



Higher National Unit Specification

General information

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Unit code: HW02 38

Superclass: FJ

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Version: 02

Unit purpose

This unit develops skills in producing translations to a professional standard. This involves translating text presented in a source language into a target language, working in both directions.

The main aims of the unit are to help learners develop understanding and mastery of the approaches, skills and techniques of translating to professional standards and to develop in learners a critical awareness and understanding of key areas of communication, text, discourse and translation theory and of their relevance and applicability to the practical concerns of the translator.

This unit is aimed at those who are already working as translators and who wish to further develop their knowledge, skills and practice. It is also aimed at those with a high level of language competence in two languages who wish to begin the education process necessary to becoming a competent translator working to professional standards.

The unit embeds the National Occupational Standards for Translation (Professional Translator).

On successful completion of this unit, learners may wish to seek professional recognition with a professional registration body for translators.

This unit complements unit HW01 38 *Develop Own Performance as a Professional Translator*.

Higher National Unit Specification: General information (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Outcomes

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

- 1 Prepare to translate.
- 2 Translate texts from one language into another.
- 3 Manage translation tasks.

Credit points and level

2 Higher National Unit credits at SCQF level 11: (16 SCQF credit points at SCQF level 11).

Recommended entry to the unit

- ◆ Degree in relevant source language(s)

and/or

- ◆ Fluency or near fluency/operational proficiency in source and target language

The above means that learners should 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.skillsca.org/images/pdfs/National%20Occupational%20Standards/Languages%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

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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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 Translation Skills.

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

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

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

Prepare to translate.

Knowledge and/or skills

- ◆ Keeping up to date with the languages into and out of which you translate
- ◆ Keeping up to date with the cultures in which these languages are used
- ◆ The domains in which you are asked to translate
- ◆ Keeping up to date with relevant research and developments in the field
- ◆ Commonly requested formats of text presentation
- ◆ Establishing a translation brief
- ◆ Strategies to identify sources of information related to the domain
- ◆ Techniques to research and verify general and domain-specific terminology
- ◆ Relevant support materials

Outcome 2

Translate texts from one language into another.

Knowledge and/or skills

- ◆ Translating text from one language into another
- ◆ Relevant theoretical principles
- ◆ Strategies to localise translated text to the culture of the intended readership, including conventions for communication, if appropriate
- ◆ Use of style to reflect that of the original text
- ◆ Techniques to check on the meaning of vocabulary, set phrases and expressions
- ◆ Sources of general and specialist information to assist with assignments
- ◆ The ability to work to a brief
- ◆ A variety of formats of text presentation
- ◆ Techniques to assure the quality of the translation
- ◆ Use of appropriate ICT and tools
- ◆ Translators' notes and knowing when to use these

Outcome 3

Manage translation tasks.

Knowledge and/or skills

- ◆ Task management skills and how to work to deadlines
- ◆ Communication and interpersonal skills when undertaking translation tasks
- ◆ The role of the translator and the principles of professional practice

Higher National Unit Specification: Statement of standards (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can translate a text accurately from a Source Language (SL) into a Target Language (TL). Evidence should be compiled in a folio of work. Tasks can be real and/or simulated.

The evidence requirements in this unit will cover translation in both directions.

Evidence requirements for Outcome 2

Translation product: From another language (SL) into English (TL)
From English (SL) into another language (TL)

- ◆ The translations must be to a standard acceptable in a professional context.
- ◆ Any omissions or additions should be minor and justifiable.
- ◆ The language of the target text should be correct in all respects — spelling, grammar, punctuation, accentuation and collocation.
- ◆ The translation will read naturally as if written originally in the target language.
- ◆ The translation must meet the translation brief.
- ◆ The translation must be produced to an agreed timescale.

Subject to the brief, and informed by considerations related to cultural requirements, the demands of the working languages and contextual considerations, the translation must reflect:

- ◆ The type and purpose of the source text.
- ◆ The role and relationship of the writer with the intended readership.
- ◆ Accurate content — concepts and/or factual information and/or opinion.
- ◆ Terminology expected in the domain.
- ◆ Appropriate register, attitude and tone.
- ◆ Appropriate cultural conventions and style.
- ◆ Appropriate format and layout.
- ◆ The structure, coherence and logical order of the ideas contained within the source text as appropriate.
- ◆ The overall meaning and function of the source text.

Evidence requirements for Outcome 2

Translation process

There should be evidence of:

- ◆ Demonstrating awareness of relevant theoretical principles.
- ◆ Using strategies to localise translated texts to the culture of the intended readership, including conventions of communication, if appropriate.
- ◆ Using techniques to check the meaning of vocabulary, set phrases and expressions.
- ◆ Using sources of general and specialist information to assist with assignments.
- ◆ Using translation reference materials and online resources effectively.

Higher National Unit Specification: Statement of standards (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

- ◆ Having established, considered and worked to translation briefs. This may take the form of the briefs themselves.
- ◆ Using techniques to assure the quality of the translations.
- ◆ Using appropriate ICT and tools.
- ◆ Demonstrating knowledge of translators' notes and when to use these.

For one piece of work, which may be agreed between the centre and the learner, there should be evidence of how the learner has checked and reviewed work through, for example, proofreading, revision of work, track changes. This evidence may be gathered as work progresses, including evidence of drafts, track changes and brief explanations as to why changes have been made.

For summative assessment purposes, the learner will be asked to translate four texts of varying length and each of a different style, text type, genre and register.

As working in both language directions, two texts will need to be translated into English and two into the other language.

For each target language, one translation must be undertaken in timed and controlled conditions and one in unsupervised conditions.

In all of the assessments, learners will be allowed access to resources approved by the centre to assist with the translations, eg the internet, dictionaries.

