

# Feasibility of a Postgraduate Translation Studies Course

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Course Feasibility Study Completed for  
The Requesting Institution  
December 2021

Market Insights Brief

#### Credential Design and Curriculum Analysis

- Knowledge and Skills Heatmap
- Profiled Course Review

#### Market Pulsecheck

- Labour Market Intelligence
- Competitive Intelligence

Margaret Hayworth  
Market Insights Associate

Hailey Blain  
Market Insights Manager

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# I. Recommendations and Considerations

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## Research Challenge

The partner institution requested a course feasibility study to:

- Validate market demand for new course
- Identify top employers and in-demand job knowledge and skills
- Evaluate peer courses
- Provide curricular guidance

A full list of research questions appears in the appendix.

## Recommended Next Steps

- *Request a market opportunity scan* for help identifying more promising new course subjects
- [Develop outcomes-focused recruitment messages](#) when beginning course recruitment

## A Limited Labour Market and Growing Competition May Challenge Course Launch; Offer Specialised Modules, Work Placements and Flexible Delivery to Stand Out in the Market

### Executive Overview

**Employer demand analysis suggests a limited labour market for course graduates.** In the past 12 months, employers advertised a low-to-moderate number of relevant postings in South East England and the United Kingdom. Although growth in employer demand for relevant professionals outpaced the growth in demand for all professionals in both regions between October 2018 and September 2021, the growth rates for translation professionals are likely inflated due to a low number of job postings and represented a small actual average monthly increase in postings (i.e., three in South East England and 13 in the UK). In South East England, employment in all top five relevant occupations is projected to grow slower than average, and only one in the United Kingdom is projected to grow faster than average. These trends indicate course graduates will likely enter a small labour market with limited opportunities for employment.

**Degree enrolment trends indicate an increase in student demand, but increasing competition could hinder course launch.** Between the 2014-15 and 2018-19 academic years, relevant enrolments saw an overall increase, suggesting growth in student demand. However, the number of institutions reporting relevant enrolments also grew in both regions over the profiled period, indicating increasing competition. Although enrolments increased overall in South East England, the mean and median enrolments per institution reporting declined. This suggests the market for relevant courses may be growing more saturated, which could challenge the growth of a new course. Additionally, The University of Portsmouth reported the second most enrolments in South East England and the fourth most in the United Kingdom, suggesting the institution could pose significant competition to the proposed course in both markets.

**Offer specialised modules to confer in-demand skills.** Legal skills and business skills were among the top employer sought skills of translation professionals over the profiled period. All five profiled courses offer optional modules focusing on at least one of these areas. Offering multiple modules that focus on a specialised, in-demand area of translation can help better prepare students to meet employer demand upon graduation.

**Offer the opportunity for work placements within the course to appeal to students focused on return-on-investment and career advancement.** Only three profiled courses advertise work placement options in the course. [EAB research](#) finds projects with local employers help students learn critical skills while improving post-graduate employment opportunities.

**Offer flexible course options to appeal to a larger pool of students.** All profiled courses offer both a full-time and a part-time course sequence. However, only two profiled courses offer a distance-delivery option. Offering full-time and part-time options will align with profiled competitors, while offering a distance-delivery format could set the proposed course apart from most of the profiled competitors.



An evaluation of employer demand for graduates from the proposed postgraduate taught translation studies course in South East England and the United Kingdom and demand for similar courses.

Analysis Includes:

- Job Posting Trends
- Top Titles
- Top Skills
- Top Employers
- Top Cities
- Degree Enrolment Trends

The analysis considered demand in:

- South East England and
- The United Kingdom

## A Limited Labour Market, Fluctuating Student Demand, and Growing Competition Indicates a Somewhat Challenging Landscape for New Course Development

### *Preliminary Course Outlook*

**Employer demand trends indicate a low to moderate need for course graduates and limited employment opportunities over the next decade.** In the past 12 months, employers advertised a low to moderate number of relevant job postings in South East England and the United Kingdom (i.e., 1,416 and 9,987, respectively). Growth in employer demand for relevant professionals outpaced the growth in demand for all professionals in both regions (i.e., an average 1.93 per cent compared to 0.88 per cent per month in South East England and 0.93 per cent compared to 0.81 per cent in the UK). However, the growth rates for translation professionals are likely inflated due to a low number of job postings and represented a very small actual monthly increase in postings (i.e., three in South East England and 13 in the UK). In South East England, employment in all top five most relevant occupations is projected to grow slower than the average across the next decade. In the United Kingdom, employment in only one of the top five relevant occupations is projected to grow faster than average over the same period. These trends indicate course graduates will likely enter a competitive job market.

**Degree enrolment trends indicate fluctuating but overall growth in relevant enrolments in both regions, suggesting growing student demand.** Between the 2014-15 and 2018-19 academic years, relevant enrolments fluctuated in both regions, but across the profiled period increased by an average 12.67 per cent annually in South East England and an average 2.68 per cent annually in the United Kingdom. This overall growth indicates growing student demand for relevant courses in both regions.

**However, growth in the number of institutions reporting enrolments suggests increasing competition in both regions.** Across the 2014-15 and 2018-19 academic years, the number of institutions reporting enrolments increased 12.50 per cent on average annually in South East England and 3.03 per cent on average annually in the United Kingdom, indicating that competition is increasing. Regionally, only three institutions reported relevant enrolments for the 2018-19 academic year, which could indicate limited regional competition and a chance to enter the market. However, the University of Portsmouth reported the second most enrolments in South East England, and the fourth most in the United Kingdom. This indicates the institution could pose significant competition to the Requesting Institution's proposed course in both markets. Additionally, administrators should note, although regional enrolments increased overall, The Open University was the only regional competitor to increase their enrolments over the profiled period. This could indicate a decline in student demand for more relevant courses at institutions more similar to the Requesting Institution.

## Analysis of Job Postings for Translation Studies Professionals in South East England

Between October 2018 and September 2021, employers advertised a low to moderate number of relevant job postings (i.e., 1,416 job postings). During the same period, average monthly growth in demand for relevant professionals outpaced average monthly growth in demand for all professionals (i.e., 1.93 per cent compared to 0.88 per cent). Administrators should note, the low number of postings likely inflates the average growth rate of demand for relevant postings and represents an actual increase of only three job postings. Together, these trends indicate moderate employer demand for translation studies professionals and suggest graduates will face a somewhat competitive job market.

**+1.93%**

### Average Monthly Demand Growth

October 2018-September 2021, South East England Data

- Average monthly growth of three postings.
- During the same period, demand for all professionals grew 0.88 per cent.

**263 job postings**

### Average Monthly Demand

October 2018-September 2021, South East England Data

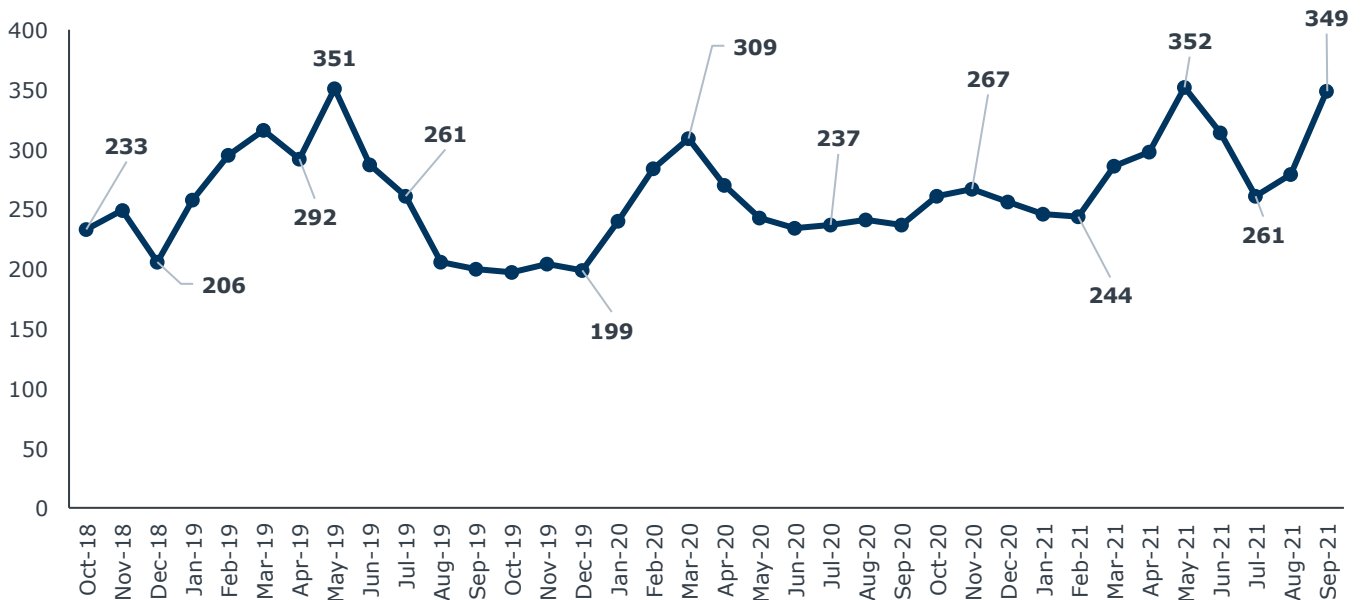
**1,416 job postings**

### Relevant Jobs Posted in the Past Year

October 2020-September 2021, South East England Data

### Job Postings for Translation Studies Professionals over Time

October 2018-September 2021, South East England Data



## Analysis of Job Postings for Translation Studies Professionals in the United Kingdom

In the past 12 months, employers advertised a low to moderate number of job postings for relevant professionals (i.e., 9,987 job postings). Additionally, average monthly growth in employer demand for translation studies professionals slightly outpaced the increase in demand for all professionals during the same period (i.e., 0.93 per cent compared to 0.81 per cent). Similar to data trends for South East England, the low number of postings likely inflates the average growth rate of demand for relevant postings as it represents an actual increase of only 13 job postings. These trends indicate course graduates will enter a limited but growing job market.

**+0.93%**

### Average Monthly Demand Growth

October 2018-September 2021, UK Data

- Average monthly growth of 13 postings.
- During the same period, demand for all professionals grew 0.81 per cent.

