



Group Award Specification for:

**Professional Development Award (PDA) in
Gaelic Translation at SCQF level 11**

Group Award Code: GN67 51

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The Professional Development Award (PDA) in Gaelic Translation sits at SCQF level 11 and consists of two mandatory Higher National units as follows:

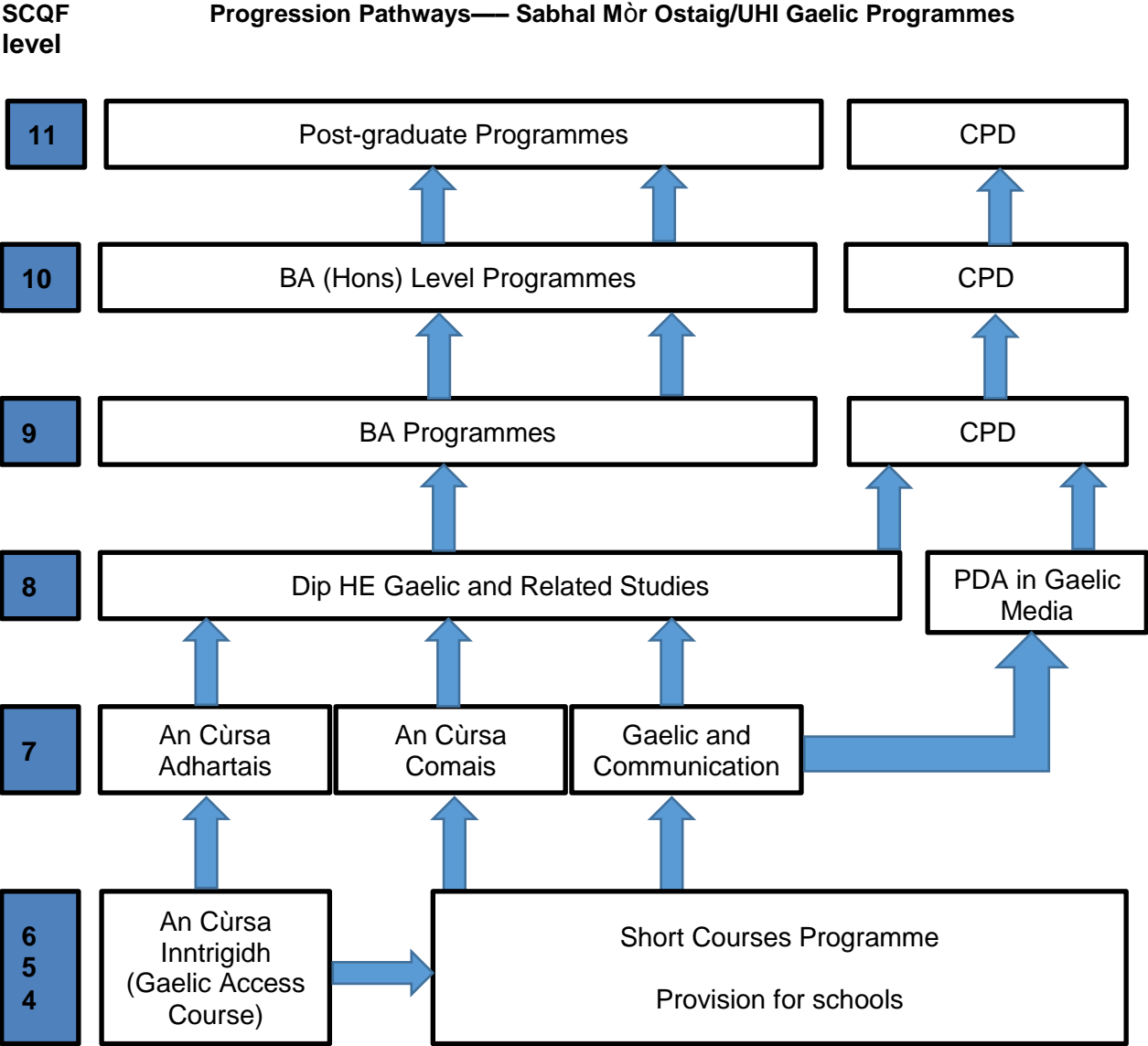
HW02 38 *Translate Texts from English into Gaelic and Gaelic into English* (2 credits)