The texts that will be tested in unsupervised conditions will be longer texts and must be completed to specified deadlines. The learner will be expected to translate approximately 1,200 words within a period of 24 hours. The exact length of the text, and the time allocated for completion of the translation task, will be at the discretion of the centre depending on its complexity but it should be no less than 800 words and no more than 1,600 words. It is expected that learners should manage to translate at least 200 words per hour. However, the duration of the activity should take account of the complexity of the source text and allow some time for research.

For texts translated in timed and controlled conditions, the learner will be expected to translate approximately 240 words per hour. Therefore, the duration of the supervised activity should reflect the length of the source text. If access to resources to check or research issues has been approved, the duration of the activity should take account of the complexity of the source text and allow some time for research.

Where a translation does not meet the evidence requirements, the learner must be re-assessed using a completely different text for translation.

Evidence requirements Outcomes 1 and 3

Reflective practice

The learner must show evidence for all of the knowledge and skills of Outcome 1 and Outcome 3. This will include continuous commentary on their work, analysis of their approach to translation and reflection on their practice. This can be evidenced in any appropriate format.

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The learner should produce a minimum of 3,000 words. If source texts are provided for reference, these should be included in an appendix and will not fall within the 3,000 words.

Outcome 1 — Prepare to translate

The learner should provide evidence of how they have kept up to date with the languages that they translate from and into as well as the culture in which these languages are used.

This evidence should capture information that demonstrates:

- 1 General preparation as a translator (eg language, culture, CPD, own research, knowledge of domain).
- 2 Issues related specifically to individual translation tasks (eg knowledge of domain, having kept up to date with relevant research and developments in field, appropriate format for presentation, establishing and considering a brief, strategies used to identify sources of information related to the domain, an outline of techniques used to research and verify general and domain specific terminology, preparation of support materials).

Outcome 3 — Manage translation tasks

There should be evidence of planning and organising and that the learner has met set deadlines.

There should be evidence of good communication and interpersonal skills when undertaking translation tasks.

In addition, the learner should provide an explanation of the role of the translator and explain the principles of professional practice linked to pieces of work they have undertaken and are collecting. This should be included in the word count of 3,000 words.



Higher National Unit Support Notes

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

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 80 hours. This means that centres should provide 80 hours of programmed learning, such as direct contact time and assessment. At this level, the learner is also expected to put in an equivalent amount of his or her own study time.

Guidance on the content and context for this unit

Purpose of the unit

The main aims of this unit are to help learners develop understanding and mastery of the approaches, skills and techniques of translating to professional standards and to develop in learners a critical awareness and understanding of key areas of communication, text, discourse and translation theory and of their relevance and applicability to the practical concerns of the translator.

This unit sits at SCQF level 11 and is intended for those already working as translators who wish to further develop their knowledge, skills and practice and also for those with a high level of language competence in two languages who wish to begin the education process necessary to becoming a competent translator working to professional standards.

Working languages

Target language (TL): Learners should normally translate from the source language into their first language/a language as a target language, or into a language in which they operate at a comparable level. It is very important that learners have a high level of proficiency in the language they use as a target language; growing up speaking a language in the home may not be sufficient to ensure that a person is fully proficient in the language and the conventions of its use.

Source language (SL): learners should have a high level of competence in the language(s) they are working from to ensure full, in-depth understanding of the source language texts.

Learners should be aware that they must be prepared to work on extending their competencies in all their working languages (source and target languages) as an ongoing process both to widen their knowledge of language use in fields and domains with which they are unfamiliar or to increase their awareness of certain registers (including dialects) and to ensure that their knowledge of the language and its use remains current.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Domains and tasks

This unit should provide an introduction to the approaches, skills, techniques, and underpinning knowledge and theories required as a first-level platform for working as a professional translator. Learners should be presented with a variety of translation tasks situated in a variety of subject fields and domains. Translation tasks can be set in any suitable context relevant to the learner's needs or vocational area. Settings can, therefore, be wide ranging, for example: art, business and trade, culture, economics and finance, education; engineering, environment, finance, ICT, law; media and journalism, medicine; politics and pressure groups, public services; science, social, technology, and so on. Translation tasks should also represent a variety of text types, purposes and registers.

Given its specialist nature and the need for more in-depth understanding of theoretical principles, it is recommended that the translation of creative writing per se (fiction and poetry) should not be a focus of this unit. However, the creative use of language (figurative language, imagery and metaphor, word play, etc) will inevitably feature in many other texts (eg journalistic writing, etc).

The overall learning experience created should enable learners to apply the knowledge and skills acquired to new fields and domains, text types, purposes and registers in the future. Texts for translation should be of the standard that a translator could expect to encounter in the course of their working practice. Texts or documents for translation should be authentic and be generally specialised and complex at this level.

Cultural and subject specific knowledge

Learners should be familiar with relevant cultural backgrounds and have an appropriate level of knowledge. They should take responsibility for reading widely and keeping up-to-date with current affairs and developments in the regions/sectors of both their source and target languages. However, the unit should also prepare learners to conduct the research necessary to inform a translation task.

If electing to specialise in a specific field, learners should have a sound knowledge of their specific fields of expertise. The unit should also prepare learners to conduct the research necessary to inform a translation task and help enable learners to build on existing knowledge to develop areas of specialisation.

Outcome 1 — Prepare to translate

Knowledge and/or skills

- ◆ Keeping up to date with the languages into and out of which you translate

Working practice as a translator requires translators to work with a variety of registers, in many subject fields, and for different target audiences: therefore, it is important to be aware of shifts and evolution in language use (eg changing terminology in specialist fields, neologisms, shifts in use of idiomatic expressions, etc).

