Higher National Unit Specification

General information

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

Unit code: HW01 38

Superclass: FJ

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Unit purpose

This unit is about developing own performance as a professional translator.

This involves the learners in reviewing their ability to produce translations to a professional standard. They will analyse a sample of texts that they have translated to monitor the effectiveness of their work. They will develop critical awareness skills as a reflective practitioner in order to objectively evaluate their working practices and performance. They will actively seek feedback from peer translators and others and take their comments into account and use these, together with their own observations, to create and implement a personal development plan. They will use this plan to develop their knowledge, skills and performance as a professional translator.

The unit is aimed at those who are working as translators or those who wish to become professional translators.

This unit complements the units: *Translate Texts from (Language) into English*, and, *Translate Texts from English into (Language) and (Language) into English*.

Outcomes

On successful completion of the unit the learner will be able to:

1 Evaluate own performance as a translator working to professional standards.
2 Plan and implement own continuing professional development.

Higher National Unit Specification: General information (cont)

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

Credit points and level

1 Higher National Unit credit at SCQF level 11: (8 SCQF credit points at SCQF level 11)

Recommended entry to the unit

The unit is recommended for people who are working as professional translators or wish to become professional translators and have the following qualifications and/or experience:

♦ Unit: Translate Texts from (Language) into English

and/or

♦ Unit: Translate Texts from English into (Language) and (Language) into English

and/or

♦ Degree in relevant source language(s)

and/or

♦ Fluency or near fluency/operational proficiency in source and target language(s)

The above means that learners must be operating at the highest level of the National Occupational Standards (NOS) language level, ie the learner should be able to:

1 read complex and specialist text in all situations.
2 write complex and specialist text in all situations.

This equates to the European Framework for Languages at C1, Effective Operational Proficiency or C2, Competent Native User.

The NOS can be found via the following link:

http://www.skillscfa.org/images/pdfs/National%20Occupational%20Standards/Langua ges%20and%20Intercultural%20Working/2010/Language.pdf

It is recommended that centres interview learners before they commence this unit to ensure that they have the prerequisite knowledge and skills that will allow them the opportunity to achieve this unit.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Higher National Unit Specification: General information (cont)

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Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit forms part of the PDA in (Language) Translation

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Evaluate own performance as a translator working to professional standards.

Knowledge and/or skills

♦ Concepts and methods to analyse translated texts in terms of quality, accuracy and fitness for purpose
♦ Methods to review the handling of new assignments, including initial assessment of the difficulty of the task and of the skills and resource requirements needed to produce the translated text
♦ Methods to review management of the translation task in terms of: time management skills; ability to meet the needs of the client; client handling skills; ability to resolve textual and formatting difficulties
♦ Methods to check that analysis of strengths and weaknesses is accurate and justifiable
♦ Techniques to anticipate the degree of difficulty of the translation and how to meet the client's and readers' needs
♦ Techniques to research and verify general and domain-specific terminology
♦ Techniques to compile and maintain glossaries of terms
♦ The process of translation from one language into another and how to manage differences between languages
♦ The cultures of the languages in which you translate, their conventions for communication, and the implications for localising translated texts
♦ Ethical challenges and dilemmas
♦ How to engage with feedback from peers and clients regarding own translation practice
♦ How to engage with other language professionals, such as colleagues, peer translators and managers, for advice on own development needs and the accuracy of self-assessment and own personal development plan

Outcome 2

Plan and implement own continuing professional development.

Higher National Unit Specification: Statement of standards (cont)

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

Knowledge and/or skills

♦ Identifying own personal development needs
♦ Strategies to improve own knowledge and performance
♦ Opportunities for continuing professional development
♦ Criteria and techniques to evaluate the success of the programme of activities identified within own personal development plan
♦ Sources of information on continuing professional development
♦ Sources of advice on own professional development, such as a manager, a mentor, colleague translators and peers
♦ Evaluating role and working practices, including ethical aspects of practice
♦ Designing, implementing and evaluating a personal development plan
♦ Reviewing and monitoring own performance

Evidence requirements for this unit

The learner will be asked to produce evidence, which will be linked directly to the knowledge and skills in the unit, in which they will evaluate and reflect on their performance as a professional translator. This is an on-going activity over a period of time. The learner will create and implement a personal development plan, which may include varied activities, for their continuing professional development. Finally, the learner will produce a reflective summary of the entire experience.

Evidence will be captured and maintained on a regular basis. The aim of gathering evidence is that the learner will analyse and review their working practices as they go along with a view to improving future performance and skills. It should be an honest and balanced account. The learner should stand back and try to be as objective as possible. This will include taking into consideration different perspectives, advice and comments provided by peers, tutors, assessors and employers (if possible). The learner should reflect on this feedback and decide on how to follow this up and what actions they are required to take.

The learner should be disciplined and set aside time each week, or as appropriate, to capture evidence.

