracow. The reports were submitted by MA students from October 2022 to September 2023.

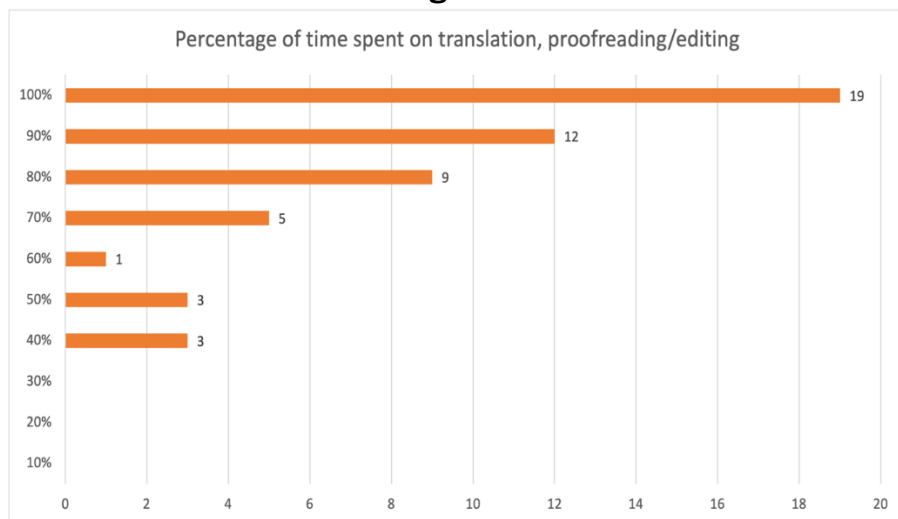
#### **PLACE and DURATION**

The vast majority of students (36 out of 52) completed full-time work placements (120 hours) at one institution, mostly at translation agencies such as: Argos Translations (6), Biuro Thumaczeń 123 Thumacz (4), Euroalphabet.eu (4), Translation Street (4), Atomini (2), Alingua (2). However, three students chose to complete their work placement at a certified translator's office, and four students at publishing houses. Two students completed their work placement tasks at a museum, and five selected institutions from other industries not directly related to translation. These were companies that required translation services, such as translating brochures or website information.

## TASKS

Based on the data provided in the reports, students spend around 84 % of the time on tasks related to translation or proof-reading of texts (see Figure 1).

**Figure 1**

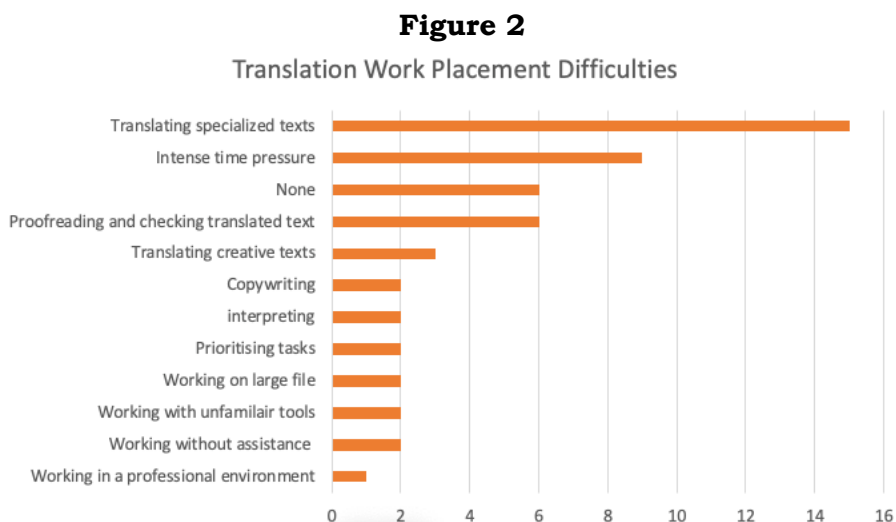


During the work placement, in addition to translation, MA students were also engaged in post-editing (5), copywriting (5), transcribing (4), verifying the translated texts (3), creating content (2), working in the terminology database (2), contacting foreign clients (2), subtitle editing (2), as well as checking files from the client and drafting instructions for translators (so called source review) (2).

During the work placement, students used translation and language tools and sources such as memoQ, Wordfast, Trados, Memsource, MateCat, Dejavu, Subtitled.com, DeepL, Phrase, oTranscribe, and language corpora available on the Sketch Engine platform, online dictionaries, graphic tools (Visual Studio Code, Photo Filtre), word processors, and Top (Project) Manager project management applications.

## EVALUATION

In the comments section, students described the most difficult tasks or problems they encountered during the work placements (see Figure 2).