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- ◆ Keeping up to date with the cultures in which these languages are used

The cultures in question may be defined by geographic areas (regions/countries), but may also relate to ethnic background, age group, professional sector, etc.

- ◆ The domains in which the learner translates

If practising as a translator in a particular domain, any evidence provided should demonstrate competence to work in this domain. If acquiring translation skills and knowledge, evidence should demonstrate the ability to work safely in a domain (eg showing awareness of limitations/weaknesses, demonstrating appropriate strategies to research information required and check facts, etc).

- ◆ Keeping up to date with relevant research and development in the field

This may relate to scholarly and professional thinking regarding translation strategies, procedures and techniques and other issues relating to the translation process and practices, to relevant technological developments (computer-aided translation tools and resources, new software translators are expected to master, developments in means of communication, and so on), or to the evolution of the professional field of translation. Remaining current may be achieved through reading scholarly and professional literature, attending conferences, networking with fellow professionals, participating in CPD events, and so on.

- ◆ Commonly requested formats of text presentation

Learners should be familiar with common information and communications technology tools and software and be able to word process and manage basic graphics (eg tables, etc) and other common types of application (eg spreadsheets) which they may be required to use/over-type as part of the translation process. In addition, learners should develop an awareness of any different conventions related to text presentation in their working languages, eg differences in the positioning of items of information (such as sender's address in letters) or in layout (such as paragraph indentation or line spacing), or style (such as typical sentence length), and punctuation (such as use of capitalisation, inverted commas, etc).

- ◆ Establishing a translation brief

If a briefing has been set by a tutor, the ability to extract the key information in order to establish guiding parameters and aims (supplemented by analysis of the source text itself). If no briefing has been set, the ability to draft a briefing on the basis of analysis of the source text (eg establishing the text type/style/register/purpose/target audience/time frame/publication, etc). If working for a client, the ability to draft an initial briefing on the basis of information provided and based on analysis of the source text, but which may require the translator to contact the client to confirm certain aims and parameters or to clarify any ambiguity or uncertainty regarding the appropriate approach. The translator should be able to identify when they should raise certain points for discussion, recommend appropriate strategies or negotiate possible solutions.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

- ◆ Strategies to identify sources of information related to the domain

When translation tasks are set for learners, tutors should ideally also provide a short 'brief' to set the translation task in context (eg purpose/target audience/intended publication, etc as appropriate) to enable learners to define appropriate parameters for research. Strategies may include using the internet appropriately as a research tool, using online resources appropriately for documentation purposes, using parallel texts, etc.

- ◆ Techniques to research and verify general and domain-specific terminology

When translation tasks are set for learners, tutors should normally also provide a short 'brief' to set the translation task in context (eg purpose/target audience/intended publication, etc as appropriate, and perhaps author and source of original text for translation if not clear from the text itself) to enable learners to define appropriate parameters for research (as well as to enable the learner to determine an appropriate translation strategy and to inform decision-making in the translation process at a later stage). Techniques may include the ability to source and use data from internet and database sources for practical translation work (in addition to hardcopy materials) eg online dictionaries, bilingual concordancers, terminology databases, parallel texts, etc in order to draft appropriate lists/banks of terminology and phraseology. Awareness of online translator communities and networks where peer-group help can be sought or 'problems' discussed is also relevant. (Potentially, the use of multilingual terminology management systems, translation memory and machine (-aided) translation software, ie Computer Assisted Translation (CAT) tools, should form part of the skill-set.) Techniques may include strategies for identifying relevant terms in primary sources (original texts) written in source and target languages (parallel texts), and for cross-checking appropriateness (back-translation, subject-specific research, etc). Terminology management skills should be developed.

- ◆ Relevant support materials

It is appropriate to be able to prepare relevant support materials (perhaps a style guide), particularly when working on a long translation, a repeat translation (which can refer to existing notes and glossaries), or a task involving a team of translators. This ensures consistency of approach (terminology use, style, etc), as well as efficient use of time (reducing revision and proofreading effort, etc). Learners should also be able to compile (and revise and update as appropriate) background information and glossaries/lists of terminology: for example, to prepare for working in a new domain, to support repeat tasks in the same field, and so on. Skills for storing and managing such information effectively should be developed.

Outcome 2 — Translate texts from one language into another

Knowledge and/or skills

- ◆ Translating text from one language into another

If working in an educational setting, a situated learning approach is recommended. In all cases, learners should be working to a translation brief that will inform the overall translation strategy and specific translation procedures/techniques. See below for more information.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

- ◆ Relevant theoretical principles (including main translation models, strategies and techniques)

See *Guidance on approaches to delivery of this unit* below for information on models and strategies. There are many micro level translation procedures/techniques which include: acculturation, adaptation/socio-cultural substitution, amplification/expansion, borrowing, *calque*, coinage, compensation, concentration/reduction, DE nominalisation and deverbalsation, dilution, descriptive equivalent, functional equivalent, explicitation, implicitation, interpretation, modification, modulation, naturalisation/direct transfer, notes/addition/glosses, omission, paraphrase, recasting, recognised translation, shift, synonymy, etc.

- ◆ Strategies to localise translated text to the culture of the intended readership, including conventions for communication, if appropriate

Consider appropriate translation procedures and overarching translation strategies. Also, see *Guidance on approaches to delivery of this unit* below: for example, The Cultural Turn and handling 'culture bumps'.

- ◆ Use of style to reflect that of the original text — Register (frozen, formal, colloquial, informal, intimate) and the transfer of register from one language to the other; idiom; terminology

See *Guidance on approaches to delivery of this unit* below with specific reference to discourse, register (ie field + mode + tenor) and skopos theory. This may encompass the handling of specific stylistic features and particular characteristics of language use in the source text (eg repetition of 'I have a dream', in Martin Luther King's speech, or 'curiouser and curiouser', in Lewis Carroll's *Alice in Wonderland*).