The method for gathering evidence should be well-structured, demonstrate a consistent approach to recording reflections, and be coherent, clear and insightful. This will help the learner to go back and reflect on matters and/or events at a later stage as perspectives can change over time and so conclusions may also change. It will also be of help to tutors and assessors. The reflection on and analysis of the evidence should be objective, critical, specific and thorough. The learner should include as much critical reflective material as possible.

Higher National Unit Specification: Statement of standards (cont)

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The evidence should record:

♦ The experience, situation, event, product, processes (did it go well, badly; was the product/process good or poor).
♦ The learner's observations and reactions to this (behaviour, feelings, thoughts, concerns, conclusions).
♦ What action they took.
♦ Analysis of experience, situation, event, product, process; successes/failures; description of what was learned; plans for improvement in the future.
♦ Challenges and examples of problems that have been solved.
♦ How a skill has been improved/developed (plan, act, observe, reflect, plan again).
♦ Knowledge and skills acquired and developed through the programme of learning.
♦ Analysis of performance against knowledge and skills.

Specifically, the learner should:

Review ability as a translator

The learner will select a sample of their translations which is representative of their work over time — a minimum of three translations that exemplify different types of text — on which to review, reflect, analyse and evaluate; overall, a minimum of 1,500 words. The actual source texts will not be included in this word count but should be included as an appendix for reference. The learner should review and evaluate their ability to:

♦ maintain and enhance methods, systems and techniques needed to produce professional translations.
♦ translate from one language into another.
♦ manage assignments.
♦ quality assure translations.
♦ work with clients (real or simulated) and to a brief.

The learner should evaluate their translations in terms of:

♦ effectiveness of translation.
♦ quality and appropriateness of language to target language norms.
♦ appropriateness in terms of style and aspects of presentation.
♦ how to improve on accuracy in relaying the meaning of the source text and quality of target language expression.
♦ how well the needs of the client and intended readers of the text have been met.

The learner should seek feedback from others on the quality of their translations, such as from colleague translators, managers, clients, peers and tutors.

Higher National Unit Specification: Statement of standards (cont)

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As a result of this review and evaluation, the learner should produce an objective, accurate and justifiable analysis of strengths and weaknesses as a translator. Using this analysis, the learner will produce action plans aimed at improving performance as a translator based on any issues emerging from each text translated.

This evidence must be used within an overall personal development plan that will identify ways to improve the learner's performance as a translator.

Produce a personal development plan

Planning

The learner must provide evidence of the following:

♦ Identifying strategies to improve knowledge and performance.
♦ Identifying relevant opportunities to develop skills and knowledge.
♦ Identifying opportunities for continuing professional development.
♦ Identifying strengths and areas for improvement.
♦ Setting criteria and techniques to evaluate and measure own personal development.
♦ Setting personal development targets and identifying where professional development is required.
♦ Identifying action required to achieve these targets; setting of goals.
✦ Identifying possible threats (eg using SWAT analysis) and opportunities to developing skills and knowledge.
♦ Identifying any possible sources of advice, for example, from mentors, colleagues, peers, manager, tutor, others as appropriate.
♦ Identifying sources of information on continuing professional development, for example, professional qualifications, training courses, study materials, journals.
♦ Identifying core, essential and transferrable skills required.
♦ Evaluating role and working practices, including ethical aspects of practice.
♦ Designing the personal development plan.
♦ Checking with, for example, manager, mentor, colleague translator, others as appropriate, that the plan is sound and consistent with evaluation of performance.
♦ Setting criteria and identifying techniques to evaluate the success of planned development activities.

Implementation

The learner must provide evidence of the following:

♦ Implementing action plans as appropriate.
♦ Addressing issues (eg if good practice has not taken place).
♦ Evaluating, reviewing and monitoring performance and professional development on a continual basis against set criteria.
♦ Undertaking and keeping a record of professional development.
♦ Updating and revising the personal development plan in light of progress made.
♦ Seeking advice where required.
♦ Evaluating the plan on a regular basis.

Higher National Unit Specification: Statement of standards (cont)

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For the overall personal development plan, the learner should produce a minimum of 3,000 words in total.

In terms of on-going capture of evidence, analysis and reflection, a minimum of 1,500 (± 10%) words should be produced.

The learner should hand in their evidence periodically throughout the programme at times agreed with the tutor/assessor.

Another 1,500 (± 10%) words should be attributed to a final reflective piece at the end of the experience. The final reflective piece should track, comment on and review progress looking back over the period of study.

Reference to external sources, comments from, eg peers, colleague translators, managers, clients, tutors, assessors and employers will not be included in this word count, but may be included in an appendix.

The assessment will be undertaken in open-book conditions. The centre should ensure the authenticity of the learner's work.
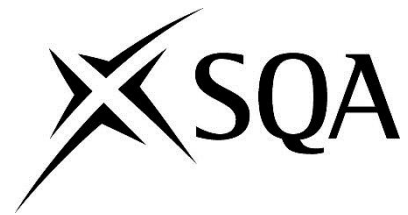
Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours. This means that centres should provide 40 hours of programmed learning, such as direct contact time and assessment. The learner is also expected to put in an equivalent amount of their own study time.

