4. FIRST PROPOSAL OF LEVEL DESCRIPTORS. EVALUATION AND RESULTS

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4.1. Proposal production process

The first proposal was produced in June 2017. The document is available in full at https://ddd.uab.cat/record/249775?ln=en. See also PACTE (2018, 2019b).

The document in question is a first proposed description of competence levels in translation. A group of advisers[1] provided input on its production in February 2017. Representatives of the centres participating in the NACT

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1. Esther Adot, Catalan University Quality Assurance Agency (AQU Catalunya); Álvaro García Santa Cecilia, Cervantes Institute; Dorothy Kelly, Universidad de Granada; and Catherine Way, Universidad de Granada.

project[2] subsequently discussed the level descriptor proposal over a three-month period, first in person, at a meeting at the Universitat Autònoma de Barcelona (UAB) in March 2017, and then online, via the Slack platform, until May 2017.

4.2. Proposal content

The description was produced from an academic point of view but without losing sight of the professional perspective, as it might, once validated, provide criteria for employment. The aim was to describe levels that could be used in translator training and professional translation.

The document in which the proposal is set out presents the descriptors developed by category and by level, as well as a global scale of descriptors. It has three annexes:

- Annex 1: Examples of text genres liable to be translated.
- Annex 2: Examples of cultural and world knowledge.
- Annex 3: Examples of technological tools and functions.

This proposal was evaluated in an expert judgement process (see section 4.3. "Proposal evaluation: expert judgement process").

4.2.1. Proposed translation levels

The proposal aimed to establish a number of levels that would show differences in terms of progress up the scale, as well as to remain within the levels a professional translator is capable of distinguishing and operating

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2. The following centres (listed in alphabetical order) participated in the project: Ιόνιο Πανεπιστήμιο (Ionian University); Itä-Suomen Yliopisto (University of Eastern Finland); Johannes Gutenberg-Universität Mainz; Stockholms Universitet; The Open University; Universitatea Alexandru Ioan Cuza; Universiteit Antwerpen; Universitat Autònoma de Barcelona; Università di Bologna; Université de Genève; Universiteit Gent; Universidad de Granada; Universität Hildesheim; Universitat Jaume I; Univerza v Ljubljani; Universidade Nova de Lisboa; Université Paris III; Università del Salento; Università degli Studi di Trieste; University of Westminster; Uniwersytet Wrocławski; Zürcher Hochschule für Angewandte Wissenschaften; and Zuyd Hogeschool.

at. A three-level scale with sub-levels was used, following the example of the Common European Framework of Reference for Languages (CEFR).

4.2.1.1. Proposed levels

The proposed levels are:

- *Translation level C*. Competences corresponding to each professional profile (consolidation of areas of specialization in translation): *specialist professional translator*. This encompasses the following areas of professional specialization: legal translation; economic and financial translation; technical translation; scientific translation; literary translation; audiovisual translation (dubbing, subtitling, voice-over); accessibility (audio description, subtitling for the deaf); and localization (web pages, software, videogames). Certified or sworn translation is not included, as such translation, which is performed by translators with official accreditation in some countries, can involve any area of specialization (legal, administrative, economic, scientific, technical, etc.). Level C is only described in general terms, and descriptors for the areas of professional specialization are not proposed.
- *Translation level B*. Basic specialized translation competences (introduction to areas of specialization in translation): *generalist professional translator*.
- *Translation level A*. Basic translation competences (introduction to translation): *pre-professional translator*.

Levels A and B are both divided into two sub-levels: A1 and A2, and B1 and B2. Level C is not divided because, as stated, it is described in general terms only.

The levels are accumulative, meaning that an individual at any given level is assumed to have mastered the previous one. The descriptors corresponding to previous levels are therefore not repeated in the scales. As the CEFR does, the proposal presents level C first and level A last.

4.2.1.2. *Genres liable to be translated at each level*

Texts[3] an individual should be able to translate were proposed for each level. The progression in difficulty established is from non-specialized texts to specialized texts corresponding to different areas.

– *Translation level C* (specialist professional translator). Specialized texts corresponding to at least one area of professional specialization (legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; and/or localization).
– *Translation level B2* (generalist professional translator). Semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; and/or non-literary publishing).
– *Translation level B1* (generalist professional translator). Non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; and/or non-literary publishing).
– *Translation level A2* (pre-professional translator). Non-specialized texts of different types (narrative, descriptive, expository, argumentative, and instructional) involving problems related to register (tenor, style).
– *Translation level A1* (pre-professional translator). Non-specialized texts of different types (narrative, descriptive, expository, argumentative, and instructional) in standard language.

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3. In the initial proposal, the word "genres" was sometimes used to refer to "texts". That particularly affects the section in which the levels are defined (page 7 of the 2017 document) and the section on the descriptive categories used (pages 8 and 9 of the 2017 document), where "texts" should have appeared instead of "genres" in every case, except when referring to the annex of examples of text genres. Additionally, in the questionnaire for evaluating the proposal, the questions on the use of texts to distinguish between levels (see the questions in PART I in section 4.5) were confusingly worded; they should have asked about the "use of texts to distinguish between levels" and the "progression of texts liable to be translated at each level", and used "texts" everywhere other than in the last two questions, which refer to the annex of examples of text genres.