HW01 38 *Develop Own Performance as a Professional Translator* (1 credit)

The PDA 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 both Gaelic and English who wish to undertake the process necessary to becoming a competent translator working to professional standards. This may include recent graduates who have completed relevant Gaelic translation qualifications to a consistently high standard.

The award title conveys the key content of the award to prospective target groups.

The following table illustrates potential progression opportunities currently available in Gaelic medium provision at FE/HE levels:



Within the past 10 years or more, demand for Gaelic translation services has increased and the impetus for this growth in demand is largely as a result of the introduction of the Gaelic Language (Scotland) Act 2005. The Gaelic Language Act requires all public authorities (local authorities and public bodies) to produce and implement Gaelic language plans, within which they must provide details of how they intend to increase the amount of written Gaelic material they produce. Currently (2017), there are 50 public authorities with approved Gaelic Language Plans, including the Scottish Qualifications Authority (SQA), the University of the Highlands and Islands (UHI) and Sabhal Mòr Ostaig UHI all of whom have played an important role in identifying a market demand and in supporting and developing the PDA in Gaelic Translation.

It is anticipated that there will also be demand for suitably qualified Gaelic Translators as a result of the growth in Gaelic media — television, radio and online/multimedia — providing employment opportunities for Gaelic Translators from public broadcasters and from independent media companies.

The growth of Gaelic publishing in recent years has led to increased demand for Gaelic translation services and it is expected that this demand will continue to grow.

The PDA will also enable the development of self-employment opportunities and the development of SMEs which will provide translation services to a wide range of public and private clients.

The PDA in Gaelic Translation will allow learners to develop a wide range of skills which are required by employers in these sectors. They will be encouraged to develop their practical skills in producing English-Gaelic and Gaelic-English written translations and to analyse and improve their performance as professional translators. Learners will develop their critical awareness skills and will develop skills to improve on their own performance. In addition, significant opportunities exist for learners to develop the more generic skills, known as core skills and essential skills, through doing this qualification.

The PDA has been designed to meet the specific needs of employers. The units within the award embed some of the National Occupational Standards for Translation.

On successful completion of the PDA, learners may wish to seek professional recognition with a translating and interpreting professional registration body. In relation to Gaelic translation, UHI, Sabhal Mòr Ostaig and Bòrd na Gàidhlig are taking steps to establish a Scottish Gaelic Translators' Association (SGTA) which would take the form of a professional body that would oversee the accreditation and formal assessment of its members. Funding is currently being sought by UHI/SMO from the Bòrd na Gàidhlig Gaelic Language Act Implementation Fund (GLAIF) for establishing such an Association. The SGTA is recognised as a means of applying professional standards to the current Gaelic translation market and would greatly assist the current Gaelic translation market with delivering the quality assurance guarantees required by public bodies.

2 Qualification structure

This PDA is made up of two mandatory units. One unit is a double credit unit and the other is a single credit unit. The award comprises 24 SCQF credit points at SCQF level 11. Both units are mandatory and sit at SCQF level 11.

A mapping of Core Skills development opportunities is available in Section 5.3.

4 code	2 code	Unit title	Outcomes	SQA credit	SCQF credit points	SCQF level
HW02	38	Translate Texts from English into Gaelic and Gaelic into English	<ol style="list-style-type: none"> 1 Prepare to translate. 2 Translate texts from one language into another. 3 Manage translation tasks. 	2	16	11
HW01	38	Develop Own Performance as a Professional Translator	<ol style="list-style-type: none"> 1 Evaluate own performance as a translator working to professional standards. 2 Plan and implement own continuing professional development. 	1	8	11

3 Aims of the qualification

The principal purpose of this qualification is to develop the knowledge and skills required to work as a professional translator.

