THEMATIC NETWORK PROJECT IN THE AREA OF LANGUAGES III

SUB-PROJECT ONE:
LANGUAGES FOR THE LANGUAGE-RELATED INDUSTRIES AND PROFESSIONS

NATIONAL REPORT – IRELAND

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I The Status Quo

I.1. Language-related industries and professions in Ireland

There is a dearth of empirical data in relation to the extent and the nature of language-related employment in Ireland, and it is therefore difficult to provide a reliable description of how languages are used in this country. Certain aspects of the language situation in the Irish labour market stand out, however. The following are some of the more salient of those features:

- the officially bilingual nature of the country means that the status of the Irish language, and its use or non-use in a range of areas of Irish life, is a prominent issue within discussions of language use;
- the Irish labour market is increasingly characterised by a strong presence of service industries, including tourism, which may be interpreted as implying a growing need for proficiency in foreign languages among a large section of the work-force[1];
- the Irish economy is export-oriented and is generally perceived as being 'open', a concept which is understood as entailing a strong relationship with the economies of other countries – this 'openness', however, appears to imply principally a set of connections with the economies of the UK and the USA, both English-speaking countries, and with large multinational corporations whose business is conducted generally through the medium of English;
- as is the case of some other English-speaking countries, prevailing attitudes towards the learning of foreign languages are less positive than in many other parts of Europe – this phenomenon appears to be related to the perception that there is little 'need' to learn languages other than English[2];

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[1] Data on changes in employment over the period 1993-2003 in the three broad sectors of the Irish economy confirm the trend towards the expansion of the service industry sector. The figures are as follows: Agriculture/Forestry/Fishing: 6.4% in 2003 (compared with 12.8% in 1993); Industry: 27.8% in 2003 (27.4% in 1993); Services: 65.8% in 2003 (59.9% in 1993) (OECD 2004: 16).

[2] The lack of priority attaching to the use of foreign languages in the work environment is reflected, *inter alia*, in the fact that government-sponsored studies of future skills needs in the Irish economy make no reference to the need to develop competence in foreign languages. See EGFSN 1998, 2000, 2001, 2003. Nonetheless, it is understood that the Government has commissioned a report into the skills needs and provision in the area of languages, and that this study is currently being carried out, although no report has been issued to date on this topic.

- the recent growth in the numbers of immigrants from many parts of the world into Ireland has led to certain changes in the perception of foreign languages, as well as entailing the availability of speakers of a wide range of languages in the economy and the community generally[3];
- the curricula of schools and colleges reflect the lack of priority attaching to the learning of foreign languages, and the proficiency levels reached through formal education in foreign languages are, in general, relatively low;
- despite the low priority given to the learning of foreign languages and the general perception that foreign languages are not needed, there are specific areas of the labour market where demand is strong currently, including translation (especially, translation out of English) and community interpreting.

I.1.1. Profile of language-related industries in Ireland

Although there is very little information available on the employment of languages graduates or on the extent of language-related employment in Ireland, anecdotal evidence suggests that the most significant language-related area of employment is language teaching, especially at second level. Since the language education sector does not form part of the brief of this sub-Project, however, we shall concern ourselves only with other areas where language-related work is carried out.

I.1.1.1. The private sector

The principal language-related work-sector in Ireland (other than teaching) is translation, and this is generally perceived as an area of growth in the country. Partly, this perception is based on the increased demand for translation into Irish, with the advent of the Official Languages Act, and partly on the fact that there is a

[3] Foreign workers constituted 5.4% of the Irish work-force in 2003, compared with 3% in 1992 (OECD 2004: 16). Of the population as a whole, 5.6% of the total population were of foreign origin in 2002, compared with 2.7% in 1992 (OECD 2004: 6).

generally strong demand for business-related translation out of English, including in the area of localisation.

I.1.1.2. The public sector

In the context of government business and the public service, the most important area of work involving languages is translation and interpretation between Irish and English.

The Constitution of Ireland stipulates that both the English and Irish languages are official in Ireland, with the further stipulation that Irish is the *first* official language. All legislation is written in both languages, and a considerable volume of official documentation is also prepared in both languages. With the recent bringing into law of the Official Languages Act (2003), the need for translators between English and Irish is currently experiencing considerable growth, since the Act requires that a large number of statutory and public bodies have documentation available in both languages and that those bodies be capable of operating in both.