The proposal includes an annex (Annex 1) that gives examples of text genres liable to be translated at each level. In the case of level A, genres are organized into the following text types: narrative, descriptive, expository, argumentative, and instructional. In the case of level B, they are organized into the following areas of generalist translators' professional practice: legal and administrative; economic and financial; technical; scientific; and non-literary publishing. In the case of level C, they are organized into the following areas of professional specialization: legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; and localization.

All the genres are written genres to be translated in writing. Only in the case of level C are other modalities of translation considered, in the audiovisual, accessibility and localization areas. Where the same genres appear on more than one level, they differ on the basis of other characteristics. Such differences are related to register in the case of levels A1 and A2. As far as genres repeated at levels B1 and B2 are concerned (e.g. reports), the difference between them lies in their more or less specialized nature at each level.

4.2.1.3. Particularity of level C

Level C was deemed a special case, as it ought to include a description of each area of professional specialization. That would have required additional information from professionals working in each such area and from specialized master's degree programmes for training them. Level C is therefore described in general terms only, with no details of each area's specific aspects other than a proposal of text genres. Examples of text genres for each area are put forward to serve as a guide for proposing where the boundaries between levels B and C should lie, as well as for remaining within the levels a professional translator is capable of distinguishing and operating at.

4.2.2. Descriptive categories used

The descriptive categories used are *competences,* specifically the following:

– *Language competence.* Reading comprehension in the source language and written production in the target language, in relation to

the genres liable to be translated at each level, and with reference to the levels of the CEFR.

– *Cultural, world knowledge and thematic competence.* An individual's mobilization of knowledge about their own culture and the foreign culture involved, as well as of (universal) world knowledge and thematic knowledge corresponding to specific areas, to solve translation problems. Annex 2 gives examples of cultural and world knowledge for levels A and B. No differences are established between A1 and A2 or between B1 and B2 as far as the type of knowledge involved is concerned, owing to the view that there are no substantial changes in the type of extralinguistic knowledge required to translate these levels' texts.

– *Instrumental competence.* Use of documentation resources (types of resources and queries) and technological tools. Annex 3 gives examples of technological tools and functions for levels A and B.

– *Translation service provision competence.* Management of aspects of professional practice and the workings of the labour market. It varies according to the area of professional practice involved and the type of employment open to a translator (in a public body, in a translation agency, self-employment, etc.). The development of this competence begins at level B1 in particular.

– *Translation problem solving competence.* Types of translation problems liable to be solved at each level. This was deemed the central category as, in determining the competences required at each level, it has a bearing on all the other categories. It is directly related to the texts an individual should be able to translate at each level. A progression in the difficulty of the problems to be solved at each level was established: language interference problems at level A (and there is a change between A1 and A2); intentionality problems as of level A2; and thematic problems and problems stemming from professional translation briefs as of level B1.

All the descriptive categories are interrelated. They interact and balance one another out.

4.2.3. Main characteristics of the descriptor proposal

The description (table 4.1) comprises descriptive categories (horizontally) and the different levels' descriptors (vertically).

Table 4.1. Descriptive categories and performance levels

	Language competence	Cultural, world knowledge and thematic competence	Instrumental competence	Translation service provision competence	Translation problem solving competence
TRANSLATION LEVEL C					
TRANSLATION LEVEL B2					
TRANSLATION LEVEL B1					
TRANSLATION LEVEL A2					
TRANSLATION LEVEL A1					

The main characteristics of the descriptor proposal produced are as follows:

1. It is intended to be of use to both the academic and professional arenas.
2. It is independent of language combinations, directionality (direct translation, i.e. into L1; or inverse translation, i.e. into L2), stages of education (degree, master's degree) and professional contexts (translation companies, publishing houses, international institutions, NGOs, etc.). It could therefore be used according to the needs of any educational or professional context.

3. It does not describe the different areas of professional specialization corresponding to level C. The level in question is special in that each professional area should be described, requiring further research. Level C is described in general terms only.

4. The progression established in each descriptive category is accumulative, i.e. an individual at any given level is assumed to have mastered the previous one.

5. All the descriptive categories are interrelated. They interact and balance one another out.

6. The wording of the level descriptors is intended to be clear and straightforward and to render them easily observable, so as to facilitate their use in different academic and professional contexts and make them easy to understand for potential users of the scales (translation students and lecturers, translators and employers). Accordingly, indicators of a more cognitive nature are not included; while very useful from a pedagogical point of view, they are more difficult to observe. Such indicators should be incorporated into individual curriculums according to their specific needs.

7. As the descriptors refer to competences, they describe capabilities to act (*can do*), not declarative knowledge.

8. Degrees of translation quality for each level are not specified, and should be defined in each educational and professional context according to its needs.

9. The proposal does not describe learning outcomes, nor does it establish or describe learning tasks suited to each level (e.g. identifying problems or errors, translating key ideas, gist translation, correcting texts).

The proposal includes a global scale that identifies each level's essential characteristics. In the global scale proposed, each level's first descriptor summarizes what and how an individual should be able to translate at that level, and specifies the minimum CEFR source language reading comprehension and target language written production levels required. Crucially, the global scale also includes descriptors for translation problem solving competence, listed in either second or third place depending on the level

involved. There is also a descriptor for instrumental competence and, in the case of levels B1, B2 and C, a descriptor for translation service provision competence. Descriptors of cultural, world knowledge and thematic competence are not included, as they are covered in the descriptors related to solving problems.