**2,044 job postings**

### Average Monthly Demand

October 2018-September 2021, UK Data

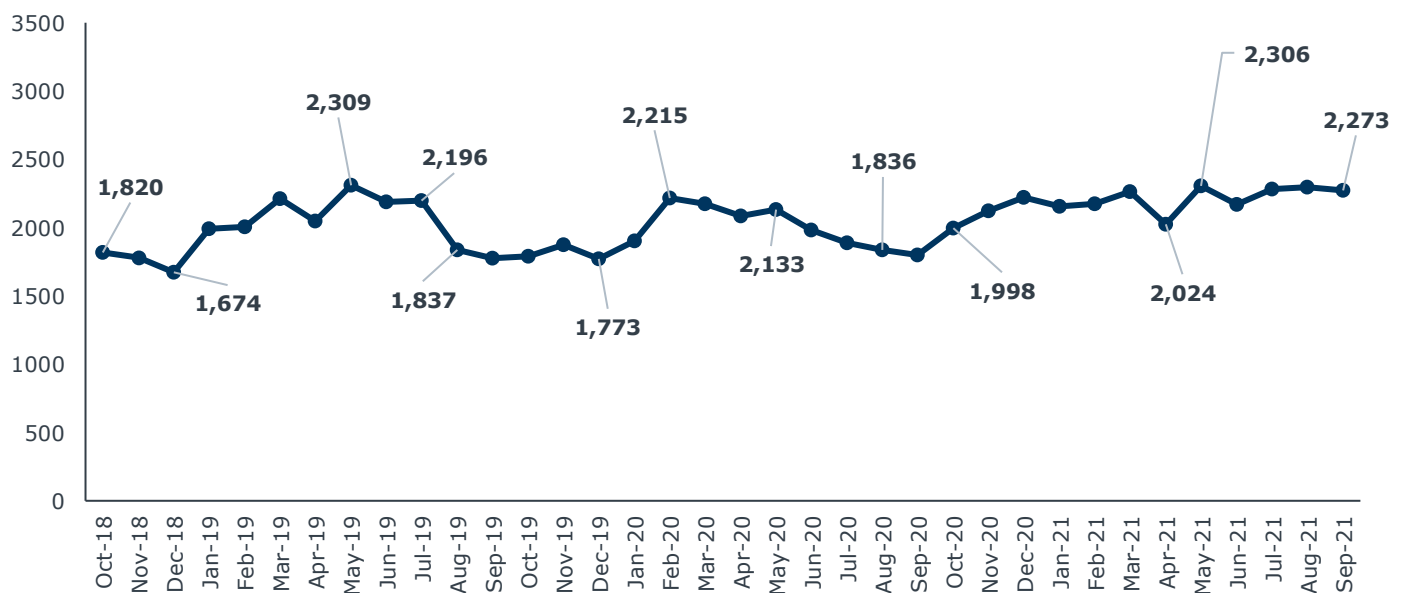
**9,987 job postings**

### Relevant Jobs Posted in the Past Year

October 2020-September 2021, UK Data

## Job Postings for Translation Studies Professionals over Time

October 2018-September 2021, UK Data



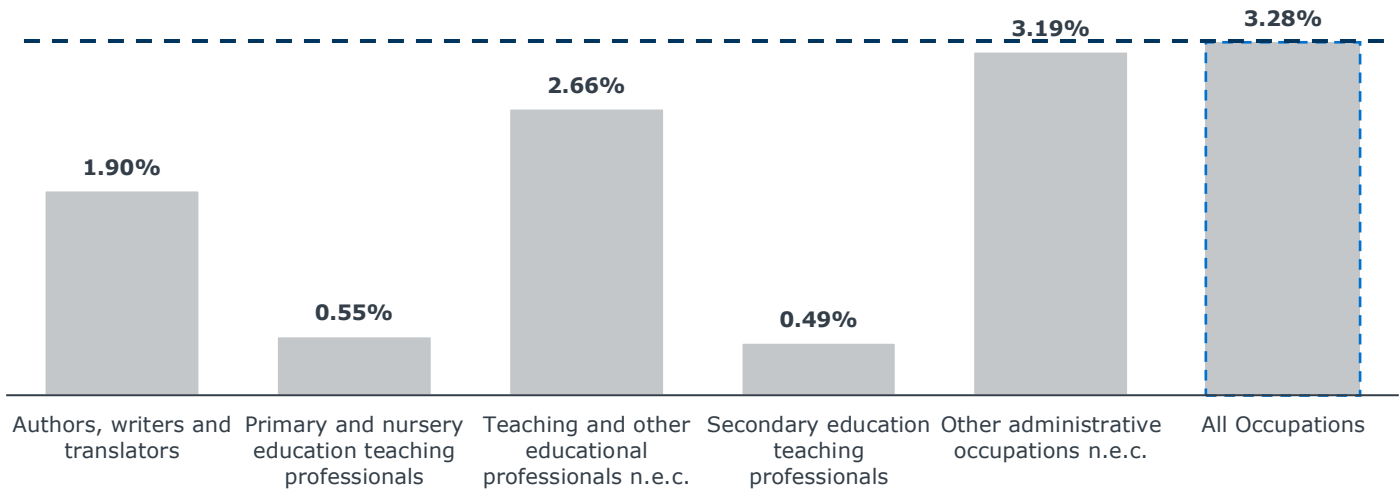
## Analysis of Employment for Translation Studies Professionals

Across 2020 to 2030, regional employment for all top five relevant occupations is projected to grow slower than the average. In the United Kingdom, employment in only one of the top five most relevant occupations for translation studies professionals is projected to grow faster than the average. These trends indicate course graduates will likely face limited employment opportunities in both regions across the next decade.

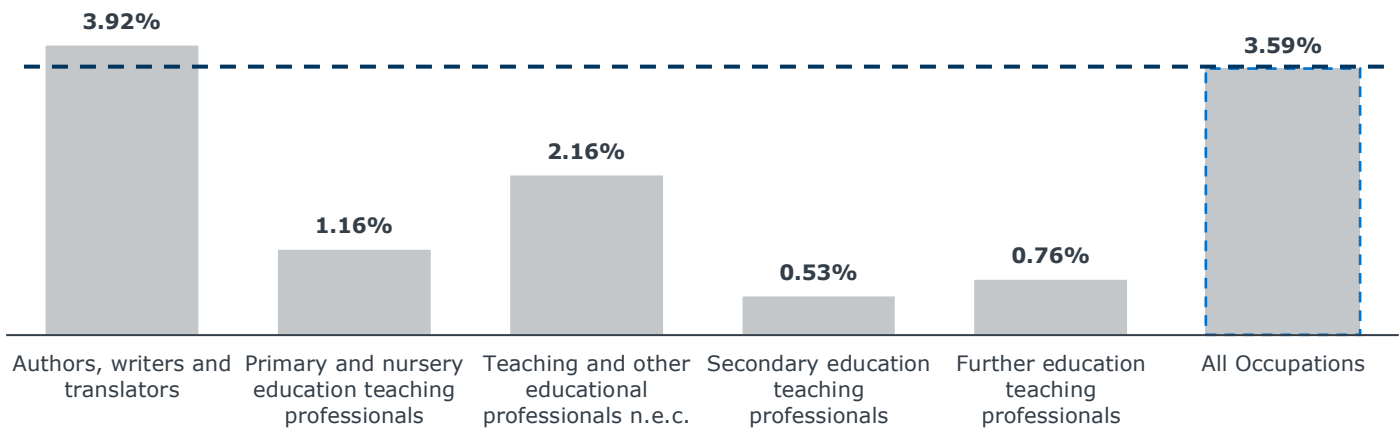
Administrators should note, the projections below are for broad occupational categories and not necessarily for jobs directly requiring translation studies skills. These projections provide insight into future growth for occupational categories where graduates with translation studies skills are likely to find employment.

### Projected Employment in Top Occupations<sup>1</sup>

2020-2030, South East England Data



2020-2030, UK Data



--- The dashed blue line represents the projected employment growth across all occupations from 2020 to 2030.

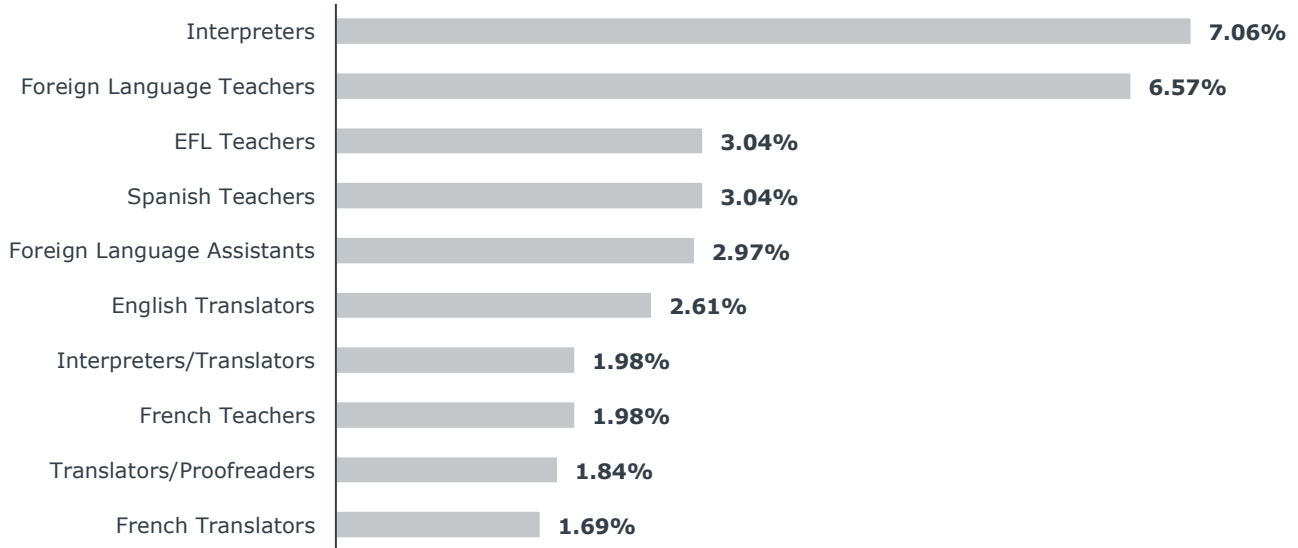
1) Top occupations refer to the occupations in which employers most often seek relevant professionals.