The primary objective of the Act is to ensure better availability and a higher standard of public services through Irish. The intention is that this will be achieved mainly by placing a statutory obligation on Departments of State and public bodies to make specific provision for delivery of such services in a coherent and agreed fashion through a statutory planning framework, known as a "scheme", to be agreed on a three-year renewable basis between the head of the body concerned and the relevant Government Minister (currently, the Minister for Community, Rural and Gaeltacht Affairs). The Act provides for the preparation of guidelines for public bodies in relation to the preparation of draft schemes. Schemes remain in force for three years and thereafter fall to be renewed. The intention is that this renewal process will be used to secure a significant improvement in the level of public services available through Irish over time, as demand requires. The Act also specifies some basic general provisions of universal applicability, e.g. correspondence to be replied to in the language in which it was written, providing information to the public in the Irish language, or in the Irish and English languages, bilingual publications of certain key documents, use of Irish in the courts, etc. (c.f. *The Official Languages Act*).

Since English is in effect the dominant language in the country, the bringing into law of this Act implies that there is an ever-expanding need for translators to work from English into Irish.

The third-level institution whose constitution officially specifies a responsibility for responding to the needs of the Irish language in Ireland is NUI Galway. This University offers a range of courses in Irish and Irish-related disciplines (although these are still mainly in traditional 'philology' areas) and offers students the opportunity to use Irish while studying other subjects. Another body with a special role in relation to Irish is 'Fiontar', an Irish-language School within the Faculty of Humanities and Social Sciences at Dublin City University, which offers undergraduate and postgraduate courses in Irish and Entrepeneurship.

A number of statutory bodies and government agencies employ Irish-language specialists, although the number of such bodies is small and the number of linguists employed in this area probably amounts to less than 100 overall. The organisation mainly responsible for this area is a body called Foras na Gaeilge, whose main activities consist of the following:

- Funding Irish language organizations and activities
- Promotion of the Irish language
- Publication of guides and resource material
- Sponsorship of bilingual events
- Workshops and training seminars
- Launches and exhibitions
- Production, distribution and promotion of Irish language and Irish-interest books.
- Formulation of new terminology for the Irish language and the compilation and publication of new Irish language dictionaries.
- Supporting Irish language education

One statutory body that, until recently, employed professional linguists (in Irish and other languages) was the Institiúd Teangeolaíochta Eireann (ITE, the Irish Linguistics Institute), whose mission was to conduct research into language-related issues in Ireland and to foster and develop good practice and improved teaching materials and methodologies for the learning of languages, with special reference to the status and use of Irish. Publications emanating from ITE included the periodicals *Language, Culture and Curriculum* and *Teangeolas*. In early 2004, the Minister for Education took the decision to abolish this body, and its personnel are currently being dispersed across a number of third-level institutions.

Heretofore, this organisation had acted as a communications link between Government and European policy-making bodies and third-level linguists generally, but it is doubtful whether this role will be carried out in the future, given the abolition of ITE.

In the context of providers of legal and health services, and bodies dealing with immigration and refugee issues, a new area has been developing rapidly over the last number of years, viz., community interpreting. The health services, hospitals, court services and the police force (*Garda*) have experienced an increased need for interpreting, with the arrival in the country of relatively large numbers of immigrants, either as migrant workers, economic refugees or asylum seekers. The number of immigrants into Ireland doubled in the course of the decade of the 1990s (Immigrant Council of Ireland 2003: 4; OECD 2004). Such foreign residents in Ireland come from many parts of the world, including Asian countries, Africa and the countries of Eastern Europe, with a consequent need for community interpreting in a wide range of languages which were rarely used in this country before. One estimate puts the number of community interpreters in Ireland at approximately 900, using approximately 200 languages. Languages in demand for community interpreting include Arabic, the languages of Nigeria (especially Yoruba and Ibo), Chinese, Russian, Portuguese, Romanian, Hungarian, Polish, and the French of Francophone Africa.

Language training for immigrants and refugees (i.e., training in English as a Second Language) is being provided by a number of individuals and organisations in the country. Chief among these is the body 'Integrate Ireland Language and Training', whose aims include coordinating the provision of English language training for adult refugees, supporting school-teachers who are involved with non-English-speaking immigrant pupils and liaising with others who share these concerns.[4]

I.1.2. Language-related professions

In relation to *translation* and *interpreting*, the majority of the work being done in Ireland is probably carried out by people working as freelance translators and/or

[4] See Integrate Ireland Language and Training [http://www.iilt.ie/]

interpreters. Many people work on translation and interpreting on a part-time basis, and many supplement their income by working at other forms of employment.