4.2.4. Descriptors by category

The descriptors for each category are presented below. In the 2017 proposal, the descriptors are also presented organized by translation level.

4.2.4.1. Language competence

LANGUAGE COMPETENCE
TRANSLATION LEVEL C
1. Can understand specialized source language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 is required (particular areas of specialization may have special characteristics).   2. Can produce specialized target language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR written production level C2 is required (particular areas of specialization may have special characteristics).   *[See examples of this level's text genres in Annex 1]*   *[To be developed further]*
TRANSLATION LEVEL B2
1. Can understand semi-specialized source language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required.
2. Can produce semi-specialized target language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required.   *[See examples of this level's text genres in Annex 1]*

TRANSLATION LEVEL B1
1. Can understand non-specialized source language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required. 2. Can produce non-specialized target language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required. *[See examples of this level's text genres in Annex 1]*
TRANSLATION LEVEL A2
1. Can understand different types of non-specialized source language texts involving problems related to register (tenor, style), to which end a minimum of CEFR reading comprehension level B2 is required. 2. Can produce different types of non-specialized target language texts involving problems related to register (tenor, style), to which end a minimum of CEFR written production level C1 is required. *[See examples of this level's text genres in Annex 1]*
TRANSLATION LEVEL A1
1. Can understand different types of non-specialized source language texts in standard language, to which end a minimum of CEFR reading comprehension level B2 is required. 2. Can produce different types of non-specialized target language texts in standard language, to which end a minimum of CEFR written production level C1 is required. *[See examples of this level's text genres in Annex 1]*

4.2.4.2. *Cultural, world knowledge and thematic competence*

CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE
TRANSLATION LEVEL C
1. Can mobilize cultural, world and thematic knowledge to solve explicit and implicit extralinguistic problems in specialized texts corresponding to the relevant area of professional specialization. *[To be developed further]*
TRANSLATION LEVEL B2
1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice. 2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice. 3. Can mobilize basic thematic knowledge to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice. *[See examples of cultural and world knowledge for this level in Annex 2]*
TRANSLATION LEVEL B1
1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in non-specialized texts corresponding to at least one area of professional practice. 2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in non-specialized texts corresponding to at least one area of professional practice. 3. Can mobilize basic thematic knowledge to solve translation problems in non-specialized texts corresponding to at least one area of professional practice. *[See examples of cultural and world knowledge for this level in Annex 2]*
TRANSLATION LEVEL A2
1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts involving problems related to register. 2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts involving problems related to register. *[See examples of cultural and world knowledge for this level in Annex 2]*

TRANSLATION LEVEL A1
1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts in standard language. 2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts in standard language. *[See examples of cultural and world knowledge for this level in Annex 2]*

4.2.4.3. Instrumental competence

INSTRUMENTAL COMPETENCE (DOCUMENTATION RESOURCES AND TECHNOLOGICAL TOOLS)
TRANSLATION LEVEL C
1. Can use reliable documentation resources specific to the relevant area of professional specialization (language combination and context permitting). 2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries. 3. Can use advanced functions of the technological tools specific to the relevant area of professional specialization (language combination and context permitting). 4. Can adapt to new documentation resources and technological tools. 5. Can adapt technological tools to his/her needs (improving tools, adding data to databases, etc.). *[To be developed further]*
TRANSLATION LEVEL B2
1. Can identify and use reliable documentation resources to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, general and specialized corpora, professional and specialized blogs and forums, consulting expert translators and specialists from other areas (language combination and context permitting). 2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.

3. Can use basic functions of specialized technological tools to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, computer-assisted translation, text alignment, corpus linguistics applied to translation (language combination and context permitting).
4. Can adapt to new documentation resources and technological tools.

[See examples of technological tools for this level in Annex 3]

TRANSLATION LEVEL B1

1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. historical and etymological dictionaries, neologism dictionaries, dictionaries of slang and colloquialisms, consulting expert translators and specialists from other areas (language combination and context permitting).
2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.
3. Can use basic functions of advanced technological tools to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. document conversion (language combination and context permitting).

[See examples of technological tools for this level in Annex 3]

TRANSLATION LEVEL A2

1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts involving problems related to register; e.g. dictionaries of synonyms and antonyms, collocation dictionaries, dictionaries of difficulties, encyclopaedias, parallel texts, forums, blogs, mailing lists, oral queries (language combination and context permitting).
2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.
3. Can use advanced functions of basic technological tools to solve translation problems in non-specialized texts involving problems related to register; e.g. text processors, general online search engines (language combination and context permitting).