A critical awareness and understanding of translation theory and principles and their relevance to the practical concerns of the translator will be developed.

Learners will translate to professional standards in both directions and be able to reflect on and develop their performance as a professional translator.

1.1 General aims of the qualification

The general aims of the qualification are encompassed within the outcomes across both units. These general aims are to:

- 1 prepare and develop skills for employment in Gaelic language translation.
- 2 organise and plan translation workload.
- 3 develop personal effectiveness.
- 4 develop time management, goal setting and ability to meet deadlines.
- 5 develop professional skills by completing translations according to clients' briefs.
- 6 develop effective and professional working practices as an individual and with others.
- 7 develop the ability to carry forward one's own learning in Gaelic language translation.
- 8 provide opportunities for career planning and enhance one's own employment prospects in Gaelic language translation.

3.2 Specific aims of the qualification

Learners will be encouraged to develop their practical skills in producing English-Gaelic and Gaelic-English written translations and to analyse and improve their performance as professional translators. Learners will develop their critical awareness skills and will use their own observations to create a personal development plan.

On completion of this qualification, learners should be able to:

- 1 liaise with clients and establish a translation brief.
- 2 organise and plan translations.
- 3 develop translation work as an individual and with others.
- 4 produce translated materials to a professional standard, translating text presented in the source language accurately and fluently in the target language using techniques to assure the quality of translations.
- 5 keep up to date with developments in Gaelic and English languages.
- 6 recognise and reproduce a variety of language registers and writing styles, including the appropriate use of current Gaelic Orthographic Conventions, and accurately reflect idiomatic meaning in Gaelic.
- 7 demonstrate awareness of register and the transfer of register from one language to another.
- 8 demonstrate awareness of the role of translator and demonstrate conduct that is consistent with the principles of professional practice and the professional body's code of conduct.
- 9 meet the client's specification and manage the translation contract effectively and within agreed timescales.

- 10 analyse a variety of approaches to translation and be able to reproduce a variety of translation formations.
- 11 demonstrate awareness of new developments in translation software, technology and data processing.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the knowledge, skills and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Sgilean Eadar-theangachaidh (Translation Skills) SCQF level 10
- ◆ Sgilean Deasachaidh (Editing Skills) SCQF level 11
- ◆ A degree in the relevant source language(s) and/or fluency or near fluency/operational proficiency in the source and target language

All prospective learners should be required to complete an application in Gaelic, outlining their qualifications and relevant experience. The application form should have a section whereby applicants can provide more detailed information as to their interest in and suitability for the PDA.

Learners should be operating at the highest level of the National Occupational Standards (NOS) language level, i.e. the learner should be able to:

- ◆ read complex and specialist text in all situations.
- ◆ 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.

All suitable applicants should be interviewed prior to entry to this qualification. The interview may be conducted through face-to-face attendance or through telephone or video-conference as appropriate. Competence in Gaelic will be assessed at interview. Development and support needs, particularly in relation to the requirements of the PDA, should also be identified and discussed. The interview and language competence assessments should be conducted by the course leader and/or the language specialists engaged in the delivery of the award.

4.1 Core skills entry profile

The core skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose core skills profile is below the recommended entry level or whether learners should be encouraged to undertake an alternative level or learning programme. There will be opportunities to develop the core skills of *Communication*, *Problem Solving*, *Information and Communication Technology (ICT)*, *Numeracy* and *Working with Others* at SCQF level 6 in this PDA. The following core skill components of *Problem Solving* will be achieved and certificated at SCQF level 6:

- ◆ Critical Thinking
- ◆ Planning and Organising

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	<p>Read, understand and evaluate tender documents.</p> <p>Read, understand and evaluate research on translation.</p> <p>Produce complex texts (ie tender documents and actual translation).</p> <p>Produce development plan and reflective log.</p> <p>Engaging with, eg clients, peer translators, managers, tutors and employers.</p>
Numeracy	5	<p>Apply a range of numerical skills to manage assignments (ie tender preparation, reflective log).</p> <p>Manage accounts.</p>
Information and Communication Technology (ICT)	5	<p>Present information in an appropriate format in complex documents (ie folio of work).</p> <p>Ensure appropriate storage and retention of data.</p> <p>Locate information relevant to tasks undertaken.</p> <p>Undertake research.</p> <p>Produce personal development plans.</p> <p>Produce reflective log.</p>
Problem Solving	5	<p>Managing tasks.</p> <p>Identifying solutions to problems.</p> <p>Identify, plan, organise and carry out an identified approach, following action plans and keeping to timescales (ie folio of work).</p> <p>Analysing performance.</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with Others	5	<p>Work co-operatively with peers and clients in a professional manner in order to analyse and organise the requirements of own role.</p> <p>Negotiate working methods and motivate self towards an established goal.</p> <p>Develop criteria to critically evaluate your own work and that of peers.</p> <p>Use conclusions and reflections to set objectives for improving own work, including working with others.</p> <p>Preparing development plan and folio of work.</p>

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit outcomes with those defined in National Occupational Standards for translation. In addition, significant opportunities exist for learners to develop the more generic skills, known as core skills, through undertaking this qualification.

5.1.1 Mapping of general aims to units

The general aims of the qualification are encompassed within the learning outcomes across both units. These general aims are intended to:

- 1 prepare and develop skills for employment in Gaelic language translation.
- 2 organise and plan translation workload.
- 3 develop personal effectiveness.
- 4 develop time management, goal setting and ability to meet deadlines.
- 5 develop professional skills by completing translations according to clients' briefs.
- 6 develop effective and professional working practices as an individual and with others.
- 7 develop the ability to carry forward one's own learning in Gaelic language translation.
- 8 provide opportunities for career planning and enhance one's own employment prospects in Gaelic language translation.

Code	Unit title	General aims							
		1	2	3	4	5	6	7	8
HW02 38	Translate Texts from English into Gaelic and Gaelic into English	x	x	x	x	x	x		
HW01 38	Develop Own Performance as a Professional Translator	x	x	x	x	x	x	x	x

5.1.2 Mapping of specific aims to units

- 1 liaise with clients and establish a translation brief.
- 2 organise and plan translations.
- 3 develop translation work as an individual and with others.
- 4 produce translated materials to a professional standard, translating text presented in the source language accurately and fluently in the target language using techniques to assure the quality of translations.
- 5 keep up to date with developments in Gaelic and English languages.
- 6 recognise and reproduce a variety of language registers and writing styles, including the appropriate use of current Gaelic Orthographic Conventions and accurately reflect idiomatic meaning in Gaelic.
- 7 demonstrate awareness of register and the transfer of register from one language to another.
- 8 demonstrate awareness of the role of translator and demonstrate conduct that is consistent with the principles of professional practice and the professional body's code of conduct.
- 9 meet the client's specification and manage the translation contract effectively and within agreed timescales.
- 10 analyse a variety of approaches to translation and be able to reproduce a variety of translation formations.
- 11 demonstrate awareness of new developments in translation software, technology and data processing.

Code	Unit title	Specific aims										
		1	2	3	4	5	6	7	8	9	10	11
HW02 38	Translate Texts from English into Gaelic and Gaelic into English	x	x	x	x	x	x	x	x	x	x	x
HW01 38	Develop Own Performance as a Professional Translator		x	x		x			x	x	x	x

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The award embeds some of the National Occupational Standards (NOS) for translation (Professional Translator) and links to NOS Units PTra3 — Translate Written Texts from One Language to Another and PTra4 — Develop Performance as a Professional Translator.