## Top Titles in Job Postings for Translation Studies Professionals

October 2020-September 2021, South East England Data

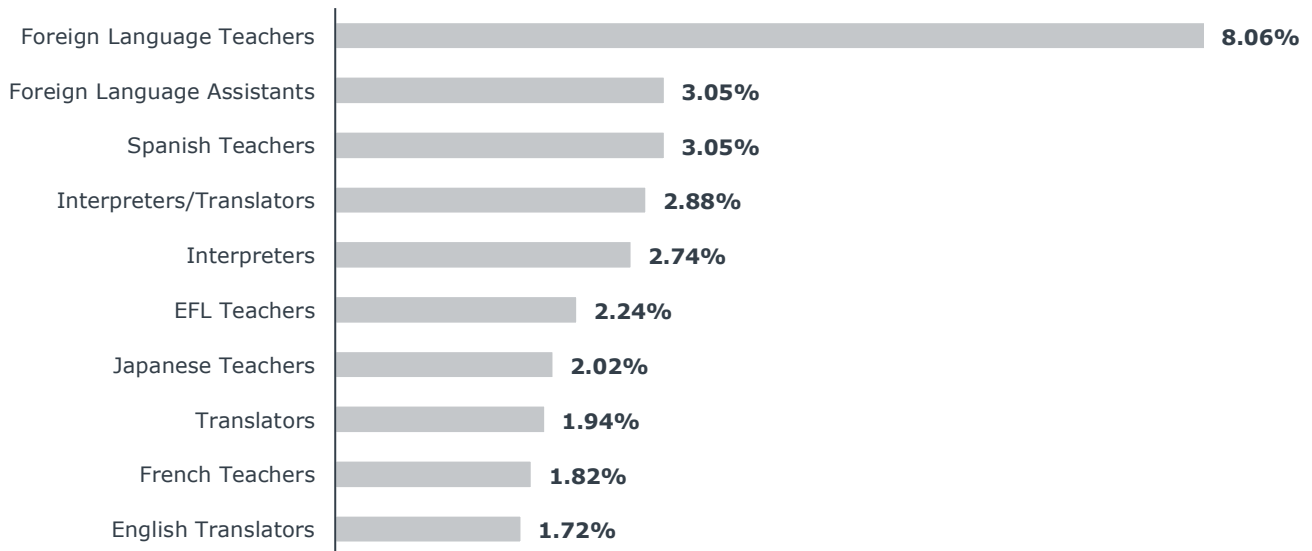
n=1,416 job postings



## Top Titles in Job Postings for Translation Studies Professionals

October 2020-September 2021, UK Data

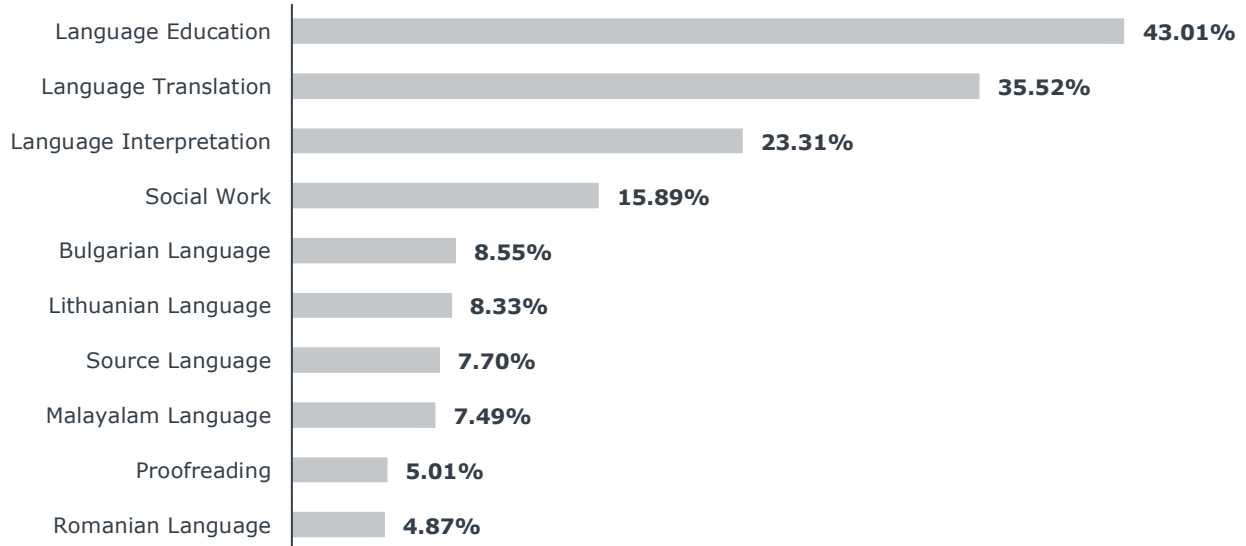
n=9,987 job postings



## Top Skills Requested of Translation Studies Applicants

October 2020-September 2021, South East England Data

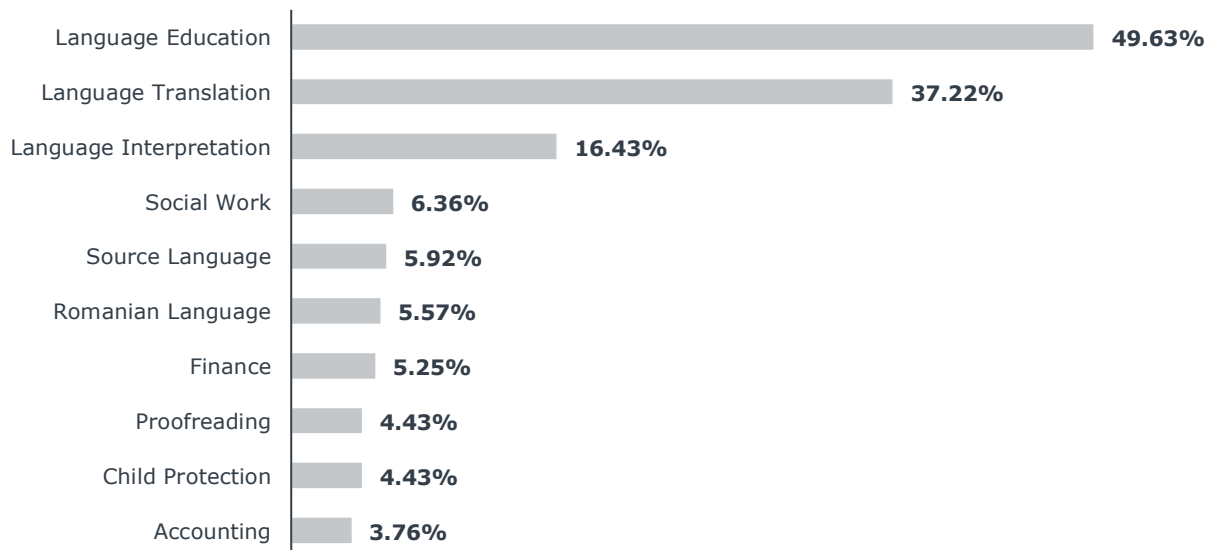
n=1,416 job postings



## Top Skills Requested of Translation Studies Applicants

October 2020-September 2021, UK Data

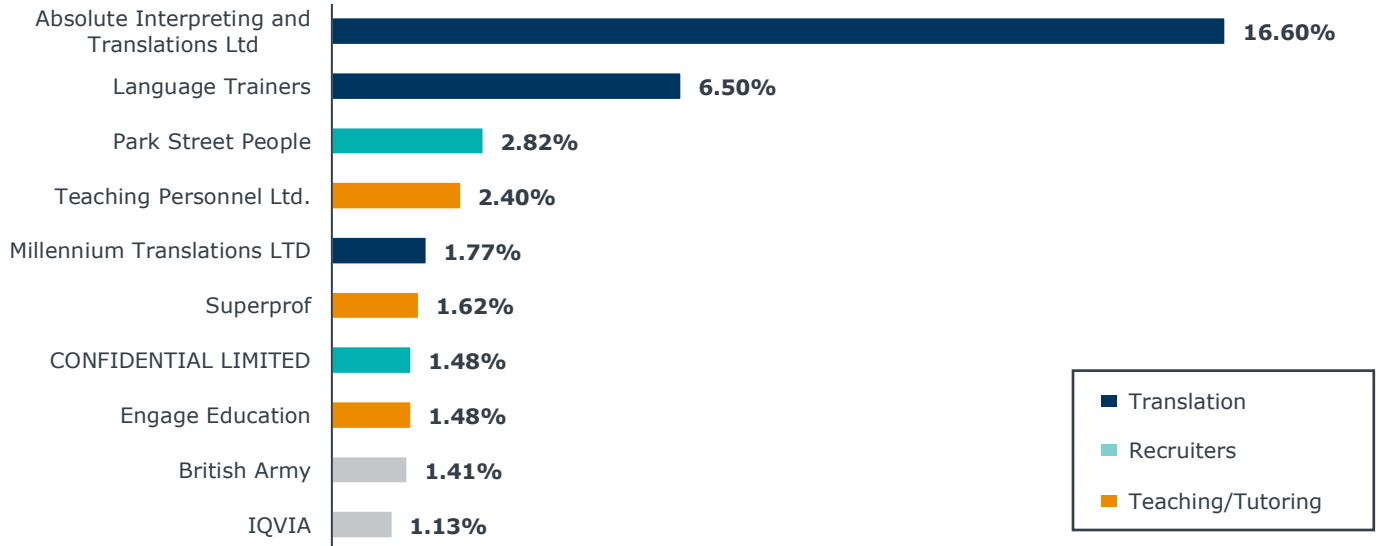
n=9,987 job postings



## Top Employers Seeking Translation Studies Applicants

October 2020-September 2021, South East England Data

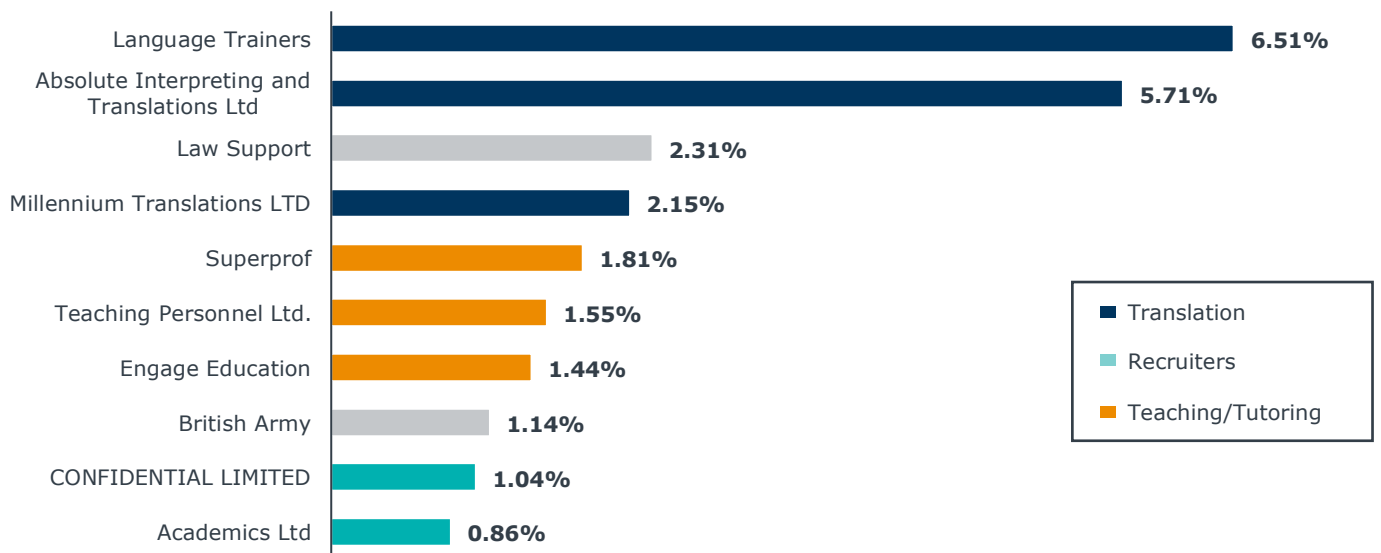
n=1,416 job postings



## Top Employers Seeking Translation Studies Applicants

October 2020-September 2021, UK Data

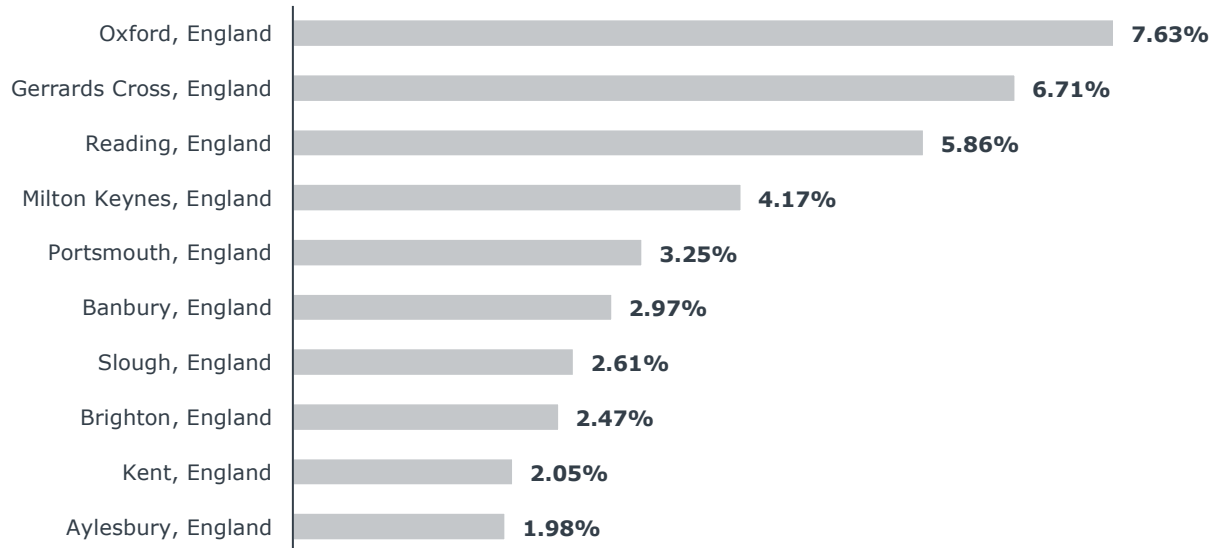
n=9,987 job postings



## Top Cities Seeking Translation Studies Applicants

October 2020-September 2021, South East England Data

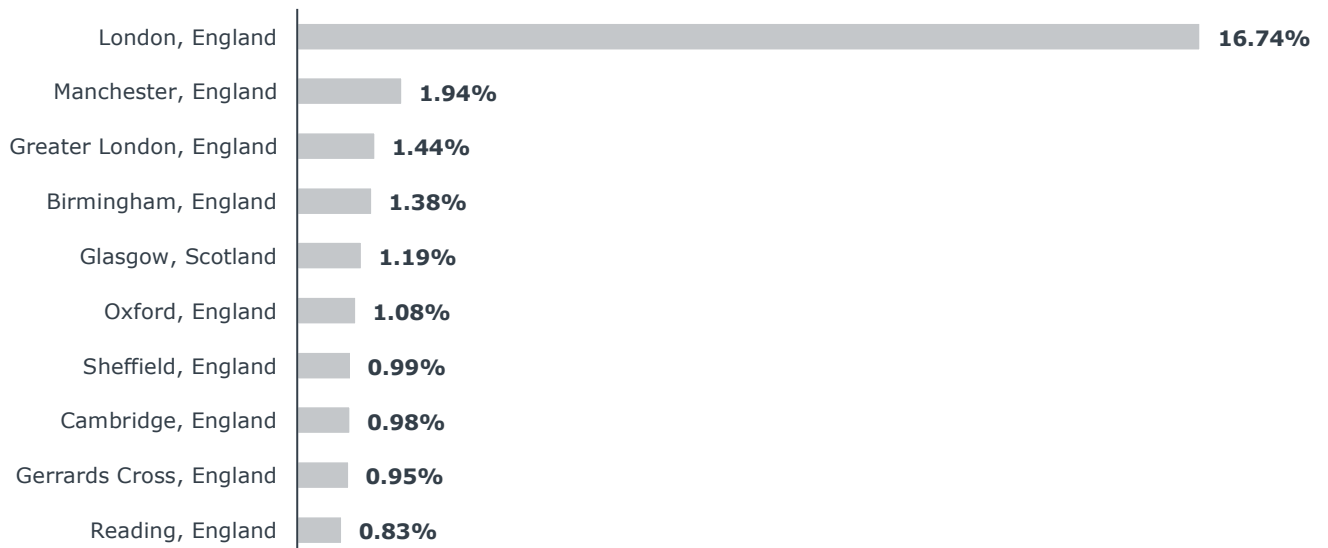
n=1,416 job postings



## Top Cities Seeking Translation Studies Applicants

October 2020-September 2021, UK Data

n=9,987 job postings

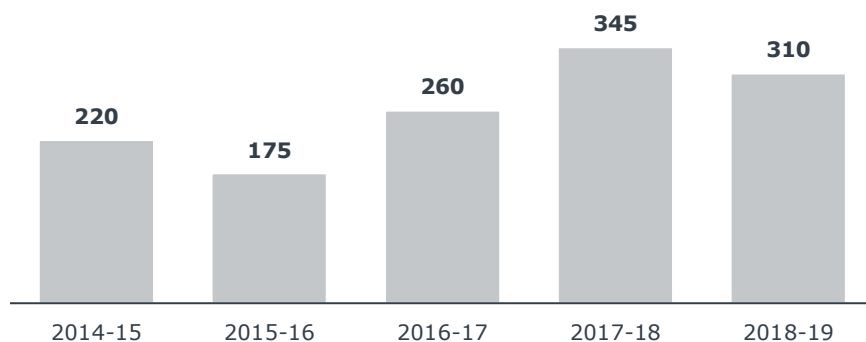


## Analysis of JACS Code Q9 ('Others in linguistics, classics & related subjects') Postgraduate-Taught Enrolments in South East England

Between the 2014-15 and 2018-19 academic years, relevant enrolments in South East England fluctuated year by year, resulting in an average 12.67 per cent increase