[See examples of technological tools for this level in Annex 3]

TRANSLATION LEVEL A1
1. Can identify and use reliable basic documentation resources to solve translation problems in non-specialized texts in standard language; e.g. bilingual and monolingual dictionaries, general search engines, grammars, style guides, parallel texts, oral queries (language combination and context permitting). 2. Can perform basic queries in the aforementioned resources (e.g. searching for a keyword in a general search engine, looking up a definition in a monolingual dictionary or an equivalent in a bilingual dictionary), with few combinations of resources and queries. 3. Can use basic functions of basic technological tools to solve translation problems in non-specialized texts in standard language; e.g. text processors, general online search engines, email clients (language combination and context permitting). *[See examples of technological tools for this level in Annex 3]*

4.2.4.4. Translation service provision competence

TRANSLATION SERVICE PROVISION COMPETENCE
TRANSLATION LEVEL C
1. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization. *[To be developed further]*
TRANSLATION LEVEL B2
1. Can effectively meet the quality standards the labour market requires in each context for texts translated by a generalist translator in at least one area of professional practice. 2. Can meet the profession's ethical requirements (confidentiality, impartiality, turning down work beyond one's capabilities, etc.) when carrying out a translation task and when interacting with the actors involved in a translation project. 3. Can revise and post-edit translations of texts corresponding to a generalist translator, meeting the quality standards the labour market requires in each context. 4. Can use marketing strategies to capture and retain customers and obtain professional assignments. [If required in the relevant job]

5. Can negotiate with the actors involved in a translation project (customers, other professionals) to determine deadlines, rates, invoicing methods, working conditions, the nature of the contract involved, rights and responsibilities, the project's specifications, etc., and can fulfil the conditions established. [If required in the relevant job]

6. Can work in coordination with the actors involved in a translation project (customers, project managers, other translators, correctors, etc.) and maintain an efficient workflow. [If required in the relevant job]

7. Can determine a translation project's profitability on the basis of the workload, rate and deadline it involves. [If required in the relevant job]

8. Can produce quotes and invoices in accordance with established standards in different translation scenarios. [If required in the relevant job]

9. Can manage basic tax requirements (e.g. registration of professional activity, registration as an intra-Community operator, quarterly or annual tax returns, withholding statements, statements of transactions with third parties), translation contracts and possible conflicts arising from non-payment (e.g. notifications, formal requests, "order for payment" procedures, legal proceedings). [If required in the relevant job]

10. Can manage workflow-related administrative tasks (e.g. recording and checking customers' details, rates applied, projects carried out, payment status). [If required in the relevant job]

11. Can manage the physical working environment (e.g. workplace location, lighting conditions) and virtual working environment (e.g. screen organization, folder management, tool maintenance).

TRANSLATION LEVEL B1

1. Can distinguish the texts he/she is able to translate adequately.

2. Can distinguish the professional competences required of a translator.

3. Can identify the different areas of employment open to translators: public and private bodies, self-employment, translation agencies, companies from other sectors which require translation services, etc.

4. Can identify the different areas of specialization in translation and their specific characteristics: certified or sworn translation, legal translation, technical translation, scientific translation, literary translation, audiovisual translation, localization, etc.

5. Can distinguish the different tasks a translator may perform: translation, editing texts, revision and correction of texts, language and cultural consultancy, project management, intercultural mediation, language and cultural support, post-editing, etc.

6. Can identify the different institutions involved in the practice of the profession and their functions (professional associations and guilds).

TRANSLATION LEVEL A2
1. Can distinguish different types of brief and the different purposes a translation may have: the same purpose as the original (equifunctional translation), informative, accompanying the original text, adaptation, etc.
TRANSLATION LEVEL A1
1. Can recognize a translation's brief and determine the purpose of the translation, when it is the same as the purpose of the original text (equifunctional translation).

4.2.4.5. *Translation problem solving competence*

TRANSLATION PROBLEM SOLVING COMPETENCE
TRANSLATION LEVEL C
1. Can solve translation problems characteristic of specialized texts corresponding to at least one area of professional specialization (legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; localization), respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]*   2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.   3. Can solve translation problems specific to the relevant area of professional specialization.
[To be developed further]
TRANSLATION LEVEL B2
1. Can solve translation problems characteristic of semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]*   2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.   3. Can solve language interference problems.   4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.   5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).   6. Can solve different types of translation problems according to a translation brief (equifunctional translation, informative translation, adaptation, etc.).

TRANSLATION LEVEL B1
1. Can solve translation problems characteristic of non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]* 2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience. 3. Can solve language interference problems. 4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems. 5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).
TRANSLATION LEVEL A2
1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts involving problems related to register (tenor, style), respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]* 2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience. 3. Can apply translation's methodological principles to solve translation problems, taking purposes, target audiences and the different characteristics of texts into account. 4. Can solve language interference problems (conventions of written language, non-specialized vocabulary, morphosyntax, textuality) and problems stemming from language variation (tenor, style). 5. Can solve explicit cultural difference and world knowledge problems. 6. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).
TRANSLATION LEVEL A1
1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts in standard language, respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]*

2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.

3. Can apply translation's fundamental methodological principles (communicative purpose, the importance of understanding the original text properly and wording the translated text well, the importance of the target audience) to solve basic translation problems.

4. Can work through the different stages of the translation process (comprehension, re-expression, self-revision) and perform the tasks corresponding to each of them to solve basic translation problems.

5. Can solve basic language interference problems: conventions of written language (orthography and typography), non-specialized vocabulary, morphosyntax and textuality (text structure, thematic progression, coherence and cohesion).