NOS Unit code	NOS Unit title	SQA Unit title
PTra3	Translate Written Texts from One Language to Another	Translate Texts from English into Gaelic and Gaelic into English
PTra4	Develop Performance as a Professional Translator	Develop Own Performance as a Professional Translator

5.3 Mapping of core skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HW02 38	Translate Texts from English into Gaelic and Gaelic into English	S	S	S	S	X	S	S	E SCQF level 6	E SCQF level 6	S	S	S
HW01 38	Develop Own Performance as a Professional Translator	S	S	S	S	X	S	S	S	S	S	S	S

E = embedded
S = signposted
X = not present

5.4 Assessment strategy for the qualification

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
HW02 38 Translate Texts from English into Gaelic and Gaelic into English	<p>Reflective practice</p> <p>See *TO1 below</p>	<p>Product</p> <p>Four translations. Two texts from Gaelic into English and two texts from English into Gaelic.</p> <p>Process</p> <p>Evidence of a number of matters related to the translation process.</p> <p>See *TO2 below</p>	<p>Reflective practice</p> <p>See *TO3 below</p>
HW01 38 Develop Own Performance as a Professional Translator	<p>Reflective practice</p> <p>See *DO1 below</p>	<p>Personal Development Plan DO2 below</p>	

*TO2 Translate from one language into another

Product

Four translations — two texts from English into Gaelic and two texts from Gaelic into English. For each target language, one text must be translated in timed and controlled conditions.

For translations undertaken in timed and controlled conditions, the learner is expected to translate approximately 240 words per minute.

For translations undertaken in unsupervised conditions, the exact length of the text and the time taken to complete it will depend on its complexity and will be at the discretion of the centre. The text should be no less than 800 words and no more than 1,600 words. It is expected that the learner should be able to translate approximately 200 words per minute.

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

Process

The learner needs to demonstrate a number of matters in relation to the translation process. For example, using techniques to assure the quality of the translation, using sources of general and specialist information. Full details can be found in the evidence requirements of the unit specification.

*TO1 Prepare to translate, and

*TO3 Manage translation tasks

Reflective practice. Learners will provide a continuous commentary on their analysis of their approach to translation and reflection on their practice in minimum of 3,000 words in any appropriate format, eg a diary or logbook on their work, incorporating an analysis of their approach to translation in terms of the role of the translator, and reflection on their performance in terms of the principles of professional practice linked to pieces of work they have undertaken and are collecting. Source texts provided for reference may be provided in an appendix which will not fall within the 3,000 words.

*DO1 Evaluate own performance as a translator working to professional standards

Reflective practice. Learners will review and evaluate three pieces of their own translation work over time (of 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 reference. As a result of this review and evaluation, the learner will produce an objective, accurate and justifiable analysis of their strengths and weaknesses as a translator. The learner will go on and produce action plans aimed at improving their performance as a translator based on any issues emerging from each text translated.

The assessment will be completed in open-book conditions.

Any suitable method can be used to record evidence, eg a reflective logbook or diary.

*DO2 Plan and implement own continuing professional development

Learners will produce a personal development plan of a minimum of 3,000 words and will go on and implement the plan.

In terms of on-going implementation, capture of evidence, analysis and reflection, a minimum of 1,500 words should be produced.

Another 1,500 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.

The assessment will be completed in open-book conditions.

6 Guidance on approaches to delivery and assessment

This PDA 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 PDA is aimed at those who are already working as translators and who wish to further develop their knowledge, skills and practice and also those with a high level of language competence in both Gaelic and English who wish to undertake the process necessary to becoming a competent translator working to professional standards.

It is expected that the PDA will usually be delivered over an academic year but there will also remain the possibility for delivery via flexible patterns with potential, for example, for the award to be delivered utilising an appropriate short-course format. The PDA will normally be delivered through a combination of blended learning approaches, utilising combinations of taught learning and online learning.