Guidance on the content and context for this unit

Purpose of the unit

This unit is about developing performance as a professional translator.

This involves learners in reviewing their ability to produce translations to a professional standard. They will analyse a sample of translated texts to monitor the effectiveness of their work. They will develop their critical awareness skills as a reflective practitioner in order to objectively evaluate their working practices and performance. They will actively seek feedback from peer translators and others (eg tutor, mentor, manager, client, end-user) and take their comments into account and use these, together with their own observations, to create and implement a personal development plan. They will use this plan to develop their knowledge, skills and performance as a professional translator.

This unit sits at SCQF level 11 and is aimed at those already working as translators in a professional capacity. It is also recommended for those who wish to become professional translators and have the following qualifications and/or experience:

♦ Unit: Translate Texts from (Language) into English

and/or

♦ Unit: Translate Texts from English into (Language) and (Language) into English

and/or

♦ Degree in relevant source language(s)

and/or

♦ Fluency or near fluency/operational proficiency in source and target language(s)

The above means that learners must be operating at the highest level of the National Occupational Standards (NOS) Language level, ie the learner should be able to:

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1   read complex and specialist text in all situations.
2   write complex and specialist text in all situations.

This equates to the European Framework for Languages at C1, Effective Operational Proficiency or C2, Competent Native User.

The NOS can be found via the following link:

http://www.skillscfa.org/images/pdfs/National%20Occupational%20Standards/Langua ges%20and%20Intercultural%20Working/2010/Language.pdf

It is recommended that centres interview learners before they commence this unit to ensure that they have the prerequisite knowledge and skills that will allow them the opportunity to achieve this unit.

This unit complements the units: Translate Texts from (Language) into English, and, Translate Texts from English into (Language) and (Language) into English.

Outcomes

On successful completion of the unit the learner will be able to:

1   Evaluate own performance as a translator working to professional standards
   —   (The evaluation of performance will focus on the 'quality of the translated output', but also on the nature of the preparation processes, the overall management of the translation task, and the review and checking processes, etc)

2   Plan and implement own continuing professional development
   —   (This will include documenting, tracking and reflecting on own practice and experience in professional translation situations (actual or simulated for learning purposes), within the framework of the skills and knowledge expected of a translator working to professional standards. The process of reflection and analysis (on strengths/weaknesses; what has been learned/needs to be addressed) will lead to the development and implementation of action plans with clear goals set, the identification of opportunities for further improving skills and knowledge, and will include further review and evaluation phases, as part of an ongoing process)

There will be opportunities to combine work for this unit with work for the Translation units.

Outcome 1

Evaluate own performance as a translator working to professional standards.

Knowledge and/or skills

♦   Concepts and methods to analyse translated texts in terms of quality, accuracy and fitness for purpose
   —   (review of standard quality assessment criteria (eg, UK national occupational standards in translation/ translation industry norms) and of scholarly literature on the evaluation of translation quality, informed by relevant theoretical models and thinking on translation strategies and procedures, eg related to adequacy, accuracy, equivalence, translation shifts, etc)

Higher National Unit Support Notes (cont)

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

♦ Methods to review the handling of new assignments, including initial assessment of the difficulty of the task and of the skills and resource requirements needed to produce the translated text
— (review of translation 'challenges and difficulties' and potential translation strategies depending on the translation brief and informed by professional and scholarly literature and other resources)
♦ Methods to review management of the translation task in terms of: time management skills; ability to meet the needs of the client; client handling skills; ability to resolve textual and formatting difficulties
— (protocols for reflecting on issues of task and time management)
♦ Methods to check that analysis of strengths and weaknesses is accurate and justifiable
— (for example, logbook with scales, ranges, options and tick boxes to permit time-efficient tracking of positive and negative evaluations across time/different tasks/a variety of fields, etc. To see emerging patterns in context — both strengths and weaknesses: either systematically reviewing all work, or sampling on a regular basis and in an objective and evidence-based manner)
♦ Techniques to anticipate the degree of difficulty of the translation and how to meet the client's and readers' needs
— (build on knowledge of professional practice and translation studies to date and the main theories/strategies to inform expectations regarding potential difficulties, identify coping strategies and underpin negotiation/discussion with clients. Ensure that awareness of theoretical discussion is current)
♦ Techniques to research and verify general and domain-specific terminology
— (ensure that knowledge of developments remains current, eg regarding: sourcing, storing and sharing of information. Consider how to usefully liaise with peers and clients)
♦ Techniques to compile and maintain glossaries of terms
— (share knowledge with peers; develop knowledge of professional networks; update knowledge of technological developments)
♦ Considering the process of translation from one language into another and how to manage differences between languages
— (review scholarly literature regarding translation strategies and techniques/procedures; discuss with peers)
♦ Considering the cultures of the languages in which you translate, their conventions for communication, and the implications for localising translated texts
— (review scholarly literature regarding translation strategies and techniques/procedures taking account of the translation brief and the purpose/skopos of the translation, whilst bearing in mind any ideological issues. Consider relevant topics, such as: foreignisation/domestication; language policy, translation and political and social concerns; translation and post-colonisation)
♦ Considering ethical challenges and dilemmas
— (reflect on potential challenges and dilemmas — such as, maintaining confidentiality, managing impartiality as a translator, working within own competence, respecting norms of professional behaviour, eg working to deadlines, presentation of product, interpersonal behaviour, respecting fellow professionals, disclosure of relevant difficulties, time: quality issues, etc. Consider case studies, discuss appropriate action and behaviour and evaluate outcomes. Standards and frameworks for professional practice)