There is no formal profession of ‘translator’ or ‘interpreter’ in Ireland, nor is there a recognised profession of ‘proof-reader’ or ‘terminologist’, and no official regulation of the activities of those people who work in the area.

The closest thing to professional recognition in Ireland is the Register of Professional Members of the Irish Translators and Interpreters Association – the ITIA. The ITIA register[5] shows a total membership list of some 356 individuals and companies, of whom 123 are Professional Members of the Association. In order to obtain the status of Professional Member, a translator must apply to the ITIA, demonstrating that they have a considerable track record in the profession, that they are translating on a regular basis and that their work is of a high quality.

There are 36 corporate members on the ITIA list, of which the majority are commercial translation agencies.

Most freelance translators are female. Of the 123 Professional Members on the ITIA register, 76 are female and 47 are male. Translators report that it is generally deemed difficult to make a comfortable living from translation, with much variation in the rates of pay and with a lot of work being channeled through translation agencies, with a consequent discrepancy between the payment made to the agency by the client and the amount paid to the translator who carries out the work. It is estimated that the majority of translators working in Ireland do not have qualifications in translation studies, although many are likely to have read languages at university. However, a considerable number are people deemed ‘bilingual’ who do not have formal qualifications in translation or languages. Most translators probably work from at least two languages into their native language, and most accept work in a wide range of areas, translating material written in a range of registers.

It is estimated that there may be less than a dozen companies or organisations in Ireland which have in-house translators or teams of translators. The majority of translations carried out within companies are done by people working in the company who happen to have relevant language skills, but whose principal

[5] See ITIA website [http://www.translatorsassociation.ie].

function is not translation. Companies having in-house translators include software companies such as SAP and Symantec. Certain companies have translation agencies as regular clients who carry out translation work as required for those companies.

In relation to the provision of community interpreting services, there is no official register of community interpreters, although the Garda, the Courts Service and the Health Boards maintain their own lists of interpreters whom they employ on a freelance basis as required. There is no formal requirement for a qualification in order to work as an interpreter in either the health services or the courts, or with the Garda. Community interpreters report that there are many people working in this area who do not have relevant qualifications. Frequently, individuals undertaking this work have no specialist background in either translation or interpreting, but are simply native speakers of the languages in question living in this country or Irish people with knowledge of the relevant languages. For example, in the context of the treatment of mental health patients, the following was reported (Feeney et al 2002: 30):

> It is extremely difficult to engage the services of an interpreter in Ireland…[I]t is often necessary to rely on the assistance of relatives or friends of the patient, who may also have a limited knowledge of English. This practice also makes it difficult to maintain patient confidentiality and may impede the development of a trusting therapeutic relationship with the mental health team.

There is evidence that the quality of the interpreting being offered in these contexts is unreliable, although there is no formal system of quality control in place, with the result that it is not possible to determine the quality of the work done with any degree of certainty. Nor is there a standard code of practice in relation to making a decision as to when and whether an interpreter is required in a given situation.

I.1.2.2. “Ancillary” language-related professions

Again, it is difficult to obtain data on the use of languages among those employed in companies or other organisations, or the extent to which proficiency in foreign languages is general among employees. It is frequently the case, especially among

small and medium-sized enterprises, that liaison with foreign contacts is carried out on an ad-hoc basis by personnel within the company who happen to have the relevant language skills. In other instances, companies or organisations take the option of commissioning translations from translation agencies or professional translators. In businesses which are divisions of large multinational corporations, personnel often opt to use their network of contacts with divisions based in other countries in order to communicate through foreign languages.

A survey carried out among employers seeking to determine their view of the relative importance of different skills among their employees indicated that competence in a foreign language was not generally considered to be of major importance (Transferable Skills in Third-Level Modern Languages Curricula Project 2004). In this survey, employers were presented with a list of 23 'transferable skills' (including oral communication, team work, customer service, written communication, time management, IT skills, etc., as well as fluency in a second language). In terms of the *importance* of these skills, employers rated fluency in a second language to be the least important (with this factor coming in 23rd place in the list of 23 skills). On the other hand, their rating of the *proficiency* of their employees in relation to the skills listed presented a different picture, with, in this case, fluency in a second language coming in 14th place in the list of 23 factors.