Example

HW02 38	1	12	18	6	24	56	80	160
Module	Semester	spread over weeks	online teaching hours	VC/f-to-f contact hours	Total contact hours	Preparation and assessment hours	Self-directed study hours	Total hours
HW01 38	2	12	9	6	15	25	40	80

6.1 Sequencing/integration of units

It is expected that the two Units will be delivered in sequence. HW02 38 *Translate Texts from English into Gaelic and Gaelic into English* will be delivered first and HW01 38 *Develop Own Performance as a Professional Translator* will be delivered second. It is intended that the units will be delivered through a combined total of approximately 120 (80/40) hours programmed teaching, learning and assessment from the delivery centre and approximately 120 (80/40) hours of learner self-study. In line with other qualifications at this level, learners will be expected to be pro-active in their learning approaches and carry out research and evaluation in order to achieve the requirements of the programme.

There may be opportunities for integration of assessment across the two units, through the use of project work and case studies.

6.2 Recognition of prior learning

SQA Recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)

- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the Recognition of Prior Learning (RPL) may be found on our website www.sqa.org.uk.

6.3 Professional recognition

It is intended that this PDA, which is aligned to the National Occupational Standards for Translation, will be the nationally recognised award in professional Gaelic translation.

On successful completion of the PDA, learners may wish to seek professional recognition with a translating and interpreting professional registration body.

More information and guidance on the Recognition of Prior Learning (RPL) may be found on our website www.sqa.org.uk.

6.4 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this PDA, ie 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.

6.4 Support materials

There are currently no support materials available from SQA for these units.

6.5 Resource requirements

The delivery centre will require to have suitably-qualified staff in place with the relevant experience in professional translation studies to deliver this award. In addition to professional experience in undertaking translation work and in delivering Gaelic language and translation qualifications at an advanced HE level, it would be preferable, in addition to possessing degree-level qualifications in Gaelic/Gaelic related studies, that delivery staff have a post-graduate qualification in a relevant subject area.

The relevant ICT requirements **should** be freely available on campus to learners based at the delivery centre. Distance learners would be expected to have their own computers with a suitable Office suite, access to current Gaelic Orthographic Conventions, a Gaelic spellchecking system and internet access allowing them to utilise the relevant online dictionaries and databases. Internet access will also be required to access the delivery centre's e-resources, including e-journals and e-books featured on the unit reading lists. Learners should also be encouraged to make use of the delivery centre's library enabling them to access hard copies of textbooks relevant to unit reading lists.

7 General information for centres

Equality and inclusion

The unit specifications making up this PDA have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this qualification should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded core skills: is where the assessment evidence for the unit also includes full evidence for complete core skill or core skill components. A learner successfully completing the Unit will be automatically certificated for the core skill. (This depends on the Unit having been successfully audited and validated for core skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification group awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted core skills: refers to opportunities to develop core skills arising in learning and teaching but which are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised and replaced a new version of the unit:

- ◆ No new centres may be approved to offer the old version of the unit.
- ◆ Centres should only enter learners for the old version of the unit if they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

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

The Professional Development Award (PDA) in Gaelic Translation is suitable for a variety of learners, including those already working as Gaelic language translators who wish to further develop their knowledge, skills and practice; those with a high level of language competence in Gaelic and English who may already be in Gaelic-related employment and wish to become a competent translator working to professional standards; and, recent graduates who have completed relevant Gaelic translation qualifications to a consistently high standard.

Within the PDA in Gaelic Translation you will develop the skills required for a professional career in Gaelic Translation. The purpose of this award is to help you develop your understanding and mastery of the approaches, skills and techniques of translating from English into Gaelic and Gaelic into English to professional standards. It will also develop your critical awareness and understanding of key areas of communication, text discourse and translation theory. In addition, you will develop critical awareness skills as a reflective practitioner and will actively seek feedback from, eg tutors, peer translators and employers. You will use this feedback, along with your own observations, to create and implement a personal development plan.

This PDA is designed to meet the emerging needs of employers and clients in the field of Gaelic translation and to develop a standard by which to benchmark professional Gaelic translation skills.

Entry to this qualification is at the discretion of the centre. However, it may benefit you to have attained the knowledge, skills and understanding required by one or more of the following qualifications or equivalent qualifications and/or experience:

- ◆ Sgilean Eadar-theangachaidh (Translation Skills) SCQF level 10
- ◆ Sgilean Deasachaidh (Editing Skills) SCQF level 11
- ◆ A degree in the relevant source language(s) and/or fluency or near fluency/operational proficiency in the source and target language.