- ◆ Techniques to check on the meaning of vocabulary, set phrases and expressions (collocations)

Techniques may include the ability to check items effectively using hardcopy, internet and database sources (eg online dictionaries, bilingual concordancers, terminology databases, original and parallel texts, etc) or by reference to online translator communities and networks, fellow professionals and subject experts. There will be a need to focus both on informing understanding of the source language items and also on confirming or cross-checking the appropriateness in the target language (back-translation, subject-specific research, reference to original texts in the target language, etc). Also, see Outcome 1.

- ◆ Sources of general and specialist information to assist with assignments

The sources used may include hardcopy, internet and database sources, as well as information provided by the client (eg subject specific information or glossaries) or sourced through communication with the client, or online communities and networks, fellow professionals and subject experts, or resulting from site visits. The information obtained may provide language-specific support to the assignment, or provide understanding and knowledge relevant to the subject, field or domain. Also, see Outcome 1.

Higher National Unit Support Notes (cont)

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- ◆ The ability to work to a brief

This may be demonstrated through the techniques/solutions adopted to deal with 'challenges' (eg if there is no matching term/concept in the other culture/language; to respond to differences in grammar or other conventions between languages; to work within the constraints of matching layouts in multimodal texts) or to produce an acceptable translation given the stated purpose of the brief (eg that the text should read as if not translated or to fulfil the needs of a particular readership when particular translation strategies, such as domestication or a communicative approach, may have been adopted. Also, see Outcome 1.

- ◆ A variety of formats of text presentation

Learners should understand and be able to apply as appropriate the standard conventions of different text formats in their working languages (eg letters, reports, narrative texts, research articles, editorials, press releases, contracts, annual accounts, surveys, webpages, etc) and be able to handle aspects of text presentation such as: titles, headings, bullet points, columns, diagrams and tables, figures and illustrations, citations and references, foot and endnotes, as well as indenting, spacing, and other stylistic issues. Learners may also be required to handle different media such as printed, audio-visual or electronic texts. Also, see Outcome 1.

- ◆ Techniques to assure the quality of the translation, such as proofreading, review, revision and back-translation, and when these techniques are best used (see the unit HW01 38 Developing Own Performance as a Professional Translator)

Establish the criteria for evaluation/the focus of 'quality' eg target language (intratextual) quality (punctuation, spelling, grammar/syntax/handling of cohesion/collocations/register/coherence/etc and the process of transferring meaning from source text to target text (intertextual quality) eg factual errors/slips in accuracy, significant omissions/additions, unjustified shifts in meaning, *contre sens*, distortions (eg of emphasis, etc), unjustified broadening/narrowing of meaning, inconsistency of (specialist) terminology, relaying of intended meaning, handling of pragmatic and semiotic meaning, 'fit' to the brief and acceptability to the target audience, and so on.

- ◆ Use of appropriate ICT and tools

Learners should master at least the basics of commonly used software in order to produce different formats of text presented to acceptable professional standards: as well as the ability to handle texts, the learner should also be able to handle graphic material (such as illustrations, tables and diagrams) and spreadsheets in order to over-type/reproduce translations as requested by clients. Learners should also master the internet and use of online resources and communication technologies in order to support both their research and communication with clients and fellow professionals. This may also include the use of computer-assisted translation (CAT) tools.

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◆ Translators' notes and when to use these

The learner should understand the function and impact of translators' notes and be able to apply these subject to the agreed brief, the context and the conventions of the text type/genre, and depending on the translator's role. The note may be a translator's note to share information with the client commissioning the translation: for example, regarding a problem/challenge in the source text or target text (eg an error, ambiguity or item with specific connotations). A note may also serve to provide additional cultural information which could be helpful to the client, or to clarify the strategy adopted by the translator or justify a specific procedure adopted by the translator (eg as a cultural adjustment). Such notes could enable the client to decide whether further action is required and whether to accept a translator's recommended change/editing suggestion. However, the note may also be an explanatory note intended for publication with the target text that may be presented as a footnote or endnote or the translator may also insert information within the text (eg expanding an abbreviation; defining/explaining a cultural reference, specific connotation or a title/proper name; etc).

The main aim of this unit is to help learners develop mastery of the skills, strategies and techniques for translating between two languages to professional standards. This includes developing the ability to analyse and fully 'understand' the source text (structure, style, cohesion, coherence, pragmatic intention, meaning, etc), to identify particular 'challenges' (linguistic, cultural, use of metaphor, oblique reference, etc), and to make informed decisions regarding appropriate strategies and 'solutions' (procedures/techniques) in the target text.

Translation practice (Skills)

The learning process can be structured by study of a number of text types and genres and by practice in translating these text types and genres. Learners become familiar with the text types of instruction, exposition and argumentation (text types can be categorised in different ways); they examine the genres in which these text types occur, procedures for dealing with these text types in translation and the language-specific conventions associated with these text types and genres. However, it should be noted that most texts are 'hybrids'. A number of different topic areas should be covered (eg business, cultural and social issues, commercial and economic matters, current affairs and politic, scientific and technical issues, etc). Texts should be considered within a social context.

Other skills relevant to professional translation contexts can also be developed (revising, editing, proofreading, abstracting and summarising, and working in a team). (See Outcome 3)

Theoretical underpinning (Knowledge)

To enable learners to produce translations of professional standard, dealing with complex texts and coping with problems of translation, the development of learners' applied translation skills should be supported by and rooted in the development of learners' knowledge and critical understanding of key areas of discourse, communication and translation theory and their relevance to the practical concerns of the translator.