6. Can solve explicit cultural difference and world knowledge problems.

4.2.5. *Global scale*

The global scale for each translation level is presented below.

GLOBAL SCALE
TRANSLATION LEVEL C
1. Can translate specialized texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 in the source language and CEFR written production level C2 in the target language is required (particular areas of specialization may have special characteristics). 2. Can solve translation problems specific to the relevant area of professional specialization. 3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems, and can adapt to new documentation resources and technological tools. 4. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization. *[To be developed further]*
TRANSLATION LEVEL B2
1. Can translate semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing) in situations involving professional translation for a non-specialized target audience, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension

level C1 in the source language and CEFR written production level C2 in the target language is required.

2. Can carry out different types of translations according to the brief involved.

3. Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.

4. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems, and can adapt to new documentation resources and technological tools.

5. Can manage aspects of professional practice and the workings of the labour market.

TRANSLATION LEVEL B1

1. Can translate non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing) in situations involving professional translation for a non-specialized target audience, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level C1 in the source language and CEFR written production level C2 in the target language is required.

2. Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.

3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

4. Can distinguish basic aspects related to the translation labour market.

TRANSLATION LEVEL A2

1. Can translate non-specialized texts involving problems related to register in non-professional contexts, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level B2 in the source language and CEFR written production level C1 in the target language is required.

2. Can solve language interference problems; problems stemming from language variation; explicit cultural difference and world knowledge problems; and intentionality problems.

3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

TRANSLATION LEVEL A1

1. Can translate different types of non-specialized texts in standard language in non-professional contexts, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level B2 in the source language and CEFR written production level C1 in the target language is required.

> 2. Can solve basic language interference problems and basic explicit cultural difference and world knowledge problems.
> 3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

4.2.6. Annexes

This section presents the proposal's three annexes: Annex 1, which gives examples of text genres liable to be translated at each level; Annex 2, which gives examples of cultural and world knowledge for each level; and Annex 3, which gives examples of technological tools and functions for each level.

4.2.6.1. Annex 1: Examples of text genres liable to be translated

EXAMPLES OF TEXT GENRES LIABLE TO BE TRANSLATED
TRANSLATION LEVEL C
Text genres corresponding to areas of professional specialization • Legal Laws, decrees, regulations and statutes; complaints, claims, lawsuits, requests, rulings, orders, judgements, official letters, warrants, notifications, summons, foreclosures, expert reports; deeds, contracts (franchise agreements, contracts awarded through competitive bidding processes, business transfer agreements, options and futures contracts), powers of attorney, wills, acknowledgements of debt; learning guides, research articles, monographs, theses, lectures/papers. • Economic and financial Investment plans; financial reports, credit reports, financial rating reports; annual profit and loss accounts; annual reports; finance contracts; banking products; balance sheets; tax returns; business plans, specifications for tendering, insurance policies, quotes, valuations, reinsurance contracts, advertising texts on forms of reinsurance, learning guides, research articles, monographs, theses, lectures/papers. • Scientific Clinical reports, drug catalogues, information for prescribers, clinical trial protocols, applications for research funding, regulations, medical reports, medical certificates, clinical trials, research reports, learning guides, research articles, monographs, theses, lectures/papers.

• Technical
Production plans, minutes of technical meetings, part lists, product development requests, patents, technical standards and guarantees, energy balances, technical certificates, labour standards, technical projects, articles published in company magazines, technical specifications, learning guides, research articles, monographs, theses, lectures/papers.

• Literary
Comics; didactic literature (adages, sayings, maxims, proverbs); narrative (legends and fables, stories, novels); theatre (comedies, tragedies, dramas); poetry (dramatic, lyric, epic); opera libretti; essays, monographs, theses.

• Audiovisual
  – Voice-over: documentaries, reports, advertorials, interviews, debates, reality shows, films.
  – Dubbing: documentaries, reports, advertorials, cartoons, series and telefilms, soap operas, films, filmed theatre, filmed operas, advertising texts, public information or prevention campaigns, party election broadcasts, entertainment programmes (cooking, DIY, gardening, gymnastics, etc.), children's programmes, humour programmes, music programmes.
  – Subtitling: news, documentaries, reports, advertorials, films, advertising texts, interviews, debates, talk shows, filmed theatre, filmed operas, public information or prevention campaigns, party election broadcasts, informative cultural programmes.

• Accessibility
  – Audio description: cartoons; children's programmes; films for DVD, television or cinemas; theatre, filmed theatre, operas, filmed operas, music and dance shows; documentaries, reports, advertorials; informative cultural programmes; public information or prevention campaigns, etc.; party election broadcasts; museum audio guides; urban audio description (tactile maps, tower viewers, digital advertising panels, etc.); location and movement systems (such as GPS) (for urban routes, gardens, hospitals, museums, etc.); descriptions of everyday situations (classes, meetings, etc.); web or multimedia products (images, diagrams, logos, etc.).
  – Subtitling for the deaf: cartoons; children's programmes; films; theatre, filmed theatre, operas, filmed operas; documentaries, reports, advertorials; informative cultural programmes; public information or prevention campaigns; party election broadcasts; advertising texts; competitions; subtitles for everyday situations (classes, meetings, etc.); television series.

