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The 2022 EMT Competence Framework. An outlook on its applicability in a rapidly evolving translation landscape

This paper begins by describing why the definition of competences is important in translation didactics. Then, after differentiating it from other competence frameworks for languages and translation, it briefly describes the rationale and the history of the EMT Competence Framework. Subsequently, it outlines the differences between the 2017 EMT Competence Framework and the new 2022 version. The following chapter is dedicated to the twofold applicability of the EMT Competence Framework. Finally, the paper provides an outlook on the new competences that graduates of translation degree programmes will need in the future to be competitive on the market and which further adjustments to the 2022 version are likely to be necessary.

Keywords: translation, EMT Competence Framework, skills, translation didactics, employability

1. Why defining competences in translation didactics?

The so-called Bologna Process represented a paradigm shift in the design of study programmes at the beginning of the 21st century. Its main goal was to enhance the competitiveness and attractiveness of higher education in Europe.

After several investigations and reports, the European Parliament and the Council published Recommendation 2006/962/EC on Key Competences for Lifelong Learning at the end of 2006. In 2008, the Directorate General for Education and Culture introduced the distinction between knowledge, skills and competence (KSC) as a basis of the EQF in the document 'Explaining the European Qualifications Framework for Lifelong Learning'. Even though "the EQF's differentiation between knowledge, skills and competence can […]be seen as a pragmatic agreement between the various, widespread approaches and does not oblige countries to do the same" (Explaining the European Qualifications Framework for Lifelong Learning, 2008, p. 7), these terms have entered academic language and are used in curriculum design with clear connotations. In 2009, another cornerstone of the Bologna process, the ECTS Users' Guide was published. It provides guidelines for the implementation of the European Credit Transfer and Accumulation System (ECTS) and its main purpose was to promote student mobility all over Europe. In 2010, the European Higher Education Area (EHEA) was officially launched at the Budapest/Vienna ministerial conference.

Since then, student-centred learning and curricula based on learning outcomes have become the foundation of sustainable study programmes and of all teaching methodologies in higher education.

It is clear, that this approach enables study programmes to be compared, thus facilitating the recognition of study achievements during mobility. In addition, competence-based study programmes represent a system that increases graduate employability and guarantees employers a certain minimum level of quality.

2. Competence frameworks in languages and translation

There are various sustainable and Europe-wide recognised competence frameworks in the field of languages and translation. Three well-known frameworks that are frequently used alongside the EMT Competence Framework are singled out by way of example in this paper.

2.1. CEFR – Common European Framework of Reference for Languages

The CEFR was launched in 2001 and is based on competences and sub-competences. It was revised, updated and extended for several years and in 2018, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume was published. This framework uses generally applicable descriptors that specify progressive mastery of each skill. A six-level scale from A1 to C2 gives a grading for these skills. The CEFR is explicitly designed for language learning and the assessment of student progress in the various competence areas. A1 and A2 define basic language users, B1 and B2 independent users and C1 and C2 proficient users. The four main categories of the CEFR are Reception, Interaction, Production and Mediation. Qualitative aspects like range, accuracy, fluency, interaction and coherence are used for assessing the skills. It is interesting to note that, despite the fact, that "it is also important to underline that the illustrative descriptors offered […] are not intended to describe the competences of professional interpreters and translators" (CEFR. Companion Volume, 2018, p. 92), some descriptors and qualitative aspects, mainly for C1 and C2, are related to translation, as they form the basis for a fit-for-purpose translation e.g. "Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning." (CEFR. Companion Volume, 2018, p. 54).

2.2. PACTE – Process in the Acquisition of Translation Competence and Evaluation

As the acronym suggests, the PACTE research group is focused on translation didactics. The first PACTE model was launched in 1998 and has undergone further development ever since. PACTE currently uses the same scale as the CEFR levels and is aimed at all learners, including translation students who start language acquisition from scratch. After defining levels A1 to B2, the research group is currently working on the C1 and C2 levels for translation. PACTE defines all these levels for five categories of translator competences, namely bilingual competence (pragmatic, sociolinguistic, textual, grammatical and lexical), extra-linguistic competence (bicultural knowledge and in different specific fields), knowledge about translation (process and profession), instrumental knowledge (information, documentation, encyclopaedias, technologies) and strategic competence (processes, problem-solving) (see Hurtado, 2017, for more detail).