The difficulties outlined by students in the reports primarily pertain to translating specialized texts, such as legal, technical, and medical texts. Students indicated that, during their work placement, meeting deadlines and making translation decisions, in the defined time, posed challenges. Six students struggled with proofreading and checking the translated text, especially specialized texts, since they were not familiar with the terminology. Apart from the specialized texts, students dealt with more creative texts, which also caused translation problems as identified by three students. They gave examples of poems and parts of audiovisual translation. Two students also found copywriting the most difficult task during their work placement. Interpreting was perceived as a challenge by two students.

A few students also described difficulties in working on a large file and working with certain unfamiliar applications that assist in the translation process. In the reports, they listed Trados Studio and Top Manager.

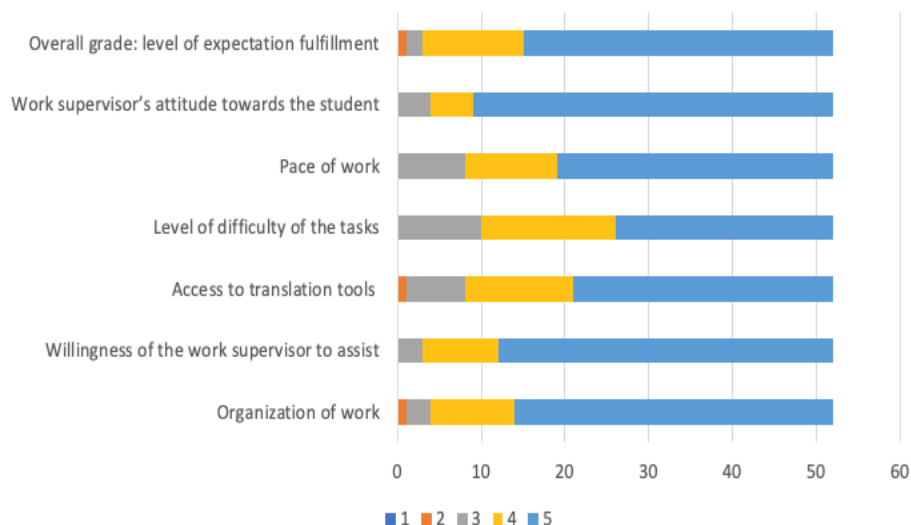
Students also pointed out skills not strictly related to translation, such as working in a professional environment and working without assistance. In the reports, students complained that they did not have sufficient reference materials while working with specialized texts and they also expected more feedback from the work supervisors.

Since work placements require flexibility and careful planning from students, they encountered challenges in prioritizing tasks.

The overall assessment of the work placements, expressed in the students' reports, was positive. The average overall grade of the work placement among MA students was 4.6<sup>8</sup> (See Figure 3 – *overall grade*). Students rated highest the willingness of the work supervisor to assist and the work supervisor's attitude towards the student. They rated lower the level of difficulty of tasks, access to CAT tools, and the pace of work.

**Figure 3**

### Students' Assessment of Translation Work Placements



<sup>8</sup> The average overall grade was calculated by adding all the grades and dividing the total by the number of participants.

The students expressed a positive view of the role of the work placement in translator training. They highlighted the valuable opportunity to gain insights into the daily work of a translator and to understand the operations of a translation agency in detail. Additionally, they mentioned acquiring new skills related to the translator's, or broadly, linguist's work.

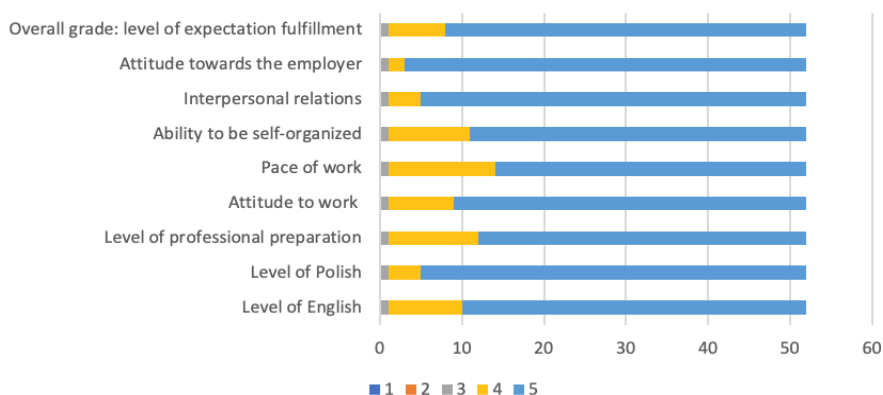
Furthermore, students acknowledged that work placements helped them recognize their strengths and weaknesses. They appreciated the chance to assess their competencies and identify areas requiring improvement.

However, there were words of criticism voiced by the students in their reports. They expressed a desire for more communication from the work supervisor and a more comprehensive and detailed evaluation of their work and translated texts.