Higher National Unit Support Notes (cont)

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

- ♦ How to engage with feedback from peers and clients regarding own translation practice
  - — (reflect on feedback regarding management of the translation service and of the translation produced objectively and in context. Do not take negative feedback of translated output as 'personal' criticism, but consider objectively as comment on the translation product. Do not neglect to note positive feedback)
- ♦ How to engage with other language professionals for advice on development needs and the accuracy of self-assessment and personal development plan
  - — (through conferences and training events, online for advice, eg *Fora* of fellow professionals, professional bodies and networks, in the workplace/training environment, etc)

Outcome 2

Plan and implement own continuing professional development

Knowledge and/or skills

- ♦ Identifying own personal development needs
  - — (these may relate to ways of managing the translation 'job' from a practical or 'business' perspective — eg time management, organisation, communication with other members of a translation team or with clients, etc — or to the need to deepen knowledge of theoretical frameworks, and of translation strategies and techniques/procedures. However, the needs identified may also relate to the requirement to extend knowledge in one/several of the working languages. Development needs may also be proactive rather than reactive, eg building up knowledge in a new subject field, expanding knowledge of a particular domain, eg becoming competent to translate in a new domain or a new genre of texts, eg legal, complex scientific or literary texts, acquiring familiarity with a new dialect or register, developing the ability to translate for a new target audience, eg children, or to acquire the skills to work with new software, etc)
- ♦ Strategies to improve knowledge and performance
  - — (such as those identified in the personal development plan)
- ♦ Opportunities for continuing professional development
  - — (eg Professional qualifications, training courses, use of published materials and self-study. Attending conferences, participating in online *fora* with peers; reading latest research literature to benefit from discussion among the research community; attending meetings of professional organisations and local networks; participating in CPD courses; attending training courses or events to acquire new skills, etc)
- ♦ Criteria and techniques to evaluate the success of the programme of activities within personal development plan
  - — (build on and adapt information regarding basic criteria and techniques provided as part of initial training in order to fully appreciate these and to make them the learner's 'own' and adapted to learner needs, as well as to take account of any evolution in professional thinking)
- ♦ Sources of information on continuing professional development
  - — (referring to general materials)

Higher National Unit Support Notes (cont)

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

- ♦ Sources of advice on own professional development, such as a manager, a mentor, colleague translators and peers
    - — (consider both formal and informal sources of advice, as well as opportunities through CPD events and professional networks)
- ♦ Evaluating role and working practices, including ethical aspects of practice
    - — (as well as standard ethical practices — eg Maintaining confidentiality, etc — consider whether issues relating to language ideology and the visibility/ invisibility of the translator, or other topics, may be relevant)
- ♦ Designing, implementing and evaluating a personal development plan
    - — (how to develop a personal development plan that includes, for example, analysis of strengths and weaknesses as a translator; identification of activities to improve performance; target setting and identification of goals; available resources that could help improve performance; criteria for evaluation of plan; design formats/templates for plan; implementation timescales)
- ♦ Reviewing and monitoring performance
    - — (for example, the importance of continually reviewing and monitoring performance; making adjustments to plans; analysing areas for improvement; measuring against set criteria; maintaining accurate records regularly; seeking advice from others)

Guidance on approaches to delivery of this unit

This unit will normally be studied as part of a group award. It is recommended that either it builds on the units Translate texts from (Language) into English or, Translate from English into (Language) and (Language) into English or, if taught concurrently, that there is some time lag before beginning *Develop own performance as a professional translator* so that learners have acquired sufficient knowledge of theoretical principles underpinning translation.

If studied as a standalone unit, learners should be able to demonstrate prior knowledge of theoretical principles underpinning translation.

Learners may already be working professionally as translators and will be able to reflect on examples of texts that they have been commissioned to translate (within ethical boundaries, with the permission of clients).

Other learners should be able to complete tasks within a learning environment, working to a fictional brief that simulates an authentic situation to ensure situated learning.

It is good practice to encourage learners to work in pairs and small groups, not only individually, as there are excellent learning opportunities in collaborative working and in observing and evaluating others' performances.

Outcome 1

Evaluate own performance as a translator working to professional standards

In order to demonstrate the ability to evaluate their performance, learners need to be able to systematically review their approach to completing a translation.

