

Signature

# Unit Specification

PTRA4 – Develop your performance  
as a professional translator

M/504/1212

Sept 2019 – Aug 2020

# UNIT SPECIFICATION

## Unit PTR4 - Develop your performance as a professional translator (Mandatory)

(RQF Unit Number F/504/7628)

### Unit aims

The candidate will demonstrate how they are able to evaluate their own performance and develop their skills as a professional translator.

The unit is recommended for people who have excellent language and good translation skills in two or more languages and who would like to develop and benchmark their skills as a professional translator.

This unit complements:

- Unit PTR1
- Unit PTR2
- Unit PTR3

To evaluate your performance effectively, you also need to make use of the knowledge components on Units PTR1, 2 and 3.

### Unit summary

Guided learning hours	Additional study/practice time	Total learning time	Credit value at Level 6
160	80	240	24

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end of this unit of learning the successful learner can:
1. Evaluate performance as a	1.1 Select and review a sample of texts which represent

<b>Learning outcomes</b> By the end of this unit of learning the successful learner will:	<b>Assessment criteria</b> By the end of this unit of learning the successful learner can:
professional translator.	<p>work completed over time, across domains, difficulty and type</p> <p>1.2 Use commonly used criteria to review own:</p> <ul style="list-style-type: none"> <li>a) ability to maintain and enhance skills and systems needed to produce professional translations</li> <li>b) management of new assignments</li> <li>c) ability to translate text from one language to another</li> <li>d) quality assure the translation process</li> </ul> <p>1.3 Evaluate selected translations in terms of:</p> <ul style="list-style-type: none"> <li>a) effectiveness of translation</li> <li>b) appropriateness of the language used, grammar, style</li> <li>c) improvement to accuracy of text, grammatical errors, omissions and additions</li> <li>d) how well the needs of the client and intended readers of the text were met</li> </ul> <p>1.4 Obtain feedback from others on the quality of the translated text</p> <p>1.5 Reflect on own work and feedback from others to provide an analysis of strengths and weaknesses</p> <p>1.6 Identify ways in which own performance as a translator can be improved.</p>
2. Plan personal continuing professional development.	<p>2.1 Use evaluation of own performance to plan how improvements to performance can be improved</p> <p>2.2 Identify and take relevant opportunities to develop own translating skills and knowledge</p> <p>2.3 Use feedback from other professionals to ensure own development plan is sound and consistent with the evaluation of performance</p>

<b>Learning outcomes</b> By the end of this unit of learning the successful learner will:	<b>Assessment criteria</b> By the end of this unit of learning the successful learner can:
	2.4 Set relevant criteria to evaluate the planned developmental activities 2.5 Undertake and record professional development 2.6 Regularly monitor and evaluate own professional development against the criteria set 2.7 Update and revise plan in the light of progress made 2.8 Seek appropriate advice, if progress and development do not meet expectations.

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# ASSESSMENT SPECIFICATION

Evidence must show that each assessment criterion has been achieved on the CAR form.

### **Evaluate your performance as an advanced professional translator:**

- Four samples of all units. Samples can be in the form of reflective journals or personal statements, or a live observation. This is to cover 1.1, 1.2a-e, 1.3a-d, 1.4, 1.5 and 1.6.
- A 2,500 word essay including theoretical models is to be produced on evaluating your own performance and covering all or some of the above criteria.

Notes:

Samples can be delivered in English or BSL (or language/s of own choice).

### **Plan and implement your continuing professional development:**

To cover 2.1 to 2.8, prepare your own reflective journal and written development over the duration of the assessment covering at least three of the following different development areas and to review twice monthly:

- BSL
- English
- Research skills
- Technology
- Quality Assurance
- Security
- Implementing business systems
- Preparing for a job
- Professional issues
- Producing a faithful translation
- Coping strategies
- Reviewing work done
- Planning on-going development.

## Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.

- K1** Concepts and methods to analyse translated texts in terms of quality, accuracy and fitness for purpose.
- K2** Methods to review your handling of new assignments, including your initial assessment of the difficulty of the task and of the skills and resource requirements needed to produce the translated text.
- K3** Methods to review your management of the translation task in terms of:
  - time management skills
  - ability to meet the needs of the client
  - client handling skills
  - ability to resolve textual and formatting difficulties.
- K4** Methods to check that your analysis of strengths and weaknesses is accurate and justifiable.
- K5** How to engage with other language professionals, such as colleague translators and managers, for advice on your development needs, and the accuracy of your self-assessment and development plan.
- K6** Strategies to improve your knowledge and performance.
- K7** Opportunities for continuing professional development, e.g professional qualifications, training courses. Use of published materials and self study.
- K8** Criteria and techniques to evaluate your development programme.
- K9** Sources of information on continuing professional development available, e.g from professional bodies.
- K10** Sources of advice on your professional development, such as your manager, a mentor, colleague translators and peers.

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# CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-assessor name:.....

Evidence date	Portfolio reference		Evidence type*	Evidence title	Learning Outcomes and Assessment Criteria – each column must be ticked to show that the criteria has been met																			
	Page number	Clip number			1.1	1.2				1.3				1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8
					a	b	c	d	a	b	c	d												

\*FC = film clip, Ob = Observation, S = Simulated, L = Live, WP = Written Product, Q = Question / What If, PD = Professional Discussion, WS = Witness Statement

Candidate’s signature: .....

Date completed: .....

I confirm that the evidence is authentic work of the candidate.

Teacher-assessor’s signature: .....

IV signature and date if sampled from this unit: .....

Confirmed by initials and date at end of respective line.



## **Signature**

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