Abstract
This article gives a brief introduction to blended learning in translator training, setting out the characteristic features of blended learning and the phases that should be followed when designing a blended learning course. This is followed by an evaluation of the opinions of Universitat Autònoma de Barcelona students from the undergraduate degree programme, which attempts to reflect their opinion on blended learning. The data is based on a sample of 73 undergraduates who were asked to give their opinion of the tutorial model used, the work load which blended learning involves, course material design and the working methodology and virtual tools used. The final section analyses the resulting data which show that, according to students, blended learning promotes autonomy, responsibility and self-organisation skills.

Keywords
Translator training, blended learning, evaluation, information and communication technologies, task and project based learning.