2.3. eTransFair

eTransFair was an Erasmus+ project (2016–2019). It tackled market needs in the field of specialised translation. The project delivered concrete tools to be applied in teaching in the form of a Competence Card and a virtual Skills Laboratory, a training programme for both students and teachers, and teaching modules in electronic form. At the same time, eTransFair created a Pool of Assessment Techniques (PAT) to assess competences, Stimuli Provided for UseRs (SPUR) to encourage teaching with these modules, a Methodology Portal in the form of a virtual space for the exchange of experiences and teaching methods, and a European Centre of Specialized Translators (e-COST) for European exchange. The results of the eTransFair project were disseminated at an international conference entitled 'Fit-for-market translator and interpreter training in a digital age' held in September 2018 in Budapest, at the Centre for Modern Languages (BME). A compilation of the most important contributions to this conference was published in 2020 in the book 'Fit-For-Market Translator and Interpreter Training in a Digital Age' (see Besznyák, Fischer & Szabó, 2020, for more detail).

3. The EMT Competence Framework
3.1. Rationale and previous versions

The EMT Competence Framework differs from the above-mentioned frameworks and models in that it only describes the competences that graduates of Master's in Translation should have at the end of their training. The original aim of the EMT, European Master's in Translation excellence network, was to ensure high-quality university training of qualified translators for the DGT after EU enlargement in 2004.

The current EMT Competence Framework goes back to the EMT 'Wheel of Competences'[1] created in 2009. The Wheel implemented the results of a summary report, 'Competences for professional translators, experts in multilingual and multimedia communication' published by a group of EMT experts formed in 2007 under the leadership of Yves Gambier (see European Commission, EMT Expert Group, 2009, for more detail). It was replaced in 2017 by the EMT Competence Framework, which acknowledged the transformations that the profession had undergone between 2009 and 2017.

The 2017 edition of the EMT Competence Framework (European Commission, 2017) is the result of a larger-scale research based on the results of OPTIMALE (Optimising Professional Translator Training in a Multilingual Europe), a project carried out from 2010 to 2013. These results were combined with the results of a survey created by an EMT working group, launched in 2016 among the translation programmes in the EMT Network and some other partner programmes, e.g. Erasmus+ partners that were not part of the EMT network, at that time. A total of 1519 translation graduates from 46 universities in 22 European countries responded to this survey, which included questions on finding a job related to their studies, type of job, sector of employment, income and job satisfaction on the one hand, and the usefulness of the skills acquired during their studies on the other. At the same time, informal talks took place with various stakeholders, e.g. with representatives of the European Union of Associations of Translation Companies (EUATC) and EU translators at the Commission and the Parliament.

One of the most important innovations introduced in the 2017 EMT Competence Framework was the visual representation of the main competence areas. Whereas the 'Wheel of Competences' was arranged around Service Provision, the 2017 EMT Competence Framework is organised in the form of a set of cogwheels, suggesting that all areas of competence are equally important and interdependent.

At the same time, the 2017 edition stated that language and culture are a very important skill set that cannot be acquired within a two-year, and in some cases one-year, Master's in translation. Language and culture therefore became prerequisites for enrolling in an EMT Master's study programme. In this respect, the EMT Competence Framework differs fundamentally from CEFR or PACTE, for example.

The EMT Competence Framework 2017 covers five competence areas:

(1) Language and Culture
(2) Translation
(3) Technology
(4) Personal and Interpersonal
(5) Service Provision.

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[1] https://ucloud.univie.ac.at/index.php/s/D1NQAr0FK6lHnLh

Except Language and Culture, all competence areas are explained in more detail in the opening credits of the framework; each of these areas is subdivided into specific competences, 35 in total. See Table 1 below for the definition of each subcompetence.