Theoretical areas of fundamental importance to translating (equivalence, register) should be covered, as well as various models of text processing and translation, and text type, genre and discourse.

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There should be an overview of translation studies to date and the wider mainstream theories: functionalist views of translation (eg text-type, skopos, etc); descriptive translation studies; cultural approaches (translation and ideology), etc.

More specifically, there should be some focus on the notion of text types (instructional, expository, argumentative); aspects of discourse analysis and pragmatics; texture, cohesion and coherence; context and co-text; collocation; etc.

Outcome 3 — Manage translation tasks

Knowledge and/or skills

- ◆ Task management skills and how to work to deadlines

To be demonstrated through time-limited and professionally-framed tasks.

- ◆ Communication and interpersonal skills when undertaking translation tasks

These may be demonstrated through the steps taken to establish a brief, in liaising with peers, tutors, fellow professionals and subject experts during preparation phases, in dialogue with team members during project work, in providing and receiving feedback and comments in dialogue with peers, managers and clients during review and revision stages, and in the translator's comments/notes provided to clients.

- ◆ The role of the translator and the principles of professional practice

See code of practice below.

Code of practice

The learner's conduct must be consistent with the principles of professional practice and a professional or registration body's code of conduct.

The professional translator must show that they adheres to the following principles of professional practice. This means that the learner:

- ◆ meets the standard of performance as described in the national occupational standards in translation.
- ◆ treats all information received in the course of their duties as confidential, unless required to disclose by law.
- ◆ is impartial and maintains integrity and professionalism.
- ◆ does not accept an assignment which is beyond their competence.
- ◆ explains the principles of professional practice if unethical demands are made on them.
- ◆ discloses any information, including conflicts of interest, which may make them unsuitable for an assignment.
- ◆ demonstrates a commitment to continuing professional development.
- ◆ supports colleague translators sensitively in the course of their duties.

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- ◆ respects the ethics and the working practices of other professions.
- ◆ does not discriminate against parties on any grounds.
- ◆ does not bring the profession into disrepute.
- ◆ adheres to the code of conduct as expressed by their registration body.

The above can be found in the National Occupational Standards for Translation (2007) available at:

<http://www.skillsca.org/images/pdfs/National%20Occupational%20Standards/Languages%20and%20Intercultural%20Working/2007/Translation.pdf>

Learners can also refer to the codes of practice and codes of good conduct published by national and international professional bodies and available online.

Guidance on approaches to delivery of this unit

The consensus is that there should no longer be a gulf between ‘practitioners’ and ‘researchers’, but that translation practice should be grounded in an awareness of relevant theoretical principles. A translator, as a professional, needs to have a foundation in the theory and research that form a backdrop to the activity of translation in order to make informed decisions. Nowadays, as learners, problem-based learning underpins the teaching of translation and, as practitioners, action-research is becoming more common. Since the ‘literal’ vs ‘free’ debate, translation approaches (models) are often presented as the extremes on a spectrum, suggesting a range of possibilities in between; a translator’s strategies and the particular procedures/techniques employed may be positioned at some point on any spectrum.

For example:	word-for-word	sense-for-sense
	formal	dynamic (and functional)
	semantic	communicative
	direct	oblique
	documentary	instrumental
	foreignization	domestication
	overt	covert
	adequacy viz source text	acceptability viz target readers
	loyalty to ST author	focus on TT reader
	invisibility (of translator)	visibility
	etc	

Therefore, learners should be given an introduction to Translation Studies and particularly to developments from the 1970s to date. The aim should be to develop a critical understanding of translation studies theories and concepts, and their application to the processes of translating, in order to develop analytical skills that can be applied to practical translation problems in a situated learning environment.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Introduction to Translation Studies

1 Background

This could be an historical overview (eg from Nida's *Towards A Science of Translating*, 1964)/Catford (1965) or from Holmes (1972), who coined the expression 'Translation Studies', or an outline of key developments or a description of the field: Holmes 'map' (presented by Toury, 1995) is sometimes used as a starting point.

Initially, it can be useful to consider 'What is Translation?', ie rather than going beyond translation (ie editing/re-writing and producing another version in the new language) or non-translation (ie decoding/re-encoding whilst following the lexis and syntax of the source language so closely that the target language expression is not natural).

2 The following topics are recommended as themes for study

◆ Equivalence

It is useful to reflect on 'equivalence' and equivalent effect, and approaches to equivalence and to consider what equivalence 'means' (for example, at a linguistic level, following a formal model as compared to dynamic, semantic and communicative approaches, etc).

The topic of translation shifts (eg Catford) links to discussion of equivalence.

This can form a foundation for considering frequently used terms, such as: 'accuracy', 'faithfulness', 'fidelity', 'effective', etc.

◆ Functionalist Translation Studies

Focus on 'text' rather than smaller linguistic units, combined with focus on the target situation and the purpose of translation (skopos theory).

NB: the outdated classroom approach of working through the translation of a text sentence by sentence is not recommended.

◆ Descriptive Translation Studies

Focus on translation in context, and consideration of social and cultural issues ('loyalty').

◆ Discourse

Focus on linguistic analysis, but within a wider context — systemic functional linguistics, text and text typology, discourse-text-genre, register analysis, pragmatics (including speech acts, coherence, implicature, etc.) and discourse analysis. Also, some consideration of the basics of semiotics, intertextuality and relevance theory.

◆ The Cultural Turn

Focus on the cultural and ideological context (eg influence of gender studies and post-colonial studies). Consideration of interventions by the translator, translator visibility/invisibility; domestication vs foreignisation, etc.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

- ◆ The Social Turn

Focus on social, political and ethical aspects and the translator's role and responsibilities. (There could be discussion of the interventionist translator.)