Higher National Unit Support Notes (cont)

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Therefore, first, learners need to understand what they should be considering. Initially, working through all the facets involved in completing a translation task step-by-step, as they develop their skills, is a useful learning journey and can help develop good working practice. (See suggestions in 1–10.) Developing an appropriate 'tool' as part of a reflective diary/logbook (such as a template form, checklist, items for circling/ticking, sliding grading scales for self-evaluation, etc) is in itself a useful part of the process.

The aim should be to spot patterns and trends, generic errors rather than isolated mistranslations of single terms. The concluding self-evaluation of each individual translation task should feed into Outcome 2.

1   **Profiling of Source Text/Target Text (ST/TT)** (author, commissioning client, source, context, purpose, target audience, readers… specific directions/licence indicated in brief)
2   **Understanding of ST and salient features** (text type and conventions, register, stylistic features, cohesion, coherence, structure, pragmatic intentions, cultural or subject field references…)
3   **Awareness of expectations and norms in a 'similar' text in the target language**
4   **Assessment of translation issues/challenges** (eg nature of the Source Language/Target Language (SL/TL), issues relating to pragmatic or semiotic meaning, specialised/technical language, titles and certain names, figures and measurements, statistics, cultural references, humour, intercultural difficulties and conceptual mismatching between systems, use of idiomatic and figurative language, terms with specific connotations, etc)
5   **Identification of an appropriate translation strategy** (for the overall text) and specific procedures/techniques (for specific challenges within the text)
6   **Use of appropriate resources to prepare for translating** (online and hardcopy dictionaries, glossaries, terminology banks, translation memories, parallel texts, subject field specialist information/texts, company/government websites, human contacts, etc)
7   **Revision and proofreading** of translation (factual errors, omissions, coherence, relaying of intended meaning, cohesion of the text, consistency in use of certain terms and conventions, stylistic issues, and slips in spelling, accents, capitalisation, grammar and syntax, issues relating to presentation/layout, etc)
8   **Handling of administrative and logistical practicalities** (liaising with client; establishing the brief; working to a deadline; skills in using appropriate software, delivering in appropriate presentational format and in required mode; etc)
9   **Consideration of any feedback** received
10 **Self-assessment of quality of performance** (eg of various facets, of key strengths/weaknesses, recurring issues, etc)

Other classroom activities include learners presenting their views on a particular translation task and discussing the challenges/issues faced and justifying the approaches adopted.

Whilst learners will benefit from evaluating their own performance, and need to develop the ability to do this in an objective and informed manner, they will also benefit significantly from working in peer-groups. This can be managed in different ways.

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For example, learners may be required to complete a translation working in a pair or as a small group — perhaps completing different segments of a longer text. As part of the process, they will be required to talk through many of the facets discussed above, as well as perhaps to agree on a 'style sheet' to guide overall consistency regarding spelling conventions, use of certain terms, specific procedures, etc. In addition, they will also evaluate and provide feedback to each other regarding the decisions made in completing the translation.

Alternatively, learners may be presented with anonymised translations completed by another translator in the class, or by a pair/group of translators and be tasked with reviewing the translation and presenting their evaluation to the class. Or, working in pairs, learners can be asked to review and annotate their partner's translation and provide peer-feedback.

Requiring learners (individually or in groups) to evaluate others' translations, to identify issues and to consider different decisions and approaches is very valuable and helps inform how they consider their own work and performance. Being challenged by their peers regarding certain 'errors' or decisions, means that learners need to think about how to justify or defend their decisions — if appropriate.

For speed, an agreed approach to annotating each other's translations could be used (unless simply discussed in class), eg based on proofreading conventions (copyediting) or another abbreviated system. For example, using a system of dotted lines through to double underlining depending on the degree of perceived 'error', together with abbreviations/symbols which might indicate: mistranslation, factual error, contre sens, too literal, unwarranted addition of meaning, unwarranted loss of meaning, under/overstated, omission, addition, problem with TL expression, detail of grammar, syntax, tense problem, structural problem, word order, style, register, word choice, wrong collocation, issue with connotation, lack of coherence, problem with cohesion, spelling error, punctuation error, issue with capitalisation, repetitive, decision not appropriate to brief, etc, and not forgetting the need to indicate good solutions.

Creating situations where a group is required to complete a translation task to a deadline, working as a translation team, and which makes it possible for members of the team to assume different responsibilities (eg team leader, person responsible for researching terminology, person in charge of subject specific research, person overseeing the collation of the final complete text, proof-reader, etc) offers the opportunity to explore different aspects of working to professional standards.

Resources which could be useful:

♦   The international standards for translation service providers — ISO 17100 Quality
     Standard — Requirements for Translation Services
     https://www.iso.org/obp/ui/#iso:std:iso:17100:ed-1:v1:en
♦   House, Juliane (2015) *Translation Quality Assessment: Past and Present*. London &
     New York: Routledge.
♦   Kiraly, Don (2000/2014). *A Social Constructivist Approach to Translator Education:
     Empowerment from Theory to Practice*. London & New York: Routledge.
♦   *Especially for tutors and regarding the integration of professional standards into the
     education of learners in translating and providing a translation service (eg Chapter 8).*

Higher National Unit support notes (cont)

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♦ Maier, Carol (ed). (2000/2014). 'Evaluation and Translation: Special Issue'. *The Translator Studies in Intercultural Communication.* Vol 6 (2), 2000. London & New York: Routledge.
♦ Reiss, Katharina (2000/2014) *Translation Criticism - the Potentials and Limitations: Categories and Criteria for Translation Quality Assessment.* London & New York: Routledge.