in enrolments annually. The number of institutions reporting relevant enrolments increased by a net of one institution (i.e., 12.50 per cent on average annually) over the same period. While student demand increased at about the same rate as the increase in competition, the decline in mean and median enrolments per institution suggests that the market for courses related to translation is growing more saturated, limiting the growth potential of a new course at the Requesting Institution.

### Enrolments Reported over Time<sup>1</sup>

2014-15 to 2018-19 Academic Years, South East England Data



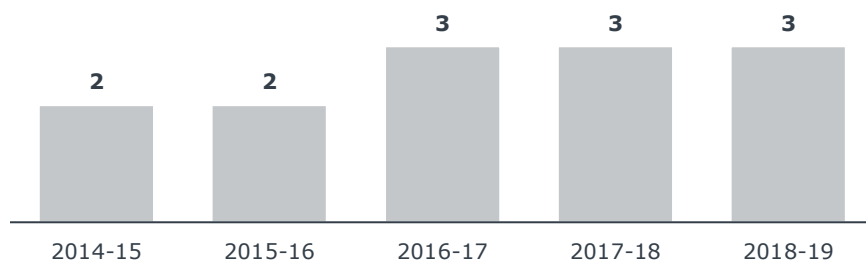
**+12.67%**

#### Average Annual Enrolments Growth

2014-15 to 2018-19 Academic Years, South East England Data

### Institutions Reporting Enrolments over Time

2014-15 to 2018-19 Academic Years, South East England Data



**+12.50%**

#### Average Annual Growth in Number of Institutions

2014-15 to 2018-19 Academic Years, South East England Data

**101.67**

#### Mean Enrolments per Institution Reporting

2018-19 Academic Year, South East England Data

- A decrease from the 107.50 mean enrolments reported in the 2014-15 academic year.

**90.00**

#### Median Enrolments per Institution Reporting

2018-19 Academic Year, South East England Data

- A decrease from the 107.50 median enrolments reported in the 2014-15 academic year.

1) Reported enrolments increased between the 2018-19 and the 2019-20 academic years; however, as these enrolments were reported under a new code system, the Forum did not include them in this trend analysis. Enrolments for the 2019-2020 academic year can be found on page 16.