• Localization
Web pages, software, videogames, applications for mobiles, demos.

TRANSLATION LEVEL B2

Semi-specialized text genres corresponding to different areas of professional practice (for a non-specialized target audience)

• Legal and administrative
Contracts (employment contracts, lease agreements, rental agreements, etc.); sworn statements; signature certification; legal letters; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.

• Economic and financial
Bills; advertising texts (for investment funds, risk cover, exchange-traded fixed income, investment financing, stock market investment, deposits, etc.); press releases; payslips; bank account statements; income tax returns; purchase orders; debit notes; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.

• Technical
Advertising texts; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.

• Scientific
Patient information leaflets; informed consent forms; health leaflets; advertising texts; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.

• Non-literary publishing
Essays (historical, philosophical, literary, biographical, political, etc.), mass-market paperbacks (western novels, romance novels, detective novels); film scripts; reports, lectures, learning guides, explanatory articles/books, curriculums related to publishing.

TRANSLATION LEVEL B1

Non-specialized text genres corresponding to different areas of professional practice

• Legal and administrative
Certificates (academic certificates, birth, death and marriage certificates, residence cards, certificates of municipal registration, criminal record certificates, etc.); work permits; reports, advertorials; secondary school textbooks; general encyclopaedia entries; explanatory articles/books.

• Economic and financial
Bills for everyday products; advertising texts for insurance products (life insurance, civil liability insurance, multi-risk insurance, etc.), banking products (pension plans, bank deposits, accounts, personal loans); reports, advertorials; secondary school textbooks; general encyclopaedia entries; explanatory articles/books.

• Technical
Instruction manuals; product catalogues (lawnmowers, food processors, ovens, etc.); reports, advertorials; secondary school textbooks; general encyclopaedia entries; explanatory articles/books.

• Scientific
Patient information leaflets; health information campaigns; product catalogues (nutritional supplements, animal feed, wines, insecticides, etc.); reports, advertorials; general encyclopaedia entries; secondary school textbooks; explanatory articles/books.

• Non-literary publishing
Journalistic literature (reports, advertorials, interviews, journalistic accounts); general encyclopaedia entries; secondary school textbooks; explanatory articles/books.

TRANSLATION LEVEL A2

Non-specialized text genres with different registers (tenor, style)

• Narrative
Biographical encyclopaedia entries; history books; press articles (describing an event, a biography, etc.); stories.

• Descriptive
Tourist brochures; tourist guides; reports (on a place, a person, a style of music, a group of people, etc.); descriptions of organizations (companies, international bodies, associations, etc.), courses and products.

• Expository
Encyclopaedia entries on general subjects (global warming, the big bang theory, forest conservation, etc.); explanatory textbooks (on Translation Studies, Linguistics, Philosophy, etc.).

• Argumentative
Letters of complaint; film reviews; opinion pieces on general subjects.

• Instructional
Recipes; instructions used in everyday life (first aid, games, physical exercise, crafts, etc.); advertising texts (for a product, an event, a service, etc.); fables.

TRANSLATION LEVEL A1

Non-specialized text genres in standard language corresponding to different text types

• Narrative
Biographical encyclopaedia entries; history books; press articles (describing an event, a biography, etc.); stories.

• Descriptive
Tourist brochures; tourist guides; reports (on a place, a person, a style of music, a group of people, etc.); descriptions of organizations (companies, international bodies, associations, etc.), courses and products.

• Expository
Encyclopaedia entries on general subjects (global warming, the big bang theory, forest conservation, etc.); explanatory textbooks (on Translation Studies, Linguistics, Philosophy, etc.).

• Argumentative
Letters of complaint; film reviews; opinion pieces on general subjects.

• Instructional
Recipes; instructions used in everyday life (first aid, games, physical exercise, crafts, etc.); advertising texts (for a product, an event, a service, etc.); fables.

4.2.6.2. Annex 2: Examples of cultural and world knowledge

EXAMPLES OF CULTURAL AND WORLD KNOWLEDGE
TRANSLATION LEVEL C
Cultural, world and thematic knowledge required in professional practice. *[To be developed further]*
TRANSLATION LEVEL B2
[Same as B1]
TRANSLATION LEVEL B1
Knowledge of the foreign culture comparable to secondary education level in the culture in question in the following areas: • Environment. E.g. geographical features, cities, climate, flora and fauna. • Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature. • Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement. • Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups.

Advanced knowledge of one's own culture in the following areas:
- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.
- Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.
- Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups.

Advanced universal world knowledge in the following areas:
- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.
- Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.

Basic thematic knowledge in at least one of the following areas: legal and administrative; economic and financial; technical; scientific.

TRANSLATION LEVEL A2

[Same as A1]

TRANSLATION LEVEL A1

Knowledge of basic aspects of the foreign culture in the following areas:
- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions.
- Social organization. E.g. customs; political system, legal system, education system, etc.; units of measurement.

Knowledge of one's own culture comparable to secondary education level in the following areas:
- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.
- Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.
- Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups.

General universal world knowledge comparable to secondary education level in the following areas:
- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.
- Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.