Outcome 2

Plan and implement own continuing professional development

There are different ways of considering professional development for the purpose of this unit. It could relate to (a) improving current skill levels to ensure performance is meeting (the highest) professional standards in all respects (which is particularly relevant in the case of learners without actual professional experience), but can also (b) relate to developing skills in a new direction or to extending the learner's current skill set. In all cases, it should (c) take account of keeping skills up-to-date following developments in the professional field.

As regards (a), the findings and conclusions from the profiling and evaluation carried out for Outcome 1 should be considered periodically, at regular times depending on the intensity of the course. Reflection should focus on identifying particular weaknesses in either the process of managing the translation (eg difficulty in meeting deadlines or managing the software) or completing the actual translation with reference to either the macro-level (whole text) strategy (eg strategy for handling cultural references throughout the text inappropriate to the brief) or the micro-level (language issues within text such as: failure to grasp the subject specific relevance of terms in the ST; frequent spelling errors in TT, problems with collocations, etc). On the basis of the reflection, an action plan should be developed, with concrete goals for working on improving the identified weaknesses, within a given timeframe. The action plans, and monitoring of their success, should be considered in parallel with the ongoing evaluation of performances, to ascertain whether they are achieving the intended outcomes.

The development of new skills (b) may relate to acquiring the competence to work in new subject fields (developing subject knowledge; building up an awareness of text types, textual conventions, and terminology); for new types of target audiences (eg children, speakers of different dialects); or in different translation modes (eg managing multimodal texts; completing summaries in a language different from the ST, etc). It could relate to extending the range of resources the learner can use in researching and preparing a translation; or to mastering new technologies to support translation (eg computer-aided translation (CAT) tools) or new software that clients could require a translator to use. Learners may be tasked with planning for, following through and reflecting on development in an area which reflects their professional practice or their personal interests.

Keeping-up-to-date with developments and current thinking in the field of translation (c) can be evidenced through a log of events attended (seminars, training days, conferences), research articles/books read, exploration of online resources and professional websites, communication with professional bodies and groups, trials of new technology, etc.

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Guidance on approaches to assessment of this unit

Outcomes 1 and 2 may both be assessed through any type of suitable record, eg a logbook or reflective diary. This should be clearly guided and focused, but may contain a number of strands (eg ongoing evaluation of real-world translation jobs or learning centre translation tasks (simulating real world requirements), combined with punctual reflection, establishment of action plans, and further review (see Outcome 1 and 2). To ensure that time is spent on reflection, rather than on describing details, an efficient system (template/tick box/circle or underline/etc) can be developed to capture the basic details quickly; even allowing for expanding boxes to capture interesting points in more detail, this has the added advantage of capturing information systematically and in the 'same position' on the page which makes it easier to spot and search for trends and patterns (core strengths/weaknesses; recurring slips or issues, etc).

In addition, another strand can note the ways in which the learner has kept up to date with practice and evolution in the professional field (eg logging professional websites visited, recent articles or books read, professional events or conferences attended, contact with professional networks, trials of new technology, etc).

A final reflective section can track, comment on, and review progress looking back over the period of study.

A section considering the development of new skills could be stand-alone, or build on the final reflective section.

In terms of the completed record, the learner should produce a minimum of 3,000 words in total. For the on-going capture of evidence, analysis and reflection, 1,500 (± 10%) words should be produced. Another 1,500 (±10%) words should be attributed to the final reflective piece at the end of the experience.

Reference to external sources, comments from, eg peers, colleague translators, managers, clients, tutors, assessors and employers will not be included in this word count.

Rather than aiming to set a word count for the regular monitoring and evaluation of performance (which learners should be encouraged to do for every translation task throughout the study period), learners should be required to submit for assessment a set number of examples drawn from different points during the period of study and representative of relevant issues. A variety of types of translation tasks need to be evidenced. Some translations might be long and offer quite a lot of material whereas others might be short pieces. Typically, a learner might be expected to have worked on 3 (a minimum of 3)–10 translations.

A similar approach could apply to action plans within the personal development plan, which would be presented to demonstrate how they have contributed to progress. Information should be captured for each translation completed during the period of study. Reflections should take place immediately after completion of the translation task and plans of action developed. An action plan will be developed according to the action that has been identified as necessary. Therefore, this may be something brief or it could be something that is longer and more detailed. The action plans submitted for assessment should reflect a representative sample produced over the course of study. There should be one for each translation submitted as part of the evidence requirements.