The average evaluation of the students' performance reviewed by work supervisors was 4.5 (See Figure 4 – *overall grade*<sup>9</sup>), with the lowest ratings to the students' pace of work, self-organization skills, and the level of professional preparation. They appreciated the level of languages, attitude towards work, and attitude towards the employer.

**Figure 4**

Assessment of Students' Performance



<sup>9</sup> The average overall grade was calculated by adding all the grades and dividing the total by the number of participants.



In the descriptive evaluations, work supervisors paid attention to hard and soft competencies. In many reports, they appreciated the students' conscientiousness, accuracy, insight, and reliability. They emphasized that students should understand the specifics of working in a translation agency – time pressure and tight deadlines. They also appreciated the students' friendly attitude and ability to interact with customers, which help maintain positive customer relations. They also noted students' commitment to the project in which they participated and their willingness to learn new things.

In the reports, employers also indicated that students made stylistic, minor grammatical, and minor factual mistakes in their translations.

Both reports have a limited number of questions that students and work supervisors are obliged to answer. They mostly include information on tasks and responsibilities that students were involved in and the evaluation of the selected aspects of the organization of the work placement. In the reports, students rarely add any comments or suggestions. In many cases, it can be also observed that students and work supervisors seem to complete the forms rather automatically, do it quickly, and do not pay attention to achieve self-reflection and gain beneficial insights for their future development and possible improvements. On top of that, there is little opportunity for students and subject coordinators to talk through the points mentioned in the reports, and little attention to the sphere of emotions and the feelings of students after their work placements (which in many cases last a long time – 120 hours a year).

In the whole work placement process, there is a lack of greater attention to students' reflections and emotions they experience when interacting with the work supervisor/client, performing tasks assigned by the work supervisor, and sometimes working at home under time pressure.

## 5. Discussion and conclusions

Work placements play a significant role in contemporary higher education, especially when talking about employability. Importantly, work placements are one of the most significant elements of translator training that build a bridge between academic curricula and the translator's professional world. They offer students an opportunity to apply theoretical knowledge in practical and professional settings. Moreover, these experiences allow students to develop industry-specific competencies, understand workplace dynamics, and form professional relations. As translation-oriented studies have a strong practical phase, it is important to offer students as many hands-on experiences as possible. Thus, work placements should not be neglected in the translator training and should be a part of MA programmes. This claim is shared by Kiraly and Hoffman (2015) who argue that work placements should be seen as a core component of curriculum and incorporated in a sequenced and scaffolded manner. This means that work placements should be well-structured and well-designed, with defined learning outcomes and assessed as a part of the MA programme. They should be planned at the specific point of translator training when students have gained enough professional knowledge and skills and are ready to use them in real, professional settings. What is more, sequencing also implies that students should be adequately prepared for the work placements by attending, for example, orientation sessions or workshops, or events organized by various companies providing language services or universities. Seeing work placements as a sequencing event also means recognizing them as series of progressive steps, both before and after interactions with the chosen institutions.

As students identified several difficulties they faced during their work placements, greater emphasis should be placed on addressing these areas of weakness in translator education. One potential pedagogical solution is scaffolding, a teaching method where students are provided with successive levels of support that help them achieve higher levels of skills and

knowledge. In the context of work placements, this could mean more guidance and assistance from a work supervisor and work coordinator, especially at the beginning of the whole activity. Moreover, it implies that students should start with simpler tasks and gradually move to more complex assignments. Importantly, reflective practice should always be a core element of work placements. It encourages students to think about what they are learning throughout the work placement. It transforms experience into a learning tool, allowing students to gain deeper insights into their professional development (Calvo 2015).

As noticed by Jacomard (2018), effective work placements require more engagement and involvement by both subject coordinator and work supervisor. The author also points out that the subject coordinator is usually not well-prepared to successfully coordinate the whole process. More importantly, work supervisors have a lack of information about the students' level of professional competencies and therefore assign students with too trivial or too demanding tasks, which can cause conflict and frustration for both parties. What is more, they do not have enough time to assess students' performance and provide them with sufficient feedback.