You will be interviewed prior to entry to this qualification and your competence in Gaelic will be assessed.

The PDA is made up of two mandatory units at SCQF level 11. These are:

- HW02 38 *Translate Texts from English into Gaelic and Gaelic into English*, SCQF level 11, (2 unit credits)
- HW01 38 *Develop Own Performance as a Professional Translator*, SCQF level 11, (1 unit credit).

The PDA also sits at SCQF level 11.

In each unit, the outcomes are mandatory and must be achieved successfully.

You also need to achieve the following assessments.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
HW02 38 Translate Texts from English into Gaelic and Gaelic into English	Reflective practice See *TO1 below	Product Four translations. Two texts from Gaelic into English and two texts from English into Gaelic. Process Evidence of a number of matters related to the translation process See *TO2 below	Reflective practice See *TO3 below
HW01 38 Develop Own Performance as a Professional Translator	Reflective practice See *DO1 below	Personal Development Plan DO2 below	

*T02 Translate from one language into another

Product

Four translations — two texts from English into Gaelic and two texts from Gaelic into English. For each target language, one text must be translated in timed and controlled conditions.

For translations undertaken in timed and controlled conditions, you are expected to translate approximately 240 words per minute.

For translations undertaken in unsupervised conditions, the exact length of the text and the time taken to complete it will depend on its complexity and will be at the discretion of the centre. The text should be no less than 800 words and no more than 1,600 words. It is expected that you should be able to translate approximately 200 words per minute.

In all assessments, you will have access to resources approved by the centre to assist with the translations e.g. the internet, dictionaries

Process

You need to demonstrate a number of matters in relation to the translation process. For example, using techniques to assure the quality of the translation; using sources of general and specialist information.

- *T01 Prepare to translate, and
- *T03 Manage translation tasks

Reflective practice. You will provide a continuous commentary on an analysis of your approach to translation and reflection on your practice in minimum of 3,000 words in any appropriate format, eg a diary or logbook on your work, incorporating an analysis of your approach to translation in terms of the role of the translator, and reflection on your performance in terms of the principles of professional practice linked to pieces of work you have undertaken and are collecting. Source texts provided for reference may be provided in an appendix which will not fall within the 3,000 words.

- *D01 Evaluate own performance as a translator working to professional standards

Reflective practice. You will review and evaluate three pieces of your own translation work over time (of 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 reference. As a result of this review and evaluation, you will produce an objective, accurate and justifiable analysis of your strengths and weaknesses as a translator. You will go on and produce action plans aimed at improving your performance as a translator based on any issues emerging from each text translated.

The assessment will be completed in open-book conditions.

Any suitable method can be used to record evidence, eg a reflective logbook or diary.

*DO2 Plan and implement own continuing professional development

You will produce a personal development plan of a minimum of 3,000 words and will go on and implement the plan.

In terms of on-going implementation, capture of evidence, analysis and reflection, a minimum of 1,500 words should be produced.

Another 1,500 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 your progress looking back over the period of study.

The assessment will be completed in open-book conditions.

Within the award, you will also be asked to use current Gaelic Orthographic Conventions.

The following core skills can be developed in this award:

Communication	Written (Reading); Written (Writing); Oral
Information and Communication Technology (ICT)	Accessing Information; Providing/Creating Information
Problem Solving	Critical Thinking; Planning and Organising; Reviewing and Evaluating
Working with Others	Working Co-operatively with Others; Reviewing Co-operative Contribution
Numeracy	Using Number; Using Graphical Information

You will be automatically certificated for the following core skill components:

Critical Thinking at SCQF level 6

Planning and Organising at SCQF level 6

The PDA embeds some of the standards from the National Occupational Standards for Translation.

On successful completion of the PDA you may wish to seek professional recognition with a translating and interpreting professional registration body.