Higher National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment, we mean assessment that is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Given the nature of translation, it is ideally suited to e-assessment, particularly for formative purposes. To reflect professional practice, learners should be expected to complete all assessments using a computer, and may be required to show their amendments and provide different drafts, as part of the task set. Assessors may also provide feedback electronically, perhaps through comments and annotations in the submission. Final summative assessment should also be completed using a computer and approved digital/online resources.

Opportunities to develop Core and other essential skills

There will be opportunities to develop the Core Skills of *Communication*, *Problem Solving*, *ICT*, *Numeracy* and *Working with Others* at SCQF level 6 in this unit. Further information about Core Skills can be found by following this link:
http://www.sqa.org.uk/sqa/37863.2209.html

Learners undertaking this unit at SCQF level 11 should already have well-developed skills in *Communication*, *Problem Solving* and *Working with Others*. It may also be the case that learners have well-developed *ICT* and *Numeracy* skills. However, where this is not the case, centres should ensure that opportunities are provided to learners to develop all of these skills to the level required for their occupation.

Communication — there are opportunities to achieve the core skill of *Communication* when working and communicating with, eg clients, peer translators, managers, tutors, employers; analysing a translation brief; reading professional journals; reading texts in two languages; reading professional development materials, both generic and specific to translation; producing correspondence; producing personal development plans; producing a record of on-going reflections and analysis; producing a final summary of reflection and analysis.

Information and Communication Technology (ICT) — there are opportunities to achieve the core skill of *ICT* when undertaking research; producing correspondence; producing personal development plans; producing a record of on-going reflections and analysis; producing a final summary of reflection and analysis.

Problem Solving — there are opportunities to achieve the Core Skill of *Problem Solving* when working with clients; managing tasks and working to deadlines; analysing performance related matters and identifying solutions.

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Numeracy — there are opportunities to achieve the core skill of *Numeracy* by managing own accounts if working in a freelance capacity; working with financial or accounting translation material.

Working With Others — there are opportunities to develop the core skill of *Working with Others* when working with, eg clients, peer translators, managers, tutors, employers; working with people who have subject and cultural knowledge; working within translation teams.

Essential skills

This unit is designed to develop skills for the workplace and for career progression. Suggestions have been offered as to how these skills could be developed. Tutors should maximise opportunities to develop employability skills. The following list highlights other skills that have been identified by employers as being essential for the workplace. These are not listed in order of priority.

♦ Communication
♦ Interpersonal
♦ Creativity
♦ Flexibility/ability to adapt to different situations and environments
♦ ICT
♦ Team work/group work
♦ Working independently/self-management
♦ Using initiative/being proactive
♦ Problem solving, presenting ideas and making decisions
♦ Investigation
♦ Critically analysing and evaluating
♦ Self-evaluating with a view to identifying strengths and weaknesses and setting objectives for improvement
♦ Planning and organising
♦ Setting goals and making action plans
♦ Time management
♦ Working effectively to meet deadlines
♦ Negotiating/persuading
♦ Positive attitude to work
♦ Adopting professional standards and working practices
♦ Paying attention to detail
♦ Work experience/simulation
♦ Applying numeracy skills
♦ Developing an awareness of the global economy
♦ Developing an awareness of international culture
♦ Language skills
♦ Knowledge of chosen job or career path

Higher National Unit Support Notes (cont)

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Citizenship

Citizenship is the exercise of rights and responsibilities within communities at local, national and global levels. It is about making informed decisions, and taking thoughtful and responsible action, locally and globally.

Coverage of citizenship could include the following:

♦ having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward-looking towards society; being able to recognise one's personal role in this context; and being aware of global issues and understanding one's responsibilities within these, and of acting responsibly.

Sustainability

There are three main interconnected strands to sustainable development. Each can be addressed in learning processes.

Social: This strand is about quality of life. Think about educational impacts in terms of citizenship, the ability of groups of people to work together, the impacts of cultural integration, or improving security through crime reduction.

Economic: This strand is about infrastructure. The costs and benefits of sustainability are becoming more prominent for all professions, with many groups now considering the impact of current and future environmental directives. Learners are going to be affected by changes in working practices as a consequence of the implementation of these directives.

Ecological: Animals and plants become endangered or extinct; pollution and emissions are changing the natural systems we all rely on for clean air, water and food. In this strand, the genetic resources, and the systems for food and timber production are considered side by side with metal ore sources, fresh water and clean air. Sustainability recognises that people, and all other living things, depend on these resources being maintained rather than depleted or destroyed.

It is important to recognise that these three strands are not independent of each other, but that they should be viewed as an integrated whole. What is critical to the concept of sustainability is the understanding that all aspects of our lives depend on everything else that exists on Earth: be it people, social systems, earth systems, living things or non-living things. What happens in one place at one time can affect what happens somewhere else immediately or in the future.