4.2.6.3. Annex 3: Examples of technological tools and functions

EXAMPLES OF TECHNOLOGICAL TOOLS AND FUNCTIONS
TRANSLATION LEVEL C
Mastery of advanced functions of the tools specific to the relevant area of professional specialization. *[To be developed further]*
TRANSLATION LEVEL B2
Mastery of specialized technological tools and their basic functions: • Specialized search engines: perform a query, refine a search, search by media type, perform a query using Boolean operators, refine a search by restricting criteria, use the search engine's cache, etc. • Computer-assisted translation tools: create a translation project, import and export translation memories, analyse a text, pretranslate a text, propagate translations from a memory, use a program's revision tools, create terminology databases, etc. • Text alignment tools: define the level of segmentation, align documents, export an alignment, create a translation memory from an alignment, etc. • Corpus linguistics tools applied to translation: create term lists, search for collocations, extract concordances and frequency lists, create a corpus, etc. • Accounting and budgeting tools (if required in the relevant area of professional practice): create customer records, perform word counts, create quotes and invoices, organize invoices, record taxes on goods and services, track invoices issued, etc.
TRANSLATION LEVEL B1
Mastery of advanced technological tools and their basic functions: • Document conversion tools: prepare a document for character recognition, export a converted document, edit a converted document, etc.

TRANSLATION LEVEL A2
Mastery of basic technological tools and their advanced functions: • Text processors: apply and modify styles, use advanced revision tools, compare documents, customize toolbars, create macros, create tables of contents, headers, cross-references, etc. • General online search engines: perform a query using Boolean operators, refine a search by restricting criteria, use the search engine's cache, etc.
TRANSLATION LEVEL A1
Mastery of basic technological tools and their basic functions: • Text processors: open, save and format documents, use search and replace functions, use spellcheckers, modify page design, etc. • General online search engines: perform a query, refine a search, search by media type (e.g. web pages, images, videos), etc. • Email clients: create folders, create filters, configure email tracking, group emails together in threads, create rules for spam, etc.

4.3. Proposal evaluation: expert judgement process

In the second stage of the NACT project (2017-2018), the descriptor proposal was evaluated by experts from the academic and professional translation arenas from various European countries.

4.3.1. Instrument

The instrument used to gather information from the experts was a questionnaire, which was made available online using the LimeSurvey application.

4.3.1.1. Questionnaire design process

Once the first version of the questionnaire had been designed, a number of internal tests involving members of the PACTE group were carried out on it between November 2017 and January 2018, to improve different aspects related to its wording and application. The questionnaire was also tested by a person who was not part of PACTE and is both a translator and a

translation teacher[4]. A second version of the questionnaire was thus developed, and that was the version the experts subsequently evaluated.

4.3.1.2. *Questionnaire structure*

The structure of the questionnaire the experts evaluated was as follows:

– *Introduction*. Brief presentation of the study; informed consent form; link to a tutorial on the descriptor proposal and the questionnaire; questions about the respondents' personal details (representatives of associations of translators were asked to enter the name of their association).

– *Part I*. Questions about the proposal's general characteristics, in which the experts were asked to evaluate the following:
  - the relevance of the descriptive categories (competences) and the levels proposed, and the appropriateness of their names;
  - the usefulness of using text genres and their progression, including evaluation of Annex 1: Examples of text genres liable to be translated;
  - the name and content of level C.

  There was also an optional item for final comments related to this part of the questionnaire.

– *Part II*. Questions about the descriptors proposed for each competence:
  - Language competence
  - Cultural, world knowledge and thematic competence
  - Instrumental competence
  - Translation service provision competence
  - Translation problem solving competence

  For each competence, the experts were asked to evaluate the following:
  - each descriptor's suitability;

- each descriptor's clarity;
- each descriptor's appropriateness to its level.
This part of the questionnaire included evaluation of Annex 2: Examples of cultural and world knowledge (in the section for evaluating the descriptors of cultural, world knowledge and thematic competence) and Annex 3: Examples of technological tools and functions (in the section for evaluating the descriptors of instrumental competence).

    After answering the questions corresponding to each competence, the experts were able to add comments on any aspect of the competence and its descriptors.

– *Part III*. Questions about the global scale, in which the experts were asked to evaluate the following:
- each descriptor's suitability;
- each descriptor's clarity;
- each descriptor's appropriateness to its level.
This part of the questionnaire included the option of adding comments related to the global scale.

Lastly, the experts were able to add final comments regarding the descriptor proposal as a whole and the evaluation questionnaire itself.

    The questionnaire included closed-ended questions (to be answered "Yes" or "No"), multiple choice questions (to be answered by choosing from various options) and open-ended questions (to be answered in each expert's own words). Some of the questions were optional and others were not. In some of the questions, the experts were asked to give reasons for their opinions or to suggest improvements. The questionnaire was designed to yield quantitative and qualitative data.

    The questionnaire was made available in Spanish or English, and the experts could answer in either language. The electronic version of the questionnaire comprised 10 full screens in LimeSurvey.

    The evaluation questionnaire is shown in section 4.5, in abbreviated form as many of its questions were repeated (for each competence and descriptor). The full document is available at https://ddd.uab.cat/record/249776?ln=en.

4.3.2. Selection of experts

The requirements established for the selection of experts are set out below.

1. Teachers (maximum of five per centre) were to:
    - have at least 10 years' experience in teaching translation (direct or inverse);
    - have experience, if possible, in curriculum design or programme coordination.