Table 1. EMT Competences 2017

Translation (strategic, methodological and thematic competence) Students know how to…	
1	Analyse a source document, identify potential textual and cognitive difficulties and assess the strategies and resources needed for appropriate reformulation in line with communicative needs
2	Summarise, rephrase, restructure, adapt and shorten rapidly and accurately in at least one target language, using written and/or spoken communication
3	Evaluate the relevance and reliability of information sources with regard to translation needs
4	Acquire, develop and use thematic and domain-specific knowledge relevant to translation needs (mastering systems of concepts, methods of reasoning, presentation standards, terminology and phraseology, specialised sources etc.)
5	Implement the instructions, style guides, or conventions relevant to a particular translation
6	Translate general and domain-specific material in one or several fields from one or several source languages into their target language(s), producing a 'fit for purpose' translation
7	Translate different types of material on and for different kinds of media, using appropriate tools and techniques
8	Translate and mediate in specific intercultural contexts, for example, those involving public service translation and interpreting, website or video-game localisation, community management, etc.
9	Draft texts for specific purposes in one or more of their working languages, taking into account specific situations, recipients and constraints
10	Analyse and justify their translation solutions and choices, using the appropriate metalanguage and applying appropriate theoretical approaches
11	Check, review and/or revise their own work and that of others according to standard or work-specific quality objectives
12	Understand and implement quality control strategies, using appropriate tools and techniques
13	Pre-edit source material for the purpose of potentially improving MT output quality, using appropriate pre-editing techniques
14	Apply post-editing to MT output using the appropriate post-editing levels and techniques according to the quality and productivity objectives, and recognise the importance of data ownership and data security issues
Technology (tools and applications) Students know how to…	
15	Use the most relevant IT applications, including the full range of office software, and adapt rapidly to new tools and IT resources
16	Make effective use of search engines, corpus-based tools, text analysis tools and CAT tools

17	Pre-process, process and manage files and other media/sources as part of the translation, e.g. video and multimedia files, handle web technologies
18	Master the basics of MT and its impact on the translation process
19	Assess the relevance of MT systems in a translation workflow and implement the appropriate MT system where relevant
20	Apply other tools in support of language and translation technology, such as workflow management

Personal and interpersonal
Students know how to…

21	Plan and manage time, stress and workload
22	Comply with deadlines, instructions and specifications
23	Work in a team, including, where appropriate, in virtual, multicultural and multilingual environments, using current communication technologies
24	Use social media responsibly for professional purposes
25	Take account of and adapt the organisational and physical ergonomics of the working environment
26	Continuously self-evaluate, update and develop competences and skills through personal strategies and collaborative learning

Service provision
Students know how to…

27	Monitor and take account of new societal and language industry demands, new market requirements and emerging job profiles
28	Approach existing clients and find new clients through prospecting and marketing strategies using the appropriate written and oral communication techniques
29	Clarify the requirements, objectives and purposes of the client, recipients of the language service and other stakeholders and offer the appropriate services to meet those requirements
30	Negotiate with the client (to define deadlines, rates/invoicing, working conditions, access to information, contracts, rights, responsibilities, language service specifications, tender specifications etc.)
31	Organise, budget and manage translation projects involving single or multiple translators and/or other service providers
32	Understand and implement the standards applicable to the provision of a language service
33	Apply the quality management and quality assurance procedures required to meet pre-defined quality standards
34	Comply with professional ethical codes and standards (confidentiality, fair competition etc.) and network with other translators and language providers via social media and professional associations
35	Analyse and critically review language services and policies and suggest improvement strategies

3.2. The 2022 EMT Competence Framework – a step forward

In the 10 or so years of its existence, the EMT Competence Framework had become a generally recognised guideline in Europe and beyond, and was also frequently used for designing programmes. However, a lot had changed in the translation world since 2017 and the EMT network had to keep up with the times. It soon became clear that the EMT Competence Framework needed to be adapted to the new technological and societal changes that were impacting the discipline. The EMT Network and the EMT Board therefore decided to set up a task force to update the competence framework.

3.2.1 Fine-tuning of the 2017 Competence Framework and differences between the 2017 version and the new 2022 version

As the EMT Competence Framework is also the basis for the evaluation of EMT network applications, which takes place every five years, the changes to the 2017 Competence Framework were also aimed at maintaining the highest possible level of comparability. Future applicants should thus be given the opportunity to stay in line with the new Competence Framework if, in the meantime, they have made changes to their own study programme that correspond to the requirements of the 2017 Competence Framework. This approach was also chosen in the knowledge that curricular changes are subject to precise bureaucratic steps, which usually take a lot of time. During the working process, the changes were therefore referred to as fine-tuning to emphasise the close link to the 2017 Competence Framework.

Table 2 shows the competences of the 2022 Competence Framework. Changes are printed in italics. The reasons for the changes as part of the fine-tuning process are briefly described below. These reasons can be roughly divided into five groups: technological progress, market needs, changes caused by the pandemic, awareness of accessibility and stylistic changes for the sake of clarity. In Table 2, these categories are listed in round brackets next to the ordinal number of the respective competence. 1 was chosen for technological progress, 2 for market needs, 3 for changes caused by the pandemic, 4 for accessibility and 5 for stylistic changes.