- ◆ Other issues

There are many other topics of interest, but some common themes are: multimodal translation; the translation of dialect; the handling of cultural references (cf 'culture bumps' Leppihaulme); CAT tools; etc.

Some introductory texts:

- ◆ Hatim, Basil (2012) *Teaching & Researching Translation (Applied Linguistics in Action)* 2nd ed. London: Routledge. [Especially for tutors]
- ◆ Munday, Jeremy (2012) *Introducing Translation Studies: Theories and Applications*. 3rd ed. London: Routledge. (Possible core book for Translation Studies; there are links to online materials and summaries for each chapter, as well as suggested further reading, discussion topics and case studies.)
- ◆ Snell-Hornby, Mary (1995) *Translation Studies: An Integrated Approach*. Amsterdam and Philadelphia: John Benjamins
- ◆ Venuti, Lawrence (ed.) (2012) *The Translation Studies Reader*, 2nd ed. London and New York: Routledge.

Some reference books:

- ◆ Baker, M. and Saldanha, G. (eds.) (2009) *Encyclopedia of Translation Studies*. Second edition. London: Routledge.
- ◆ Gambier, Y. and Van Doorslaer, L. (eds.) (2010) *Handbook of Translation Studies*, Volume 1. Amsterdam: Benjamins.
- ◆ Munday, J. (ed.) (2009) *The Routledge Companion to Translation Studies*. London: Routledge.
- ◆ Shuttleworth, M. and Cowie, M. (1997) *Dictionary of Translation Studies*. Manchester: St. Jerome.

Some other texts:

- ◆ Baker, M. (2011) *In Other Words. A Coursebook on Translation*. Second edition. London: Routledge
- ◆ Bassnett, S. and Lefevere, A. (eds.) (1990) *Translation, History and Culture*. London: Pinter
- ◆ Beaugrande, R. de and Dressler, W. (1981) *Introduction to Text Linguistics*, London: Longman.
- ◆ Brown, G. and Yule, G. (1983) *Discourse Analysis*. Cambridge: Cambridge University Press.
- ◆ Catford, J. (1965) *A Linguistic Theory of Translation*. London: Oxford University Press.
- ◆ Green, G. (1989) *Pragmatics and Natural Language Understanding*. New York: Laurence Erlbaum.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

- ◆ Hatim, B. and Mason, I. (1990) *Discourse and the Translator*. London: Longman.
- ◆ Hatim, B. and Mason, I. (1997) *The Translator as Communicator*. London: Routledge.
- ◆ Hatim, B. and Munday, J. (2004) *Translation — An Advanced Resource Book*. London and New York: Routledge.
- ◆ Leppihalme, R. (1997) *Culture Bumps: An Empirical Approach to the Translation of Allusions*. Bristol: Multilingual Matters.
- ◆ Newmark, P. (1981) *Approaches to Translation*, Oxford: Pergamon
- ◆ Nida, E. (1964) *Toward a Science of Translating*. Leiden: Brill.
- ◆ Nord, C. (1997) *Translating as a Purposeful Activity. Functionalist Theories Explained*. Manchester: St Jerome.
- ◆ Pym, A. (2010) *Exploring Translation Theories*. London: Routledge.
- ◆ Sperber, D. and Wilson, D. (1986) *Relevance. Cognition and Context*. Oxford: Blackwell.
- ◆ Toury, G. (1995) *Descriptive Translation Studies — and Beyond*. Amsterdam: Benjamins.
- ◆ Venuti, L. (1995) *The Translator's Invisibility*. London: Routledge.
- ◆ Wolf, M. and Fukari, A. (eds.) (2007) *Constructing a Sociology of Translation*. Amsterdam & Philadelphia: John Benjamins.
- ◆ Yule, G. (1996), *Pragmatics*. Oxford: OUP.

Introduction to Translation Studies

A number of core lectures (15–30 hours) may be provided to learners who will also be expected to conduct (a guided programme of) background reading. Core lectures may either be provided as an introduction, before learners undertake associated reading, or may serve to consolidate and clarify after completion of preparatory reading. However, discussion of different models and approaches (strategies) should also take place to explore how these may impact on actual translation activity and decision-making (procedures/techniques); this might take place in a seminar group building on lecture input. Different translations of the same source text (published translations or learners' translations) can also be compared and contrasted from the perspective of issues presented in lectures.

In addition, practical translation classes may make reference to aspects of Translation Studies. The theoretical 'backbone' should interface with the practical translation classes/workshops. For example, the text choice, or translation challenges focused on, and/or the translation brief may enable exploration of how the theoretical input informs particular strategies and techniques.

Assessment could take the form of a translation commentary, in which the learner discusses how their decision-making was underpinned by relevant translation theories/models.

Applied translation practice:

Basic principles:

Texts for translation should represent a variety of types of genres, text-types, rhetorical function, register, etc and/or may focus on coping with particular types of challenges (eg cultural references, style of language, or talking about figures, statistics, graphs, etc).

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Overall, approaching the translation task as an authentic professional assignment should be encouraged (eg working to deadlines, presentation of the final translation, etc).

The translation task should be set in context by a translation brief which may provide information regarding: the client commissioning the translation/target reader(s) of the translation; time frames; the planned 'use' of the translation eg to inform the client or for publication (in a particular work, online, etc); the purpose (if not already explicit).

In initial classes, it is helpful for learners to share the way they handle the practicalities of completing a translation and discuss the relative merits. (The importance of reading, analysing and digesting the source text in its entirety before starting to translate should be stressed.) For example, one learner may highlight 'difficulties' in a text and conduct research before starting to translate; another learner may write up a first rough translation, perhaps with gaps and alternative solutions, and conduct research regarding difficulties afterwards. Some learners may type directly into a computer, whilst others prefer to handwrite a first draft.