## Analysis of JACS Code Q9 ('Others in linguistics, classics & related subjects') Postgraduate-Taught Enrolments in **South East England**

Between the 2014-15 and 2018-19 academic years, only three institutions in South East England reported relevant enrolments, indicating limited regional competition. However, both the University of Portsmouth and the University of Surrey, experienced a decline in reported enrolments and market share over the profiled period. During the analysed period, The Open University successfully entered the market and captured over half of the market in the 2018-19 academic year. Administrators should note that with the exclusion of the online-only Open University, relevant enrolments declined. The Open University's success in a market that is otherwise facing declining student demand may indicate the majority of students interested in courses related to translation studies are opting for courses delivered in a more flexible delivery format.

### Institutions with Most Reported Enrolments

*2014-15 and 2018-19 Academic Years, South East England Data*

| Institution                  | Reported Enrolments, 2014-15 Academic Year | Market Share, 2014-15 Academic Year | Reported Enrolments, 2018-19 Academic Year | Market Share, 2018-19 Academic Year |
|------------------------------|--|-------------------------------------|--|-------------------------------------|
| The Open University          | Not Offered                                | Not Offered                         | 165  | 53.23%                              |
| The University of Portsmouth | 145  | 65.91%                              | 90   | 29.03%                              |
| The University of Surrey     | 70   | 31.82%                              | 50   | 16.13%                              |

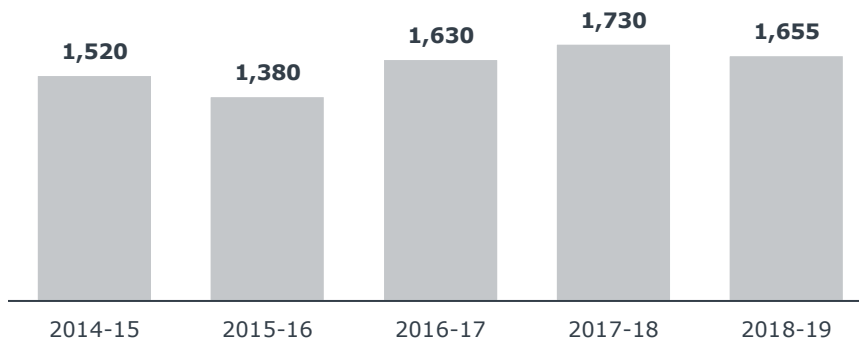
## Analysis of JACS Code Q9 ('Others in linguistics, classics & related subjects') Postgraduate-Taught Enrolments in the United Kingdom

Between the 2014-15 and 2018-19 academic year, relevant enrolments in the United Kingdom fluctuated year by year, resulting in an average 2.68 per cent annual increase in enrolments. Over the same period, institutions reporting relevant enrolments increased 3.03 per cent on average annually. This indicates competition grew faster than student demand, which could challenge new courses entering the market.

### Enrolments Reported over Time<sup>1</sup>

2014-15 to 2018-19 Academic Years, UK Data

**+2.68%**



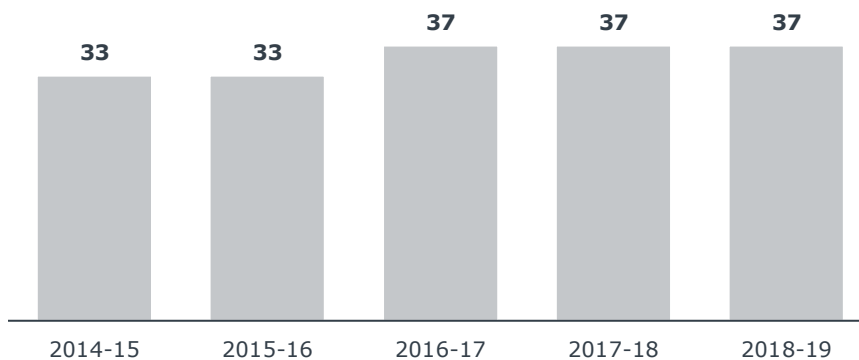
### Average Annual Enrolments Growth

2014-15 to 2018-19 Academic Years, UK Data

### Institutions Reporting Enrolments over Time

2014-15 to 2018-19 Academic Years, UK Data

**+3.03%**



### Average Annual Growth in Number of Institutions

2014-15 to 2018-19 Academic Years, UK Data

**44.86**

### Mean Enrolments per Institution Reporting

2018-19 Academic Year, UK Data

- A slight decrease from the 45.61 mean enrolments reported in the 2014-15 academic year.

**30.00**

### Median Enrolments per Institution Reporting

2018-19 Academic Year, UK Data

- A decrease from the 35.00 median enrolments reported in the 2014-15 academic year.

<sup>1</sup>) Reported enrolments increased between the 2018-19 and the 2019-20 academic years; however, as these enrolments were reported under a new code system, the Forum did not include them in this trend analysis. Enrolments for the 2019-2020 academic year can be found on page 16.

## Analysis of JACS Code Q9 ('Others in linguistics, classics & related subjects') Postgraduate-Taught Enrolments in [the United Kingdom](#)

Between the 2014-15 and 2018-19 academic years, five of the top 10 institutions reporting relevant enrolments increased their market share and seven increased the number of enrolments reported. The University of Portsmouth, which reported the second highest number of enrolments in South East England, held the fourth largest market share in the United Kingdom, which could indicate significant competition for the Requesting Institution's proposed course in both the regional and the United Kingdom market. Like the competitive landscape in South East England, The Open University was the top reporting institution for the 2018-19 academic year; however, because it is an online-only institution targeted at a more niche student type, it may not pose as much competition to the proposed course as courses offered at institutions that serve a student population more similar to the students targeted by the Requesting Institution. However, as noted, The Open University's success may indicate an increasing number of students interested in courses related to translation studies are opting for courses delivered in a more flexible delivery format.

### Institutions with Most Reported Enrolments

2014-15 and 2018-19 Academic Years, UK Data

| Institution                   | Reported Enrolments, 2014-15 Academic Year | Market Share, 2014-15 Academic Year | Reported Enrolments, 2018-19 Academic Year | Market Share, 2018-19 Academic Year |
|-------------------------------|--|-------------------------------------|--|-------------------------------------|
| The Open University           | Not Offered                                | Not Offered                         | 195  | 11.78%                              |
| The University of Westminster | 125  | 8.22%                               | 105  | 6.34%                               |
| The University of Leeds       | 110  | 7.24%                               | 95   | 5.74%                               |
| The University of Portsmouth  | 145  | 9.54%                               | 90   | 5.44%                               |
| University College of London  | 80   | 5.26%                               | 90   | 5.44%                               |
| The University of Bath        | 80   | 5.26%                               | 85   | 5.14%                               |
| The University of Manchester  | 75   | 4.93%                               | 85   | 5.14%                               |
| The University of Birmingham  | 50   | 3.29%                               | 75   | 4.53%                               |
| The University of Essex       | 70   | 4.61%                               | 75   | 4.53%                               |
| University of Durham          | 40   | 2.63%                               | 60   | 3.63%                               |



## II. Credential Design and Curriculum Analysis

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Section Includes:

- Profiled Course Review
- Knowledge and Skills Heatmap
- Curriculum Analysis

### *Credential Design*

**Consider offering a distance-delivery option to provide flexible learning options and differentiate from profiled courses.** Only two profiled courses offer a distance-delivery option for their MA in Translation Studies course. Offering an online option would provide more flexibility for adult learners and differentiate the Requesting Institution's proposed course from most of the profiled courses. [EAB research](#) indicates courses with flexible options (e.g., online courses, part-time) appeal to millennial students concerned with balancing family and work-related commitments and further education.

**Additionally, offer both full-time and part-time options to align with profiled courses.** All profiled courses offer both a full-time (one year) and a part-time (two years) format, which accommodates both students looking to complete their degree quickly and students who require more flexibility in their learning schedule. Offering both formats will align with profiled courses and appeal to a larger pool of adult learners.

### *Curriculum*

**Offer specialised modules to help confer in-demand skills.** Between October 2018 and September 2021, employers sought legal and business-related skills. The University of Cardiff and the University of Leeds offer modules that specialise in translation for legal professions, while all profiled institutions besides the University of Cardiff offer modules focusing on translation for business. Offering modules that focus on an in-demand, specialised area of translation can help better prepare course graduates for the workforce.

**Consider offering a computer translation module to differentiate from competitors.** Only the University of Leeds and the University of Surrey require students to take a computer translation module, although other profiled courses emphasise their use of relevant translation software in their optional modules (e.g., memoQ, Sketch Engine, OmegaT). Requiring a computer translation module will differentiate the proposed course from most profiled courses and ensure course graduates gain proficiency in relevant translation software.

**Allow students to choose from several relevant translation modules to create a more customisable experience and appeal to adult learners.** All profiled courses only require two to four modules and allow students to choose from a list of other relevant modules for the remainder of their credits. This allows students to tailor the course to their individual goals. [EAB research](#) finds adult students seek courses with opportunities for personalisation that help them achieve their specific goals.

**Offer a choice between a final dissertation and an applied translation project to align with profiled courses.** All profiled courses require students to complete a culminating project before graduation. Four profiled courses allow student to choose between a dissertation or an applied translation project. The University of Surrey also allows students who participate in a work placement to write a critical report on their experience. Offering multiple final project options for students will align with competitor courses and further create customisable experiences.

### *Incoming Students and Potential Graduate Outcomes*

**Feature student or alumni spotlights on the course webpage to engage prospective students and align with profiled courses.** All profiled courses visibly highlight current or past student experiences in video or testimonial form on the course webpage. [EAB research](#) suggests strategically marketing career or alumni outcomes can help turn passive interests into course enrolments. Highlighting student experiences can also help potential students envision themselves succeeding in the course.

**Clearly display potential job titles, fields or employers for course graduates to appeal to career outcomes motivated students.** All profiled courses advertise either potential job titles, fields or employment opportunities for course graduates. [EAB research](#) suggests prospective students show increased interest in course marketing emphasising return-on-investment through graduate employer outcomes. The Requesting Institution should include potential career information on the proposed course's webpage to align with competitors and appeal to career-focused students.

**Consider highlighting internal career support services to further emphasise return-on-investment.** All profiled courses emphasise their career services departments, which facilitate job fairs, interview preparation, CV building, or job search aid for students. Additionally, the University of Portsmouth, the University of Birmingham and the University of Surrey highlight that students can access their career services departments after graduation (for five years, two years and three years, respectively). Emphasising internal career support and career networking opportunities for students will align with profiled competitors and appeal to career-oriented students.