The aim of the fine-tuning process was, among others, to emphasise language and cultural skills more clearly, especially in times of increased migration and given the importance of L2 language acquisition. As previously in the 2017 Competence Framework, language and cultural competences are defined as a prerequisite for admission to the Master's in Translation. Nevertheless:

This updated framework reflects the need for these human skills by reiterating the importance of linguistic, sociolinguistic, cultural, and transcultural skills. This does not mean a narrower focus, but rather an awareness of human skills

as a differentiator in a technologized employment market, where linguistic, critical, and ethical competences can combine to produce a transversal skill set to equip graduates for the future. (EMT Competence Framework, 2022, p. 2)

In comparison to the 2017 version, the linguistic and cultural competences were therefore described in more detail in the 2022 Competence Framework (EMT Competence Framework, 2022, p. 6).

A fundamental change in the latest Competence Framework is the addition of competence 35 in the last segment 'Service Provision', resulting in a total number of 36 competences. All other numbering before 35 has remained unchanged and, for the most part, the contents with the respective changes and additions also correspond basically to the content of the 2017 Competence Framework, thus ensuring the required comparability. At the same time, however, the fine-tuned text makes clear in which direction the translation market is developing and which aspects should be kept in mind when designing or updating a curriculum for a Translation Master's programme.

A comparison of the 2017 and 2022 versions of the Competence Framework shows that, apart from stylistic changes, the main focus was on technological and market changes. So as to better comprehend market needs at an academic level as well, the results of the ELIS Survey 2022 were considered during the fine-tuning process. ELIS, the European Language Industry Survey, was launched in 2013 by EUATC, the European Union of Associations of Translation Companies. Since then, ELIS has been conducted annually. Today, it is co-organised with ELIA, FIT Europe, GALA, the EMT university network, the European Commission's LIND group and Women in Localization.

Of course, specific observations by teachers at EMT universities were also considered in the fine-tuning. The inclusion of the word 'intracultural' in competence number 8, for example, is largely due to the new introduction of courses on barrier-free copywriting and translation in many current curricula. The content of competence number 30, i.e. the ability to give constructive feedback to potential clients on the work process and one's own product in critical situations, is based on the observation that students often show little initiative in this respect – for example during internships – and have only limited argumentative means at their disposal in such situations.

Table 2. EMT Competences 2022

Translation (strategic, methodological and thematic competence) Students know how to…	
1	Analyse a source document, identify potential textual and cognitive difficulties and assess the strategies and resources needed for appropriate reformulation in line with communicative needs
2 (2)	Summarise, rephrase, restructure, and shorten a message *and adapt it to market needs* rapidly and accurately in at least one target language, using written and/or spoken communication
3 (5)	*Evaluate* the relevance and reliability of information sources with regard to translation needs
4	Acquire, develop and use thematic and domain-specific knowledge relevant to translation needs (mastering systems of concepts, methods of reasoning, presentation standards, terminology and phraseology, specialised sources etc.)
5	Implement the instructions, style guides, or conventions relevant to a particular translation
6	Translate general and domain-specific material in one or several fields from one or several source languages into their target language(s), producing a 'fit for purpose' translation
7 (2,5)	Translate different types of material on and for different kinds of media *and target audiences*, using appropriate tools and techniques
8 (4)	Translate and mediate in specific *intracultural and* intercultural contexts, for example, those involving public service translation *(*and interpreting*)*, website or video-game localisation and *accessibility* community management, etc.
9	Draft texts for specific purposes in one or more of their working languages, taking into account specific situations, recipients and constraints
10	Analyse and justify their translation solutions and choices, using the appropriate metalanguage and applying appropriate theoretical approaches
11 (1,2)	Check, review*, revise and evaluate* their own work and that of others according to standard or work-specific quality objectives *and assess the appropriateness of using tools for the work at hand*
12	Understand and implement quality control strategies, using appropriate tools and techniques
13 (1)	*Edit source text content for processing using a translation tool*
14 (1)	*Post-edit MT output using style guides and terminology glossaries to maintain quality standards in MT-enhanced translation projects*
Technology (tools and applications) Students know how to…	
15 (1)	Use the most relevant IT applications, including the full range of office software, and adapt rapidly to new tools and IT resources *having critically assessed their relevance and the impact of change on their work practices*
16 (1,2,5)	Make effective use of search engines, corpus-based tools, text analysis tools, *computer-assisted translation* (CAT) *and quality assurance (QA) tools where appropriate*
17 (5)	Pre-process, process and manage files and other media/sources as part of the translation, e.g. *web* and multimedia files
18 (2,5)	*Understand* the basics of MT *systems* and *their* impact on the translation process, *and integrate MT into a translation workflow where appropriate*