There should be emphasis on the understanding of the source text: for example, the surface patterns of the text (cohesion, etc) and the underlying coherence, structure of ideas and argumentation, pragmatic intent, etc. Also, understanding of the 'content': the concepts, the subject field and any specialised references and terminology, as well as cultural references, the connotations of certain terms, etc. Appropriate research should be conducted to ensure understanding.

Given the brief, the learner should consider the contextual 'profile' and style of the text for translation — target audience, purpose, style, register, etc.

The learner should reflect on their translation approach and the research required before commencing: for example, to determine what the overall translation strategy and specific techniques should be to address particular problems and, at a more local level, to investigate appropriate textual conventions, norms, terminology and language style for the target text (with reference to parallel texts, specialist sites, etc).

Learners could be encouraged to produce a translation cover sheet capturing relevant information, eg re: source text (author, date, title, source); key features of the source text; key requirements of the brief; particular challenges or problems (linguistic, intercultural, etc) and the translation strategy and techniques to cope; comments for the attention of the commissioning agent. Learners should develop expertise in the use of appropriate resources, for example, bilingual dictionaries, glossaries and terminology banks; relevant reference materials; translation technologies and (CAT) software.

Learners should be encouraged to draft and redraft work as required.

Learners should be encouraged to 'take a step away' from the finished translation, returning to the target text after a break in order to review the translated text as a 'standalone text in its own right' (ie intratextual adequacy), checking the coherence of the target text, natural target language expression and spotting breakdowns in cohesion and any 'contamination' or interference due to the influence of the source text (eg spelling, word choice, incorrect collocation, problems of syntax, etc). Once issues have been identified, the learner should double check with the source text as appropriate (intertextual adequacy).

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Learners should be encouraged to reflect on every piece of work that they translate. The purpose of this is: to spot errors, inaccuracies, omissions, etc; to consider ambiguities; to decide on whether translators' notes are required; to check the coherence of the target text; to check accuracy of spelling, grammar, punctuation and technical details. (See the unit HW01 38 Developing Own Performance as a Professional Translator)

Learners should also take the opportunity to ask peer translators to proofread and review their work on a regular basis. (This can be integrated into taught translation workshop activities.)

Learners should be encouraged to reflect on challenges encountered, their own performance, etc once the translation has been completed; thoughts and queries arising from this reflection can contribute to class discussions. (See *Developing Own Performance as a Professional Translator*)

Practical translation classes or workshops can be conducted in many different ways (eg considering the entire text/focusing on specific issues within the text only; concentrating on error analysis or focusing on topics (eg translation shifts); working as individuals/in pairs/groups; giving individual feedback or generic, formative feedback to the whole class regarding work completed; etc). Rather than being prescriptive about the detail of conducting practical translation classes, the overall recommendation is that classes should be as learner-focused and led as possible. Moreover, collaborative working amongst learners is very beneficial.

However, it is crucial that learners should not be given the impression that there is 'one correct version' of any translation, but rather that there are multiple possible 'adequate', 'acceptable' and 'appropriate' translations depending on the translation brief, context, translation approach, etc. Whilst learners appreciate 'model' translations (ie examples of 'good practice'), providing one such model is to be avoided, as this suggests there is only a single 'correct version' possible. The alternative is to provide at least two versions, or a version containing alternatives within it, or to use the learners' own submissions as examples for discussion.

A variety of teaching methods could be employed: classroom and/or online delivery and discussion. However, a situated learning environment should be promoted.

Guidance on approaches to assessment of this unit

It is strongly recommended that centres submit centre-devised assessments for prior verification in order to ensure that the national standard is being met. Source texts should be reviewed every year both to ensure currency and to avoid texts used for assessment purposes in previous years being used again.

Steps should be taken to ensure the authenticity of the learner's work.

Learners should not sit summative assessments until they have reached the level of competence required to achieve the unit. There should be ample teaching and learning time dedicated to the development of skills in translating and ample opportunities for practice and formative assessments before undertaking summative assessment.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Texts selected for formative and summative assessment should be authentic and relevant to the learner's area of expertise. Types of texts to be tested may include, for example:

- 1 An instructional text — with option, eg advertising, consumer advice; without option, eg treaties, contracts, legislative texts.
- 2 An expository text — eg analysis/synthesis.
- 3 An argumentative text — eg evaluation of the relationship between concepts.

There are different ways of labelling and discussing text types. For example, Reiss links informative, expressive and appellative functions to the following text types:

- 1 Informative texts — plain communication of facts, information, knowledge, opinions, etc (logical language, focus on content).
- 2 Expressive texts — creative composition (language has an aesthetic dimension, focus on form).
- 3 Operative texts — induce behavioural responses, ie persuade the reader to act in a particular way (dialogic language, appellative focus).

For further information, refer to the literature on text type and translation. The following may be useful:

- ◆ Hatim, B. & Munday, J. (2004) *Translation: An Advanced Resource Book*. London & New York: Routledge.
- ◆ Reiss, K. & Vermeer, H.J. (2013) *Towards a General Theory of Translational Action: Skopos Theory Explained* (Translation in English). London & New York: Routledge.

Texts selected for assessment purposes should represent a variety of text types. It is also recommended that different genres, discourse types and registers are represented. Translations may also contain a variety of different challenges (both linguistic and cultural), be intended for different types of target audiences or for different types of publication.

When an assessment is set, a translation brief should also be drafted to ensure that a context is set for the translation (eg source/client, purpose, target reader(s), intended publication, if appropriate, and any other relevant instructions, such as presentational requirements, etc).