I.2. Language graduate employment in the language-related professions

There are no existing surveys of employment among graduates of languages, nor is there any known data on language-related employment generally.

Anecdotal evidence suggests that a significant number of languages graduates find employment in teaching. Other than this, it is difficult to identify the sectors of employment that languages graduates move into, although we can assume that the pattern for languages graduates is not unlike that of graduates of Arts and Social Sciences generally. Figures are available for first destinations of graduates from Arts and Social Sciences for the year 2001 (HEA 2003), and they show the following patterns:

Employment sectors of those graduating with Certificates and Diplomas in Arts and Social Sciences, 2001

Non-market services	79.9%
(inc. public administration, defence, education and health services)	
Personal and recreational services	3.9%
Business, finance and Insurance Services	3.9%
Other sectors	12.3%

Employment sectors of those graduating with Degrees in Arts and Social Sciences, 2001

Non-market services	47.8%
(inc. public administration, defence, education and health services)	
Business, Finance and Insurance Services	17%
Distribution	7.1%
Other sectors	28.1%

The six most popular occupations for Graduates in Arts and Social Sciences are as follows:

1. Teaching professionals	22.3%
2. Clerical occupations	12.8%
3. Literary, Artistic & Sports occupations	9.4%
4. Welfare Associates professionals	8.7%
5. Business, Financial professionals	8.2%
6. Managers, administrators & Executives	7.6%

(source: HEA 2003)

I.3. New developments and new professional demands in the language and language-related industries

I.3.1. The impact of European integration and of globalisation

The enlargement of the European Union is having an effect on the range of languages required of translators and interpreters in Ireland, with an increased demand for the languages of the accession states, just as the fact of European integration has had some impact on demand for different languages, although

professionals in the area report that the dominant languages for translation work in this country continue to be French, German, Irish and English, with some Spanish and Italian.

Greater globalisation has led, in the view of most of the informants, to some additional need for translation work, although it is recognised that much of the communication which takes place at international level is conducted through English.

I.3.2. New professional demands and professional profiles

Informants report that there is a healthy demand for translation work in Ireland currently. Although no surveys of this work exist, the extent of the industry can be judged by the fact that the Irish Classified Telephone directory lists some 180 agencies or individual providers of translation.

As suggested earlier, in-house translation teams are not often found in companies operating in Ireland, although some do exist. In the case of large multinational companies, there is an increasing trend towards a situation where translation teams may be maintained by a company in a number of different countries. Material needing to be translated is then sent electronically to the relevant country where it is translated by the indigenous team. Often, the team will consist of people working at other tasks in the company who are drafted in to assist with translation of such documentation as the need arises.

One strong growth area is localisation. Given the high level of activity in software development in Ireland, this area has experienced tremendous growth over the last ten years, with continued demand for the localisation of software in many different languages. The country is now a world centre for localisation, with many specialist localisation companies being based here.

I.4. Contacts between language-related industries and HE institutions

There is little formal contact between third-level Departments of Languages or Language Centres and those businesses and organisations involved in working with languages. The Languages programmes and curricula of third level colleges

are not generally monitored or appraised by representatives of industry or other interested parties from outside academia. Nonetheless, there is some sporadic involvement of personnel from the world of business in Course Boards and other fora relating to the design and approval process relating to courses offering languages, particularly in the Institutes of Technology.

A thorough system of quality assurance exists in the form of an external examining system. However, this involves predominantly University personnel from Ireland or Britain, with some involvement of academics from other countries. Occasionally, professional linguists (e.g., translators and interpreters) or business executives who use foreign languages in an 'ancillary' fashion (e.g., export managers) are invited to participate in the evaluation of programmes or in examining duties.

The Irish Translators and Interpreters Association maintains strong links with the universities and Institutes of Technology, especially Dublin City University and Trinity College Dublin, and many individuals from those institutions are involved in the activities of the Association.

The Localisation Research Centre [http://www.localisation.ie/], based at the University of Limerick, is a centre for the development of localisation in Ireland, and maintains links with the language-services and localisation industries in Ireland and abroad, while the related Institute of Localisation Professionals [http://www.tilponline.org/] is an organised grouping of professionals involved in localisation in this country. One project being coordinated by the LRC is the Elect Project. This was founded with the intention of becoming the focal point for multilingual and multicultural digital content development and publishing. It provides information on best practice, facilitates access to know-how and technology, makes available guidelines on linguistic and cultural customisation of digital material, and enhances the visibility and recognition of the eLocalisation and eContent industries in Europe and world-wide.