19 (1)	*Recognise the importance and value of translation and language data, demonstrating data literacy*
20 (5)	Apply other tools in support of language and translation technology, such as workflow management *tools*

Personal and interpersonal
Students know how to…

21 (3,5)	Plan and manage time *(including complying with deadlines)*
22 (2,3)	*Manage workload, cognitive load, stress and critical professional situations*
23 (3,5)	*Work both autonomously and in virtual, multicultural and multilingual teams, using appropriate communication technologies*
24	Use social media responsibly for professional purposes
25	Take account of and adapt the organisational and physical ergonomics of the working environment
26 (2)	Continuously self-evaluate, update and develop competences and skills through personal strategies and collaborative learning *and acknowledge the importance of lifelong learning*

Service provision
Students know how to…

27	Monitor and take account of new societal and language industry demands, new market requirements and emerging job profiles
28	Approach existing clients and find new clients through prospecting and marketing strategies using the appropriate written and oral communication techniques
29	Clarify the requirements, objectives and purposes of the client, recipients of the language service and other stakeholders and offer the appropriate services to meet those requirements
30 (2)	*Interact at all stages with the client* (negotiate deadlines, rates/invoicing, working conditions, access to information, contracts, rights, responsibilities, language service specifications, tender specifications, *offer feedback* etc.)
31	Organise, budget and manage translation projects involving single or multiple translators and/or other service providers
32	Understand and implement the standards applicable to the provision of a language service
33 (2)	Apply the quality management and quality assurance procedures required to meet pre-defined quality standards *and manage client feedback and complaints*
34 (5)	*Critically assess and work within the ethical principles* (such as confidentiality, fair competition, *impartiality*) *defined codes of ethics and guides of good practice*
35 [NEW] (2,3)	*Network with other translators and language providers, including via professional associations, events and social media so as to improve individual and collective professional visibility*
36 [former 35] (3,5)	Analyse and critically review language services and policies and suggest improvement strategies *as an extension to their social and economic responsibility*

4. Applicability of the EMT Competence Framework

As the EMT Competence Framework is strongly practice-oriented and is intended to represent an efficient link between theory and practice, the question arises as to what extent the competence framework can be used in everyday teaching and whether potential employers find the competences described in it useful.

On first impression, 36 competences appear to be a very large number of desiderata. Beginners in particular have the feeling that they cannot acquire these wide-ranging competences during the one-year or two-year Master's degree programme in Translation. Many inexperienced teachers sometimes believe that graduates will never achieve the competence level required by the EMT Competence Framework. What is rarely considered is that many competences are closely connected to each other and that several competences are often covered in a single course. In the application process for the EMT network, which takes place every five years – the most recent application round started at the end of 2023 – applicants are asked, among other things, to indicate which competences of the framework are taught in a particular course using the framework's numbering for each competence. And it is during the application process that many teachers, managers and decision makers in academia become aware of how well positioned their study programme is and how far it covers the EMT skills spectrum in the various courses. It is also clear that the 36 competences aim to reflect as many academic realities as possible, because the competence framework is used as the basis for the application of very different Master's programmes in Europe and partly even beyond. At the same time, not all EMT study programmes have necessarily to comply with all 36 competences. A PSIT-oriented translation programme, for example, will have a different focus than a translation programme oriented towards literary and media translation.

A possible integration of most EMT competences in a multilingual course as part of a Translation Master's programme is described in the article 'Bridging the Gap – a Master's-level course which implements the EMT Competence Framework' (Krause, 2022). Even though this article still refers to the 2017 Competence Framework, it clearly shows that it is possible to tackle most EMT competences in theory and have students apply them in practice even in a single introductory course in the Master's programme. Of course, this will then require more in-depth study in further Master's courses, but this course at the interface between the Bachelor's and Master's programmes already provides an initial familiarisation with EMT skills.

In addition to the academic perspective, however, there is also the other side of the coin, namely employability, to which all academic training institutions should be committed.