### *Experiential Learning Requirements*

**Consider offering work placements within the course to appeal to career outcomes motivated students.** Three profiled courses offer a work placement option within their courses. Offering opportunities for work placements can appeal to career outcomes motivated students and provide hands-on experience that can aid in job procurement after graduation. Offering a work placement option as part of the program would align with most of the profiled competitors and demonstrate course return-on-investment.

**Further, advertise relevant university partnerships to demonstrate potential experiential value.** Three profiled courses advertise their partnerships with local or international organisations on their course webpage (e.g., NGOs, translation organisations). [EAB research](#) indicates employer partnerships demonstrate course value and rigor and appeal to career outcomes motivated students. Additionally, local partnerships could serve as venues for student work placements.

## Analysis of Profiled Course Design

All profiled courses require between two to four required modules, with a selection of optional modules for the remainder of credits. All profiled courses offer face-to-face study, while the University of Birmingham and the University of Portsmouth also advertise an online option. On average, courses cost £9,000 for students in the United Kingdom and £ 19,000 for international students. Courses do not typically advertise course specific accreditation.

### Profiled Course Characteristics

*Courses similar to the Requesting Institution's Proposed Course*

|                                 | <b>University of Leeds<sup>1</sup></b>   | <b>University of Cardiff</b>   | <b>University of Birmingham</b>  | <b>University of Portsmouth<sup>2</sup></b>  | <b>University of Surrey</b>  |
|---------------------------------|--|--|--|--|--|
| <i>Title</i>                    | <a href="#">MA in Applied Translation Studies</a>  | <a href="#">MA in Translation Studies</a>  | <a href="#">MA in Translation Studies</a>  | <a href="#">MA in Translation Studies</a>  | <a href="#">MA Translation Studies</a>   |
| <i>Modality</i>                 | Face-to-face   | Face-to-face   | <ul style="list-style-type: none"> <li>• Online</li> <li>• Face-to-face</li> </ul>   | <ul style="list-style-type: none"> <li>• Online</li> <li>• Face-to-face</li> </ul>   | Face-to-face   |
| <i>Time to Completion</i>       | <ul style="list-style-type: none"> <li>• 12 months (full-time)</li> <li>• 24 months (part-time)</li> </ul> | <ul style="list-style-type: none"> <li>• 12 months (full-time)</li> <li>• 24 months (part-time)</li> </ul> | <ul style="list-style-type: none"> <li>• 12 months (full-time)</li> <li>• 24 months (part-time)</li> <li>• 30 months (distance-learning course)</li> </ul> | <ul style="list-style-type: none"> <li>• 12 months (full-time)</li> <li>• 24-36 months (part-time)</li> </ul>                                  | <ul style="list-style-type: none"> <li>• 12 months (full-time)</li> <li>• 24 months (part-time)</li> </ul> |
| <i>Home Tuition<sup>3</sup></i> | <a href="#">£10,250</a> total  | <a href="#">£8,200</a> total   | <a href="#">£9,810</a> total   | <a href="#">£7,950</a> total   | <a href="#">£8,200</a> total   |
| <i>International Tuition</i>    | <a href="#">£21,250</a> total  | <a href="#">£19,450</a> total  | <a href="#">£20,430</a> total  | <ul style="list-style-type: none"> <li>• <a href="#">£15,500</a> total (on campus)</li> <li>• <a href="#">£7,950</a> total (online)</li> </ul> | <a href="#">£17,900</a> total  |

1) The University of Leeds also offers a shorter, postgraduate diploma option for this course.

2) The University of Portsmouth also offers a shorter postgraduate diploma or certificate option for this course (120 credits and 60 credits, respectively).

3) Advertised tuition indicates the tuition cost as presented on the course website. Course fees are not included given the significant variance in institutional fees.

Source: EAB analysis. Comparator Course Websites.


## Entry Requirements

All profiled courses require a bachelour's degree or equivalent professional experience. The University of Birmingham is the only profiled course that requires a personal statement and references as a part of the initial application.

| University of Leeds  | University of Cardiff  | University of Birmingham  | University of Portsmouth   | University of Surrey  |
|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>Bachelour's degree with a 2:1 (hons) in related field</li> <li>Official degree certificate and transcript, or enrolment certificate and partial transcript</li> <li>Translation test(s)</li> <li>IELTS 7.0 overall (no less than 6.5 in all components)*</li> </ul> | <ul style="list-style-type: none"> <li>Bachelour's degree at a minimum of upper second class honours (2:1 level)</li> <li>Written language test</li> <li>Interview (for applicants that are not graduates of language, translation, or literature disciplines)</li> <li>IELTS score of 6.5 (no subsection below 5.5)*</li> </ul> | <ul style="list-style-type: none"> <li>Honours degree (2:1 or above)</li> <li>Academic certificate and transcripts</li> <li>IELTS 6.5 in all bands*</li> <li>Personal Statement</li> <li>Two references (one must be academic)</li> </ul> | <ul style="list-style-type: none"> <li>Good honours degree in a relevant subject or equivalent professional experience</li> <li>Proficiency in at least one language besides English</li> <li>IELTS band 7.0 with no score below 6.5*</li> </ul> | <ul style="list-style-type: none"> <li>At least a 2:2 UK honours degree in a related language (for native English speakers)</li> <li>A degree in the arts, humanities or social science (for native speakers of a relevant language)</li> <li>IELTS 6.5 overall with a 7.0 in Writing and a 6.0 in each other element*</li> </ul> |

## Graduate Outcomes

All profiled courses advertise potential job titles, fields or employment outcomes for course graduates. Profiled courses also advertise internal career services available to students. Additionally, the University of Birmingham advertises that 95 per cent of their course graduates are either employed or enrolled in further study within six months of graduation. Advertising graduate outcomes can appeal to students focused on return-on-investment and career opportunities.

| Sample Titles  | Sample Fields  | Sample Employers   |
|--|--|--|
|  <ul style="list-style-type: none"> <li>Translation Project Manager</li> <li>Language-Services Managers</li> <li>Multilingual Content Writers</li> <li>Language and Translation Tutors</li> <li>Localisation Specialists</li> </ul> | <ul style="list-style-type: none"> <li>Translation Entrepreneurship</li> <li>Government Administration</li> <li>University Administration</li> <li>Freelance Translation</li> <li>In-house Translation</li> <li>PhD Study</li> </ul> | <ul style="list-style-type: none"> <li>United Nations World Health Organisation</li> <li>United Nations in New York</li> <li>European Directorate-General for Translation</li> <li>SDL Trados</li> <li>European Parliament</li> <li>European Commission</li> </ul> |

1) \* denotes English language requirement.

## Advertised Partnerships and Memberships

Three profiled courses advertise relevant partnerships or memberships on their course webpage.

### Memberships

- Institute of Translation and Interpretation (ITI)
- Association of Programmes in Translation and Interpreting Studies, UK and Ireland
- CIUTI<sup>2</sup>

### Partnerships

- SDL University Partner Program<sup>1</sup>
- The Chartered Institute of Linguists
- The Translation Automation User Society
- Globalization and Localization Association
- European Language Industry Association

## Experiential Learning

All profiled courses require either a dissertation or a translation project to complete the course. Three profiled courses also advertise work placement opportunities during the course. Offering multiple final project and experiential learning options creates customisable experiences and can appeal to career-oriented students.

### Dissertation

- The **University of Cardiff** requires students who take the dissertation route to produce a substantial research paper of at least 20,000 words.
- The **University of Birmingham** requires dissertation students to create a substantial piece of independent research totaling 15,000 words.
- The **University of Portsmouth** requires a dissertation or major project that is worth 60 credits.
- The **University of Surrey** offers a 60-credit dissertation as a final project option.
- The **University of Leeds** also offers a dissertation as a final project option.

### Translation Project

- The **University of Cardiff** offers an annotated translation project as a final project option. The project must comprise of an 8,000-word translation in source text and a 12,000-word reflective commentary.
- The **University of Birmingham** offers an extended translation project as a final project option, in which students translate a 7,500-word text and write a 7,500-word commentary.
- The **University of Portsmouth** offers a translation project as an optional module for 30 credits.
- The **University of Surrey** offers an extended translation and analytical commentary as a final project option.
- The **University of Leeds** requires students who do not complete a dissertation to complete a long translation and commentary.

### Work Placements

- The **University of Cardiff** offers the opportunity for students to carry out work placements while in the course.
- The **University of Portsmouth** offers opportunities for work placements, internships, and volunteer work through their career center.
- The **University of Surrey** offers students the opportunity for work placements; students who partake in at least 150 hours of a work placement can use it plus a critical report as their final project.

1) This partnership allows the institution to allocate SDL Studio Freelance licenses to students for the duration of their study and awards the top two students in the course a free license.

2) The University of Leeds is the only profiled course that is a member of CIUTI.