I.5. Impact of language industry developments and new professional demands on existing specialist HE language courses

I. 5.1. Programmes and courses

Within the context of 'traditional' arts/humanities programmes in Ireland, there has been little discernible change in course content to reflect new professional

demands. The main emphasis in these courses is on the study of literature, and on related cultural aspects of the languages being studied, although there has been some increase in emphasis on the development of language proficiency in such courses, and a modest increase in the number of translation modules offered in them.

There is also an increasing tendency to provide courses in languages to students of other disciplines, i.e., students from the Sciences, Business, Engineering, etc. In certain cases, universities have put in place Institution-Wide Language Programmes, making language courses available to all students of the institution (as in the case of Trinity College Dublin, for example).

A recent curricular development in the area of languages has been the advent of the European Language Portfolio. At least three universities (Dublin City University, Trinity College Dublin and University College Dublin) have projects in place relating to the ELP, and one of those (TCD) offers a range of Portfolios which have been accredited by the Council of Europe. The Council's website lists six portfolios originating in Ireland which have been accredited, of which five are aimed at describing the language competence of immigrants learning the language of the host country, and one is for second-level students of foreign languages[6]. Recent developments in UCD, experimenting with the use of the Portfolio among learners of foreign languages at third level, would suggest that the portfolio may prove to be of particular use in relation to students whose main area of study is a discipline other than languages, i.e., as a support for students taking IWLP-type programmes. In DCU, a project relating to the ELP is currently being undertaken, using the Portfolio for mainstream Languages students, i.e., students taking the B.A. in Languages for International Communication.

Instances where new programmes have been devised to respond to changing demands are less common. The two 'new' universities, Dublin City University and the University of Limerick, pioneered these developments in the 1980s, devising undergraduate and postgraduate programmes which entailed the development of proficiency in LSP and in translation skills, and which combined the study of languages with the study of other disciplines. The Institutes of Technology have also devised new programmes along these lines, and, in recent

[6] See the ELP page of the Council of Europe website [http://culture2.coe.int/portfolio/]

years, the so-called ‘traditional’ universities have broadened their curricula to allow more students to combine languages with other disciplines also.

Two examples of postgraduate programmes which reflect recent trends in demand for skills in language-related areas are the Graduate Diploma/MA in Translation Studies at Dublin City University, a one-year taught programme which prepares students for the translation profession, and the Graduate Diploma/MSc in Software Localisation at the University of Limerick, which trains graduates in the skills required in the software localisation sector (see Appendix).

II. Needs and constraints

II.1 Cooperation between language-related industries and HE institutions

Enchanced cooperation between the language-related industries and HE institutions in Ireland could address the following language needs that exist at a national level:

- One of the major practical needs in Ireland currently is the preparation of documentation in the Irish language and translation between Irish and English;
- There is probably a need to enhance the foreign language skills of the Irish workforce, both to facilitate the further development of home-based service industries such as tourism and for the further development of export-oriented industries, on which the country is dependent;
- There is a need to decide on the correct balance that should be achieved in HE institutions between an emphasis on literary and cultural studies and an emphasis on ‘practical’ or vocationally-oriented language skills.

II.2 Curriculum innovation

There is scope for developing new curricula at third level in relation to the three major areas of language education that exist in the country, viz., foreign languages, Irish and EFL/ESL.

- Foreign-language education needs to be extended across a wide range of institutions, with a greater availability of language courses for students of any discipline, ideally on a modular basis, where students could elect to develop their proficiency in a foreign language at their own pace, and using modalities of learning which suit them best;
- In relation to Irish, there is scope for developing new curricula which would help to ensure that the increased demand for documentation in Irish attendant on the Official Languages Act is met;
- In the area of EFL/ESL, increased numbers of immigrants into Ireland mean that there is an ongoing need to provide adequate language training for people who enter the country with low levels of competence in English, as well as a need to provide training in language-teacher education for this sector.