As part of ELIS, potential employers from the language industry and institutions were asked which skills they felt were underdeveloped in the degree holders. This article refers to the results of ELIS 2022 and ELIS 2023. Both academics and language service providers/institutions were questioned about selected competences based on the EMT Competence Framework. The question for the academics was as follows: Please indicate the skill levels that your typical Master's graduate possesses. The question for the other groups was: Based on your experience with recent candidates holding a translation-related Master's degree, which skills must be improved to meet your unit's requirements? Both referred to Cultural awareness, Information gathering & processing, Interpersonal skills, Knowledge about market expectations, Planning and quality process, Professional ethics, Source language skills, Target language skills, Translation competence, Translation technology, Workspace-related computer skills. In this context, it was interesting to compare the expectations and perceptions in academia with those in the professional world.

In ELIS 2022, employers, for example, were asked to indicate the level of graduates' performance in the above-mentioned competences using a scale from 0 to 3, i.e. basic, independent, proficient, and compare it with their own expectations. The largest gaps were found in information handling, translation competence, professional ethics and project management. Employers had the highest expectations in the areas of translation, target languages skills, source language skills, information handling and cultural awareness.

In ELIS 2023, representatives from academia were questioned, based on the EMT competences mentioned above, about their perception of graduate performance and employers' expectations. They identified larger skill gaps in planning and quality process, translation technology, information gathering and processing and target language skills. It is important to note that these gaps relate exclusively to the academic perspective and are based on the expectations that academia assumes the language industry has. However, academics also presume that employers have the highest expectations in the areas of translation, target languages skills, source language skills, information handling and translation technology, so there is a high degree of consistency with the information provided by the Language Industry in 2022. All these findings are of course important when it comes to defining study programmes and learning content.

The EMT Competence Framework has thus also become an indicator of the employability of graduates with a Master's in Translation.

5. Outlook for the EMT Competence Framework

The rapid pace at which today's world is changing has of course also affected the world of translation.

Large language models (LLM) are having an enormous impact on translation. Since ChatGPT and similar chatbots are widely known and used, the fear that translators will be replaced by AI has become increasingly evident, uncertainty is spreading among language professionals and translations students, and many questions are being raised. Therefore, many forums, institutions and congresses are dealing with the changes that can be foreseen or have already occurred because of generative AI in the field of translation. The 10th edition of one of Europe's largest translation forums, TEF, the Translating Europe Forum was held in November 2023 under the title 'Achieving excellence in translation'. The programme ranged from skills to the future of translation and training to quality management, and from technologies to promoting language professions. The closing panel 'Back to the future' was dedicated to the question as to what the future might hold for the translation market, the skills required from language professionals, quality issues and the role of technology. Andrejs Vasiļjevs from the LIND expert group (see European Commission, DG Translation, 2020, for more detail), the Language Industry expert group that provides DGT with expertise on the translation industry, emphasised the need to integrate technologies and generative AI into the translation process. Vasiļjevs showed that LLMs may take over many tasks, not only mere translation. Text Generation, Creative Writing and Ideation, Summarization, Semantic Search etc. – i.e. tasks that are normally performed by language service providers – can be done by LLMs. However, he also warned against having too high expectations in these applications. Furthermore, he described several risks of LLMs, such as the risk of producing discriminatory and exclusive speech, risks relating to the handling of sensitive information, the risk of producing false or misleading information or the economic and environmental impact. Therefore, humans will still have to check and validate the results of LLMs (see European Commission, DG Translation, YouTube Channel, 2023, for more detail).

What does this mean for the future of the EMT skill set? Competence number 19 of the 2022 EMT Competence Framework says in a very general way: "Recognise the importance and value of translation and language data, demonstrating data literacy" (European Commission, DG Translation, 2022, p.9). The latest developments make it clear that this competence needs to be described in more detail and complemented. Skills like a good insight into statistics and data science, awareness of the danger of data biases, the capacity of combining codes of ethics of different domains and an increased ethical judgement, creativity and contextual awareness, awareness of the danger of language disparity, the ability to sell translation as a human-driven product and to give it the value it deserves in society could be spotlighted even more in the next version of the EMT Competence Framework. This would allow the EMT Competence Framework to

maintain its twofold function as a guide for designing programmes in the field of translation, but also as a benchmark for the needs of the language industry and thus for the employability of graduates.

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