Rubrics in the assessment criteria could be based on the following, although these may not be equally weighted:

- ◆ Coherence as a text
- ◆ Appropriateness to the intended purpose (subject to the translation brief)
- ◆ Transfer of meaning
- ◆ Factual accuracy
- ◆ Pragmatic and semiotic meaning
- ◆ Sensitivity to cultural references
- ◆ Target language expression
- ◆ Technical terminology
- ◆ Transfer of marked stylistic features
- ◆ Presentation (relevant to the translation brief)

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Information regarding translation assessment and the evaluation of translation quality is to be found in scholarly literature on translation. The following may be useful:

- ◆ House, J. (2015) *Translation Quality Assessment — Past & Present*. London & New York: Routledge.
- ◆ Reiss, K. (2000) *Translation Criticism — The Potentials and Limitations. Categories and Criteria for Translation Quality*. London & New York: Routledge.

For Outcomes 1 and 3, learners should provide evidence of continuous commentary on their work. This can be in the form of abbreviated or flowing text. A variety of formats could be developed and used to illustrate this evidence. This could, for example, take the form of a diary, a logbook or specially created templates. The learner should be allowed to use a format that best suits their own preferences.

The learner is expected to produce a minimum of 3,000 words to cover all aspects of both Outcomes 1 and 3. If source texts are provided for reference, these should be included in an appendix and will not fall within the 3,000 words.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which 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

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6, and Planning and Organising at SCQF level 6.

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.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

Communication — There are opportunities to achieve the core skill of *Communication* when working with clients; analysing a translation brief; liaising with peer translators; reading professional journals; reading texts in two languages.

Information and Communication Technology (ICT) — There are opportunities to achieve the core skill of *ICT* when undertaking research; producing correspondence; producing translations in different styles, including multi-media, graphs, spreadsheets; using technology specific to the field of translation.

Problem Solving — There are opportunities to achieve the core skill of *Problem Solving* when working with clients; analysing challenges in working between ST and TT and identifying an appropriate strategy fit for purpose and deciding on the most appropriate techniques to use; managing tasks and working to deadlines; finding solutions to linguistic and cultural problems.

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 clients; working with peer translators; 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

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

- ◆ 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

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.

Higher National Unit Support Notes (cont)

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

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.

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
02	Core Skills Component Critical Thinking at SCQF level 6 and Planning and Organising at SCQF level 6 embedded.	24/11/ 2017

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General information for learners

Unit title: Translate Texts from English into Gaelic and Gaelic into English (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 skills as a translator. It involves translating text presented in a source language into a target language, working in both directions.

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

The main aims of the unit are to develop understanding and mastery of the approaches, skills and techniques of translating to professional standards and to develop a critical awareness and understanding of key areas of communication, text, discourse and translation theory and of their relevance and applicability to the practical concerns of the translator.

There are three outcomes in this unit:

- 1 Prepare to translate.
- 2 Translate texts from one language into another.
- 3 Manage translation tasks.

These will be assessed as follows.

Outcome 2 — Translate texts from one language into another

You will be assessed on both product and process.

Product

You will produce four translations of varying length and each of a different style, text type, genre and register.

As working in both language directions, two texts will need to be translated into English and two into the other language.

For each target language, one translation must be undertaken in timed and controlled conditions and one in unsupervised conditions.

You will have access to resources to assist with the translations, eg the internet, dictionaries.

Process

You will be assessed on the detail of how you have gone about undertaking the translation by:

- ◆ Demonstrating awareness of relevant theoretical principles.
- ◆ Using strategies to localise translated texts to the culture of the intended readership, including conventions of communication, if appropriate.
- ◆ Using techniques to check the meaning of vocabulary, set phrases and expressions.
- ◆ Using sources of general and specialist information to assist with assignments.
- ◆ Using translation reference materials and online resources effectively.

General information for learners

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

- ◆ Having established, considered and worked to translation briefs. This may take the form of the briefs themselves.
- ◆ Using techniques to assure the quality of the translations.
- ◆ Using appropriate ICT and tools.
- ◆ Demonstrating knowledge of translators' notes and when to use these.

Outcomes 1 and 3

Reflective practice

You will produce a continuous commentary on your work, analyse your approach to translation and reflect on your practice. This can be evidenced in any appropriate format.

You will produce a minimum of 3,000 words. If source texts are provided for reference, these should be included in an appendix and will not fall within the 3,000 words.

Outcome 1 — Prepare to translate

You will provide evidence of how you have kept up to date with the languages that you translate from and into as well as the culture in which these languages are used.

This evidence should capture information that demonstrates:

- 1 General preparation as a translator (eg language, culture, CPD, own research, knowledge of domain).
- 2 Issues related specifically to individual translation tasks (eg knowledge of domain, having kept up to date with relevant research and developments in field, appropriate format for presentation, establishing and considering a brief, strategies used to identify sources of information related to the domain, an outline of techniques used to research and verify general and domain specific terminology, preparation of support materials).

Outcome 3 — Manage translation tasks

You will provide evidence of planning and organising and that you have met set deadlines.

You will provide evidence of good communication and interpersonal skills when undertaking translation tasks.

In addition, you will provide an explanation of the role of the translator and explain the principles of professional practice linked to pieces of work you have undertaken and are collecting. This will be included in the 3,000 word count.

Outcomes 1 and 3 will be completed in open book assessment conditions.

General information for learners

Unit title: Translate Texts from English into Gaelic and Gaelic into English (SCQF level 11)

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will be updated to show you have achieved Critical Thinking at SCQF level 6 and Planning & Organising at SCQF level 6.

You may also have further opportunity to develop the Core Skills of *Communication 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.

On successful completion of this unit, you may wish to seek professional recognition with a professional registration body for translators.