II.3 Needs for future projects and research

Projects and research relating to the following areas could be carried out:

- Collecting and collating data and information generally about the language-related industries and professions in Ireland, and about employment patterns of graduates of languages programmes;
- A study of the foreign-language needs of Irish business and of Irish society generally, aimed at establishing the potential for further development of the country through enhanced proficiency in foreign languages;
- An examination of the aims, objectives and curricula of language programmes in Ireland, with a view to establishing the nature of those programmes and making recommendations for developments in them, including recommendations with regard to the role played by literary and cultural studies in Languages programmes;
- A study of the effectiveness of the European Language Portfolio and of IWLP-type programmes at third level in Ireland;
- An examination of translating and interpreting needs in Ireland, with a special concern for the needs of immigrants and refugees;
- A study of the needs in relation to the infrastructures available in Ireland to support developments in language education at third level, and the effects

on language educaton of the disappearance of the Linguistics Institute of Ireland (ITE).

III. Recommendations

- The re-establishment of ITE (the Linguistics Institute of Ireland) or the setting up of a similar body which could serve to coordinate research into linguistics and language education and advise on language policy at a national level in Ireland (national level);
- That an audit of language needs in Ireland be conducted, which would address the language needs of the country in the areas of foreign languages, the Irish language and English as a Second Language (national level);
- That appropriate measures be taken for cooperation at European level, these to include databases for curricula and materials and a forum for collaboration and cooperation among member states in order to pool resources and establish common frameworks for standards and methodologies (European level).[7]

[7] Thanks are due to the following for their assistance in preparing this report: Cristina Guntín, Dorothy Kenny, Eithne McCarthy, Sharon O'Brien, Aurora Palacín Tirado, Mary Phelan and Reinhard Schäler.

Appendix

A Examples of good practice in the provision of language-related programmes

1. The Graduate Diploma/MA in Translation Studies at Dublin City University

[http://www.dcu.ie/prospective/deginfo.php?classname=GTS]

This is a one-year programme aimed at providing advanced linguistic and technical training, leading to a postgraduate qualification in Translation Studies. The specific objectives of the programme are as follows: 1) to develop a range of professional and linguistic skills appropriate to the translation profession 2) to provide practical training in the translation of a range of specialised texts 3) to equip students with the technological tools and skills required in the profession 4) to introduce students to contemporary theoretical issues in Translation Studies.

The following languages are available on this programme: French; German; Spanish; Japanese; Irish. Students develop expertise in translating from these languages into English. On completion of the Graduate Diploma after two semesters, students may proceed to the completion of an MA dissertation, if they have achieved a satisfactory standard.

The modules offered on the programme are as follows:

- Translation Technology
- Translation Theory
- Computerised Terminology
- French General Translation
- French Scientific/Technical Translation
- French Academic/Literary Translation
- German General Translation
- German Economic Translation
- German Scientific/Technical Translation
- German Academic/Literary Translation
- Irish General Translation
- Irish Economic Translation
- Irish Language Studies I
- Irish Scientific/Technical Translation
- Irish Academic/Literary Translation

- Japanese General Translation
- Japanese Economic Translation
- Japanese Scientific/Technical Translation
- Japanese Academic/Literary Translation
- Corpus Linguistics for Translators
- Software Localisation
- English Writing Skills
- Dubbing and Subtitling
- Spanish General Translation
- Spanish Economic Translation
- Spanish Scientific/Technical Translation
- Spanish Academic/Literary Translation

2. The Graduate Diploma/MSc. In Software Localisation at the University of Limerick

[http://www.csis.ul.ie/software_localisation/default.htm]

The Graduate Diploma in Software Localisation course is designed to provide a graduate having no special computing expertise with the skills needed to work in the software localisation sector. The student is given a thorough grounding in those aspects of computing which impinge on the localisation process. At the same time, the latest ideas prevalent in the industry - such as the use of machine assisted translation engines and specialised localisation tools - are covered in detail.

The course is a one-year, full-time course in which both theoretical and practical aspects of the subject are covered in depth. Topics covered include Computer Programming and Language Engineering, as well as the specific techniques and paradigms of Localisation.

Students on the Graduate Diploma take the following modules:

- Localisation Engineering Fundamentals
- Localisation Process I
- Language Engineering I
- Programming Global Applications I

- Quality and Localisation
- Localisation Process II
- Language Engineering II
- Programming Global Applications II

Students who successfully complete the above modules and achieve 2.1 honours standard or better are eligible to apply for transfer to the Master's Degree where they proceed to complete a substantial dissertation on a subject relevant to Software Localisation.

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