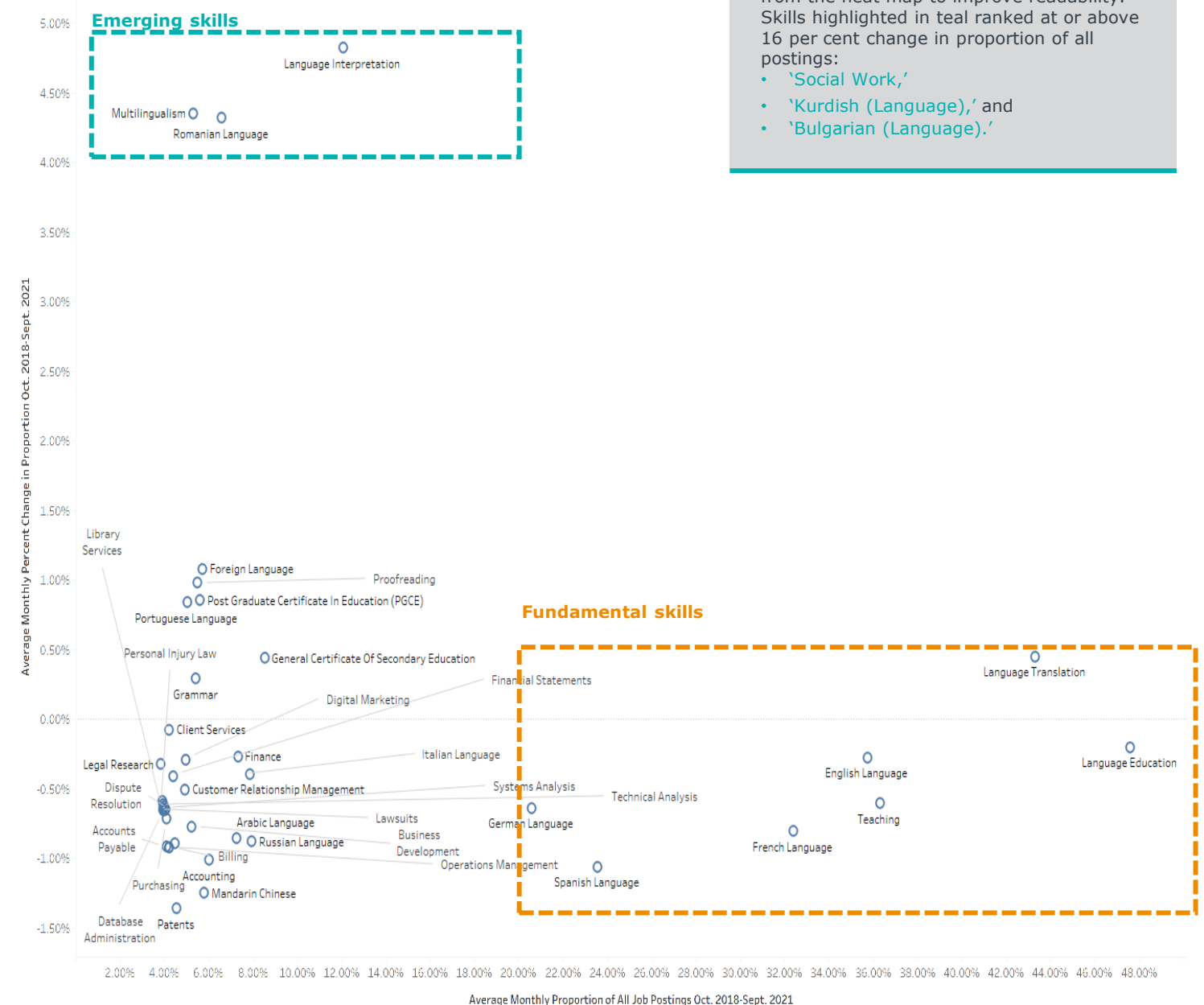
# Analysis of Job Postings' Skill Requirements for Translation Studies Professionals in the United Kingdom<sup>1</sup>

Across October 2018 to September 2021, employers demonstrated sustained demand for skills such as 'language education' and 'language translation'. Emerging skills include 'social work' and 'language interpretation'; developing these skills will prepare graduates to meet today's employer needs.

## Knowledge and Skills Heatmap for Translation Studies Professionals

October 2018-September 2021, UK Data

n=24,538 unique job postings







The Forum excluded the following skills from the heat map to improve readability. Skills highlighted in teal ranked at or above 16 per cent change in proportion of all postings:

- 'Social Work,'
- 'Kurdish (Language),' and
- 'Bulgarian (Language).'

1) The skills heatmap for the South East England region was not included in this analysis due to insufficient job postings data.  
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## Alignment of In-Demand Skills to Profiled Courses' Curricula

UK Data

|                         | In-Demand Skills  | Sample Modules at Profiled Institutions  |
|-------------------------|---|--|
| <b>Technical Skills</b> |  <ul style="list-style-type: none"> <li>• Systems Analysis</li> <li>• Technical Analysis</li> <li>• Database Administration</li> </ul>   | <ul style="list-style-type: none"> <li>• 'Computer Assisted Translation and Localisation Project Management' and 'Principles and Applications of Machine Translation' at the University of Leeds</li> <li>• 'Translation Technology' at the University of Birmingham</li> <li>• 'Translation as Human-Computer Interaction' at the University of Surrey</li> </ul> |
| <b>Legal</b>            |  <ul style="list-style-type: none"> <li>• Legal Research</li> <li>• Lawsuits</li> <li>• Dispute Resolution</li> <li>• Patents</li> <li>• Personal Injury Law</li> </ul>  | <ul style="list-style-type: none"> <li>• 'Introduction to Legal Translation' at the University of Leeds</li> <li>• 'Specialised Translation: Politics and Law' at the University of Cardiff</li> </ul>   |
| <b>Business</b>         |  <ul style="list-style-type: none"> <li>• Business Development</li> <li>• Client Services</li> <li>• Customer Relationship Management</li> <li>• Purchasing</li> <li>• Procurement</li> <li>• Finance</li> <li>• Accounting</li> <li>• Billing</li> <li>• Financial Statements</li> </ul>  | <ul style="list-style-type: none"> <li>• 'Managing Business Across Cultures' at the University of Leeds</li> <li>• 'Translation for Business' at the University of Birmingham</li> <li>• 'Intercultural Communication' at the University of Portsmouth</li> <li>• 'Business Management in Translation' at the University of Surrey</li> </ul>                      |
| <b>Language</b>         |  <ul style="list-style-type: none"> <li>• English Language</li> <li>• French Language</li> <li>• Spanish Language</li> <li>• German Language</li> <li>• Kurdish (Language)</li> <li>• Bulgarian (Language)</li> <li>• Romanian (Language)</li> <li>• Italian Language</li> <li>• Arabic Language</li> <li>• Russian Language</li> <li>• Portuguese Language</li> <li>• Mandarin Chinese</li> </ul> | <p>All profiled courses offer varying language options in which students can specialise, which are detailed on <a href="#">page 24</a>.</p>  |

## Language Areas Offered in Profiled Courses

Profiled courses offer a variety of languages in which students can specialise their translation study. The University of Leeds allows students to specialise in the translation of English and up to three languages, and the University of Cardiff allows students to specialise in English and up to two.<sup>1</sup>

| University of Leeds  | University of Portsmouth   | University of Birmingham   | University of Surrey   |
|--|--|--|--|
| <p>Into English:</p> <ul style="list-style-type: none"> <li>• Arabic</li> <li>• Chinese</li> <li>• French</li> <li>• German</li> <li>• Italian</li> <li>• Japanese</li> <li>• Portuguese</li> <li>• Russian</li> <li>• Spanish</li> </ul> <p>From English:</p> <ul style="list-style-type: none"> <li>• Arabic</li> <li>• Chinese</li> <li>• Japanese</li> </ul> | <ul style="list-style-type: none"> <li>• Arabic</li> <li>• Chinese</li> <li>• French</li> <li>• German</li> <li>• Italian</li> <li>• Japanese</li> <li>• Polish</li> <li>• Russian</li> <li>• Spanish</li> </ul> | <ul style="list-style-type: none"> <li>• Arabic</li> <li>• Catalan</li> <li>• Chinese (only English to Chinese)</li> <li>• French</li> <li>• German</li> <li>• Greek</li> <li>• Italian</li> <li>• Spanish</li> <li>• Portuguese</li> <li>• Russian</li> </ul> | <ul style="list-style-type: none"> <li>• English</li> <li>• Arabic</li> <li>• Chinese (Mandarin)</li> <li>• French</li> <li>• German</li> <li>• Greek</li> <li>• Italian</li> <li>• Korean</li> <li>• Polish</li> <li>• Norwegian</li> <li>• Portuguese</li> <li>• Romanian</li> <li>• Russian</li> <li>• Spanish</li> <li>• Swedish</li> <li>• Turkish</li> <li>• Other languages upon request</li> </ul> |

## Trends in Profiled Courses' Curricula

All profiled courses require modules that focus on translation theories and/or methods. The Requesting Institution's proposed course should include modules with a similar focus.

### Translation Theories and Methods

- 'Methods and Approaches in Translation Studies' at the University of Leeds
- 'Translation Methods and Skills' and 'Theory of Translation' at the University of Cardiff
- 'Theoretical and Analytical Skills' at the University of Birmingham
- 'Critical Approaches to Specialised Translation' at the University of Portsmouth
- 'Principles and Challenges of Translation and Interpreting' at the University of Surrey

*Profiled courses' full curricula can be found in Appendix A on page 25.*

1) The University of Cardiff does not list the languages offered on the course webpage, which is why the institution is not included in this graphic.



# Appendix A: Sample Translation Studies Curricula

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## [MA in Applied Translation](#), University of Leeds

### Compulsory Modules:

- Computer Assisted Translation and Localisation Project Management (45 credits)
- Methods and Approaches in Translation Studies (30 credits)

### Optional Modules (selection of typical options):

- Translation for International Organisations (English-Arabic) 15 credits
- Introduction to Screen Translation 15 credits
- Corpus Linguistics for Translators 15 credits
- English for Translators 15 credits
- Managing Business Across Cultures 15 credits
- Introduction to Interpreting Skills 15 credits
- Genres in Translation 15 credits
- Introduction to Legal Translation 15 credits
- International Organisations: Context, Theory and Practice 15 credits
- Principles and Applications of Machine Translation 15 credits
- Literary Translation 15 credits
- Writing for Professional Purposes 15 credits
- Specialised French-English Translation A15 credits
- Specialised German-English Translation A15 credits
- Specialised Italian-English Translation A15 credits
- Specialised Portuguese-English Translation A15 credits
- Specialised Russian-English Translation A15 credits
- Specialised Spanish-English Translation A15 credits
- Specialised English-Arabic Translation A15 credits
- Specialised French-English Translation B15 credits
- Specialised German-English Translation B15 credits
- Specialised Italian -English Translation B15 credits
- Specialised Portuguese-English Translation B15 credits
- Specialised Russian-English Translation B15 credits
- Specialised Spanish-English Translation B15 credits
- Specialised English-Arabic Translation B15 credits
- Specialised Arabic-English Translation A15 credits
- Specialised English-Chinese Translation A15 credits
- Specialised Arabic-English Translation B15 credits
- Specialised English-Chinese Translation B15 credits
- Dissertation: Translation Studies 30 credits
- Extended Translations 30 credits
- Specialised Chinese-English Translation A15 credits
- Specialised Japanese-English Translation A15 credits
- Specialised Chinese-English Translation B15 credits
- Specialised Japanese-English Translation B15 credits

## [MA in Translation Studies](#), University of Cardiff

### **Core Modules for Year One**

- Translation Methods and Skills (30 credits)
- Theory of Translation (30 credits)