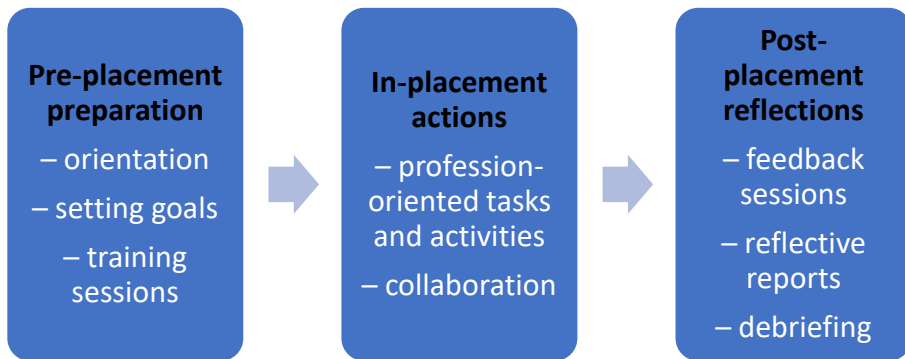
Observations based on the research can be seen as a starting point to determine a list of good practices of work placements that could be implemented by institutions that train future translators, and which could be essential for creating meaningful and beneficial experiences for the organization, university, and students. These practices would ensure that the work placement is a valuable part of the translator training and career development. These elements can contribute to setting standards that are pivotal for the professionalization of translation practice.

The list of good practices should open more effective collaboration between the university and institutions that accept students for work placements. Both parties should seek more opportunities to discuss the structure of work placements, their goals, employers' expectations, and students' needs. To improve cooperation between the parties, more events promoting

students' active participation on the market should be organized. Examples could include career days, networking events, training sessions, workshops, and conferences, which provide opportunities to discuss contemporary needs and requirements on the market in the language industry, students' employability and competencies, and work placement goals and assessment forms.

In terms of the framework for work placements, they should be considered a three-step process that would include: pre-placement preparation, in-placement actions, and post-placement reflections. The division would improve work placement planning, review, and serve as suggestions for future improvements.

**Figure 5**  
Three steps of work placement



Pre-placement preparation is an essential part of work placements, as it helps students benefit from learning and development opportunities that arise during their work placement. This phase includes thorough discussions with the subject coordinator to carefully select a suitable institution for the work placement according to students' interests and expectations. Upon selecting the institutions, students can orient themselves with their culture and values, as well as set work placement objectives and plan their expectations. Students are also informed on operational protocols such as confidentiality, technological

tools, and office conduct, finalizing administrative details and submitting documents to ensure a smooth transition into their work placements.

Good practices in pre-placement preparation involve several key steps to ensure students and institutions gain the most from the experience. The first element of this stage should include discussions and informative sessions with the subject coordinator. The subject coordinator should help students find and choose the institution relevant to their interests and needs and inform them about all the work placement requirements and goals including reports and agreements. Before the work placement, the institution should provide an orientation session to familiarize students with the organization's culture, values, and expectations, alongside any necessary training specific to their role. They should work with students to set clear, achievable goals for what they wish to learn and accomplish during their placement, aligning these with the organization's objectives. Students should also be informed about work schedules, dress code, access to necessary tools and technology, and the completion of any required paperwork before the placement starts.

In-placement actions encompass the practical experience and tasks that students conduct during their work placements. This includes applying academic knowledge to real-world scenarios, collaborating with team members, and participating in projects and daily operations. Students should receive ongoing guidance and support from their work supervisors, ensuring they remain aligned with the organizations' objectives. They engage in continuous learning and skills development through hands-on experience. Moreover, they may take part in meetings and contribute to problem-solving, further integrating into the workplace environment.

Good practices in this stage should include appointing a work supervisor who would be a mentor for students during the work placement. This person should be available for the student, have regular meetings with them to discuss the student's progress, and make any necessary adjustments to the work

placement plan. Importantly, the work supervisor should ensure that the assigned tasks are relevant to the student's objectives and competencies. The institution should also offer opportunities for the student to attend training, workshops, and networking events, not only related to the organization, but also to the tools and software used in the company. Students should actively participate in team meetings and events to foster a sense of inclusion and to provide a comprehensive view of the workplace culture. Importantly, students should have opportunities to collaborate with other people from the institution. During the work placement, students should gather the translated work along with other translators' feedback to design a portfolio of the translated texts.

Post-placement reflections involve students critically evaluating the skills and knowledge gained during the work placements. This stage also includes completing reflective reports, journals, and assessment forms that detail what the students learned and how they applied their skills. Students may also receive and discuss feedback on their performance from their work supervisors. This is an opportunity to assess the development of professional competencies and to identify areas for further growth. Good practices in the post-placement reflection stage include designing and completing reports that would refer to students' experiences and performances. The reports should also capture the students' view of the placement, including what worked well and what could be improved. The reports submission should be followed by feedback sessions and debriefing meetings. Students can receive and discuss detailed feedback with their supervisors and subject coordinators to understand their performance better. Students should also use their reflections to inform their career plans, identifying the skills they need to develop further and setting future professional goals.

The proposed three-step framework for work placements may serve as a structured pathway to enriching the translator training experience. It underscores the importance of strategic collaboration between universities and organizations. It also highlights the need for more research to refine students and other

parties' experiences, addressing the complexity of the work placement process and ensuring that the students' transition from university to the professional world is not only successful but also meaningful.

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