Higher National Unit Support Notes (cont)

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Opportunities should be sought within teaching and learning to engage with the principles of sustainable development. Some examples might include:

♦ Review buying policies: where materials come from, where they go (eco-friendly products; fair trade products; using sustainable materials; reducing energy and waste bills)
♦ Show an awareness of different alternatives for materials or services
♦ Consider working practices: use of electronic media to communicate rather than face- to-face meetings
♦ Review working practices to ensure that they are environmentally sensitive; recycling, waste reduction; use of clean technologies
♦ Review and evaluate current reports or projects which address issues of sustainability
♦ Review strategies and recommendations from relevant professional bodies/review articles in current trade and professional journals
♦ Look at current environmental legislation and directives

Teaching, learning and assessment themselves can be used to provide evidence for sustainable development. Some work could be undertaken solely using electronic means. For example, electronic media could be used for discussion groups or dialogue between tutor and learner, and work could be submitted via electronic portfolios or blogs.

History of changes to unit

Version	Description of change	Date

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is about developing your performance as a professional translator.

To undertake this unit, you should be fluent or near fluent and have operational proficiency in the source and target language.

The unit will involve you in reviewing your ability to produce translations to a professional standard. You will analyse a sample of texts that you have translated to monitor the effectiveness of your work. You will develop critical awareness skills as a reflective practitioner in order to objectively evaluate your working practices and performance. You will actively seek feedback from peer translators and others and take their comments into account and use these, together with your own observations, to create and implement a personal development plan. You will use this plan to develop your knowledge, skills and performance as a professional translator.

There are two outcomes in this unit:

1   Evaluate own performance as a translator working to professional standards.
2   Plan and implement own continuing professional development.

These will be assessed as follows.

Stage 1

You will select a sample of your translations which is representative of your work over time — a minimum of three translations that exemplify different types of text, overall a minimum of 1,500 words. The actual source texts will not be included in this word count but should be included as an appendix for reference. You will review, reflect upon, analyse and evaluate these translations. You will review and evaluate your ability to:

♦   maintain and enhance methods, systems and techniques needed to produce professional translations.
♦   translate from one language into another.
♦   manage assignments.
♦   quality assure translations.
♦   work with clients (real or simulated) and to a brief.

You will evaluate your translations in terms of:

♦   effectiveness of translation.
♦   quality and appropriateness of language to target language norms.
♦   appropriateness in terms of style and aspects of presentation.
♦   how to improve on accuracy in relaying the meaning of the source text and quality of target language expression.
♦   how well the needs of the client and intended readers of the text have been met.

General information for learners (cont)

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You will seek feedback from others on the quality of your translations, such as from colleague translators, managers, clients, peers and tutors.

As a result of this review and evaluation, you will produce an objective, accurate and justifiable analysis of strengths and weaknesses as a translator. Using this analysis, you will produce action plans aimed at improving your performance as a translator based on any issues emerging from each text translated.

This evidence must be used within an overall personal development plan that will identify ways to improve your performance as a translator.

Stage 2

You will produce an overall personal development plan which includes:

♦ Identifying strategies to improve knowledge and performance.
♦ Identifying relevant opportunities to develop skills and knowledge.
♦ Identifying opportunities for continuing professional development.
♦ Identifying strengths and areas for improvement.
♦ Setting criteria and techniques to evaluate and measure own personal development.
♦ Setting personal development targets and identifying where professional development is required.
♦ Identifying action required to achieve these targets; setting of goals.
✦ Identifying possible threats (eg using SWAT analysis) and opportunities to developing skills and knowledge.
♦ Identifying any possible sources of advice, for example, from mentors, colleagues, peers, manager, tutor, others as appropriate.
♦ Identifying sources of information on continuing professional development, for example, professional qualifications, training courses, study materials, journals.
♦ Identifying core, essential and transferrable skills required.
♦ Evaluating role and working practices, including ethical aspects of practice.
♦ Designing the personal development plan.
♦ Checking with, for example, manager, mentor, colleague translator, others as appropriate, that the plan is sound and consistent with evaluation of performance.
♦ Setting criteria and identifying techniques to evaluate the success of planned development activities.

You will then go on to implement the plan. This will involve:

♦ implementing action plans as appropriate.
♦ addressing issues (eg if good practice has not taken place).
♦ evaluating, reviewing and monitoring performance and professional development on a continual basis against set criteria.
♦ undertaking and keeping a record of professional development.
♦ updating and revising the personal development plan in light of progress made.
♦ seeking advice where required.
♦ evaluating the plan on a regular basis.

General information for learners (cont)

Unit title: Develop Own Performance as a Professional Translator (SCQF level 11)

For the overall personal development plan, you will produce a minimum of 3,000 words in total.

In terms of on-going capture of evidence, analysis and reflection, a minimum of 1,500 (± 10%) words should be produced.

You will hand in your evidence periodically throughout the programme at times agreed with the tutor/assessor.

Assessment will be undertaken in open-book conditions.

During the delivery of this unit, you may be provided with the opportunity to develop the Core Skills of *Communication*, *Problem Solving*, *ICT*, *Numeracy* and *Working with Others* at SCQF level 6. You may also have the opportunity to develop other essential skills as well as acquire knowledge of citizenship and sustainability.