### **Optional Modules for Year One:**

- Introduction to Interpreting (15 credits)
- Specialised Translation: Scientific and Technical (15 credits)
- Specialised Translation: Subtitling (15 credits)
- Translation of Minority Languages (15 credits)
- Translation and Adaptation in the Arts (15 credits)
- Specialised Translation Politics and Law (15 credits)
- Translation as Creative Practice (15 credits)
- Introduction to Public Service Interpreting (15 credits)
- Second Language Acquisition (15 credits)

### **Experiential Modules:**

- Training Placement (15 credits)
- Dissertation OR Annotated Translation Project (60 credits)

## [MA in Translation Studies](#), University of Birmingham

### **Core Modules**

- Theoretical and Analytical Skills
- Translating for Business
- Translation Technology
- Specialised Translation

### **Optional Modules:**

- Multimodal Translation
- Professional Development (Translation/Interpreting)
- Contemporary Translation Theory
- Languages for All

### **Final Project:**

- Dissertation OR Extended Translation Project

## [MA in Translation Studies](#), University of Portsmouth

### **Core Modules**

- Dissertation/Major Project
- Critical Approaches to Specialised Translation

### **Optional Modules**

- Intercultural Communication
- Professional Aspects of Translation
- Professional Portfolio
- Technical Communication
- Translation Project
- Translation Technologies

## [MA in Translation Studies](#), University of Surrey

### **Core Modules**

- Professional Translation Practice I (English paired with another language)
- Professional Translation Practice II (English paired with another language)
- Principals and Challenges of Translation and Interpreting
- Translation as Human-Computer Interaction

### **Optional Modules**

- Academic Research Methods
- Writing and Rewriting for Translators
- Audiovisual Translation
- Business and Management in Translation
- Smart Technologies for Translation
- Translation for the Creative Industries

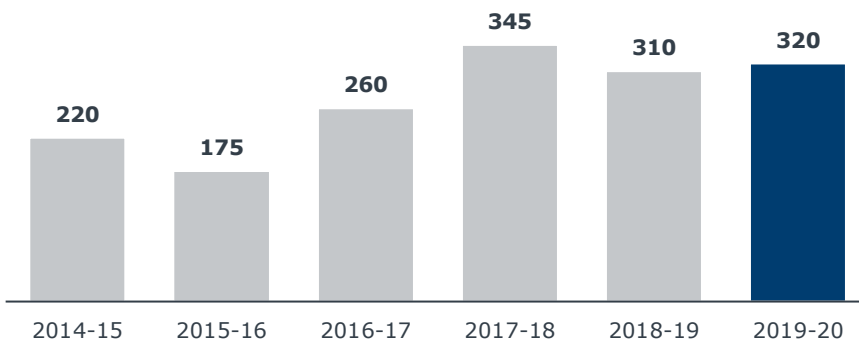
## Appendix B: Additional Enrolment Data

### Postgraduate Taught Enrolments Including CAH Code 19-03-11 ('Others in language and area study') in South East England

As HESA updated the enrolment classification system in the 2019-20 academic year, the increase in enrolments and institutions may not actually be reflective of a comparable increase in student demand.

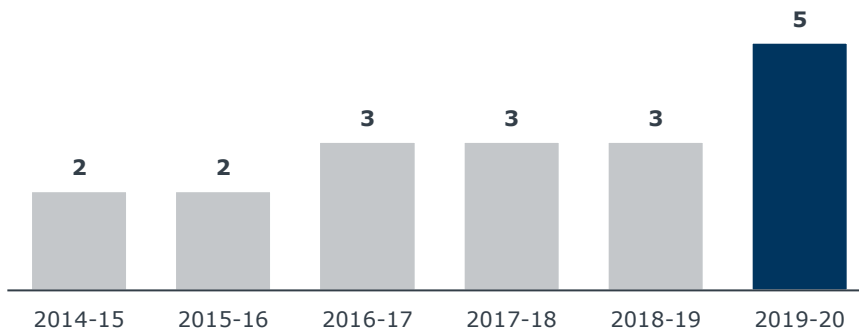
#### Enrolments Reported over Time

2014-15 to 2019-20 Academic Years, South East England Data



#### Institutions Reporting Enrolments over Time

2014-15 to 2019-20 Academic Years, South East England Data



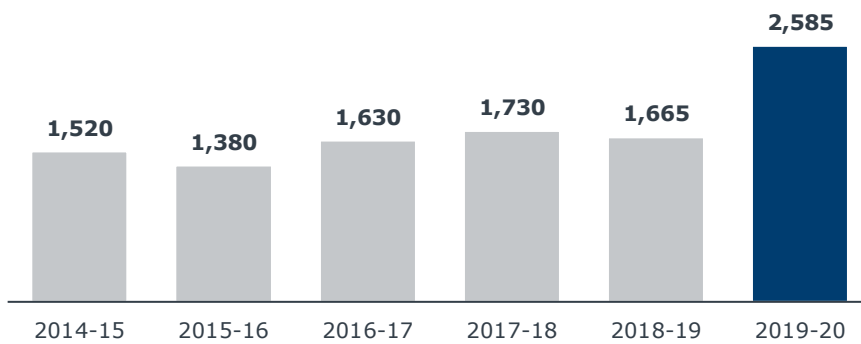
■ Year Translation Studies courses began reporting under CAH code

## Postgraduate Taught Enrolments Including CAH Code 19-03-11 ('Others in language and area study') in the United Kingdom

As HESA updated the enrolment classification system in the 2019-20 academic year, the increase in enrolments and institutions may not actually be reflective of a comparable increase in student demand.

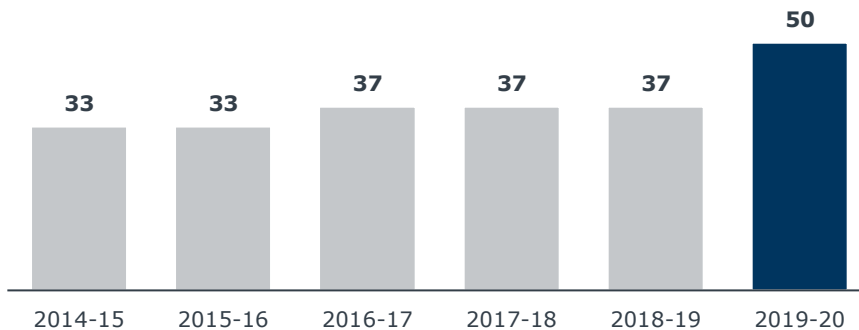
### Enrolments Reported over Time

2014-15 to 2019-20 Academic Years, UK Data



### Institutions Reporting Enrolments over Time

2014-15 to 2019-20 Academic Years, UK Data



■ Year Translation Studies courses began reporting under CAH code

# Appendix C: Research Parameters and Sources

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## Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new course development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from October 2018 to September 2021. To best estimate employer demand for postgraduate-taught translation studies professionals, the Forum analysed job postings for professionals with relevant skills (e.g., 'translation,' 'interpretation').

JACS refers to the Joint Academic Coding System (2014-2015 to 2018-2019 data).

CAH refers to the Common Aggregation Hierarchy (2019-2020).

'Region' and 'regional' refer to South East England.

## Research Questions

The requesting partner asked:

- How has demand for graduates of my course evolved over time?
- In which industries should the course prepare students to work?
- Which employers demonstrate the greatest demand for graduates?
- What skills should the course teach to prepare students to meet employer demand?
- In what positions do employers demonstrate the greatest need for graduates?
- In which cities do employers demonstrate the greatest demand for potential graduates?
- What education level do employers most frequently request from relevant professionals?\*
- What experience level do employers most frequently request from relevant professionals?
- How many students enroll in similar courses regionally, and how has this changed over time?
- How are similar courses structured?
- How are similar courses delivered?
- What experiential or practical learning do similar courses offer?
- What modules are included in the curricula of similar ?
- What accreditation do similar courses hold?

## Research Limitations

Administrators should note that United Kingdom labour market data cannot be differentiated by degree level as employers do not typically ask for a specific degree in job postings. Growth in demand for all professionals indicates demand for all professionals at degree levels.

JACS and CAH codes are set by the Higher Education Statistics Agency (HESA) and individual institutions select which codes they report enrolments under for each course. The Forum chose the best-fitting JACS and CAH codes to assess the competitive outlook for these courses; however, the broad nature of these codes and a lack of exact matches for the proposed course may limit the accuracy of this analysis.

Due to insufficient job postings data, the skills heatmap for the South East England region was excluded from this analysis.

1) \*UK employers do not frequently advertise a desired degree-level in job postings, so it is not included in this analysis.

## Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries
- Emsi Analyst, described below
- UK Working Futures Report
- Higher Education Statistics Agency
- Profiled course webpages
  - The University of Leeds, MA in Applied Translation, accessed December 2021: <https://courses.leeds.ac.uk/8257/applied-translation-studies-ma>
  - The University of Cardiff, MA in Translation Studies, accessed December 2021: <https://www.cardiff.ac.uk/study/postgraduate/taught/courses/course/translation-studies-ma>
  - The University of Birmingham, MA in Translation Studies, accessed December 2021: <https://www.birmingham.ac.uk/postgraduate/courses/taught/arts-law-inter/translation-studies.aspx>
  - The University of Portsmouth, MA in Translation Studies, accessed December 2021: <https://www.port.ac.uk/study/courses/ma-translation-studies>
  - University of Surrey, MA Translation, accessed December 2021: <https://www.surrey.ac.uk/postgraduate/translation-ma>

## Labour Market Intelligence Partner: Emsi

This report includes data made available through EAB’s partnership with Emsi (formerly Economic Modeling Specialists International), a labour market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labour market data sets available for academic course planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi’s proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, courses, and demographics. For more complete descriptions of the Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at [bob.hieronymus@economicmodeling.com](mailto:bob.hieronymus@economicmodeling.com) or (208) 883-3500.

## Profiled Institutions

The Forum profiled courses with a similar curricular focus as the Requesting Institution’s proposed course via secondary research at the following institutions.

### A Guide to Institutions Profiled in this Brief

#### *Partner-Selected Comparators*

| Institution              | Location                 | Approximate Institutional Enrolment |
|--------------------------|--------------------------|-------------------------------------|
| University of Birmingham | West Midlands            | 37,000                              |
| University of Cardiff    | Wales                    | 33,000                              |
| University of Leeds      | Yorkshire and the Humber | 36,000                              |
| University of Portsmouth | South East               | 25,500                              |
| University of Surrey     | South East               | 16,000                              |





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