    Ideally, there was to be a range of profiles from each centre:
    - teachers of direct and inverse translation;
    - teachers giving different levels of training.

    One of the teachers from each centre could be the representative who had attended the meeting held in March 2017 and participated in the subsequent discussion via Slack.

2. Generalist translators (between five and 10 per country) were to:
    - translate in different areas, without specializing in just one (i.e. not be exclusively a legal translator, a technical translator, a literary translator, an audiovisual translator, etc.);
    - have at least 10 years' experience in translation (direct or inverse);
    - translate as their main occupation.
    - As far as possible, the translators selected were to have different combinations of working languages.

    If it were impossible to find experts with the required 10 years' experience (be it in teaching or translation), others with fewer years of experience could be selected, provided that: (1) they were up to date with developments in their profession; and (2) they met the other requirements (translating or teaching translation as their main occupation, etc.). Under no circumstances could the experts have fewer than five years' experience.

3. Associations of translators

    The associations of professional translators selected were not to specialize in a particular area (certified or sworn translation, technical translation, etc.), as specialized professional profiles were not described in the descriptor proposal. The evaluation questionnaire

could be completed by each association's board of directors or a board representative. In countries with no generalist associations, information on such organizations would not be collected.

For the selection of experts, three different questionnaires were designed (each of them available in both Spanish and English): one for teachers, one for translators, and one for associations of translators.

The questionnaire for the selection of teachers asked for the following information:
- centre
- country
- years of experience in teaching written translation
- experience in curriculum design
- experience in programme coordination
- professional experience in translation
- experience in teaching direct and inverse translation subjects

The questionnaire for the selection of generalist translators asked for the following information:
- country
- mother tongue
- main foreign source language in translation work
- other source languages in translation work
- target languages in translation work
- years of professional experience in translation
- approximate percentage of total income from translation
- approximate percentages of direct and inverse translation work performed
- types of texts translated in direct and inverse translation: literary texts (novels, poetry, etc.), essays (history, art, etc.), explanatory texts (DIY or cooking guides, etc.), touristic texts (brochures, guides, etc.), advertising texts (brochures, adverts, etc.), audiovisual texts (for dubbing, subtitling, etc.), business texts (letters, contracts, etc.), economic texts (budget reports, balance sheets, etc.), legal texts (rulings, notarial documents, etc.), scientific

texts (medicine, chemistry, etc.) and technical texts (IT, engi-
neering, etc.)

The questionnaire for the selection of generalist associations of
translators asked for the following information:

- association name
- position in the association of the person completing the
  questionnaire
- country
- year in which the association was established
- number of members at the time of completing the questionnaire
- areas of professional specialization covered by the association:
  legal translation, certified or sworn translation, economic and
  financial translation, technical translation, scientific translation,
  literary translation, audiovisual translation, accessibility, and
  localization

4.3.3. Implementation process

The 23 participating centres (including the UAB) referred to in section 4.1
all played an active role in the implementation of the questionnaire. The
questionnaire used for the selection of experts was to be filled in by those
with an interest in subsequently completing the evaluation questionnaire.

From June to September 2017, the participating centres' representatives
were able to obtain answers to their queries regarding the expert selection
procedure and criteria via a Slack forum. The representatives were then
asked to look for experts interested in evaluating the proposal in their aca-
demic and professional circles.

The representatives were sent links to the three questionnaires for the
selection of experts, in which the requirements applicable to each pro-
file were listed. Their task was to seek out experts who might meet the
requirements, send them the relevant link and invite them to complete the
questionnaire.

Where there were two or more participating centres in one country,
they were advised to coordinate their activity to avoid contacting the same
experts (especially in the case of associations).

When each expert had filled in the corresponding questionnaire, each participating centre sent PACTE a list of chosen candidates. In September and October 2017, PACTE checked that all those candidates met the established requirements and made a final selection of the most suitable experts.

Finally, PACTE sent the accepted experts a link to the questionnaire for evaluating the proposal on establishing competence levels. Those who agreed to complete the evaluation questionnaire signed the informed consent form. Neither the representatives of the participating centres or the experts who answered the questionnaire received any kind of payment for their contribution. PACTE issued each person involved in this stage of the study with a certificate of participation. Data collection took place in late 2017 and early 2018.

All personal data were removed from the completed questionnaires received, and random codes were assigned to anonymize the answers given.

The questionnaire and its implementation process were approved by the UAB's Committee for Ethics in Animal and Human Experimentation (CEEAH), and the protection of the collected data was guaranteed (October 2017).

4.3.4. Sample characteristics

The evaluation questionnaire yielded valid opinions from 99 experts, comprising:

–   65 translation teachers;
–   23 translators;
–   11 representatives of associations of translators.

At the time of completing the questionnaire, the experts were working in 16 European countries[5]. The translation teachers were mainly from Spain,

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5. The 16 countries were Belgium, Estonia, Finland, France, Germany, Greece, Italy, the Netherlands, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland and the UK. The countries in this footnote and table 4.2 are ordered alphabetically, as are the languages in table 4.3.

Germany and the UK; the translators from Spain; and the representatives of associations of translators from Spain and the UK (table 4.2)[6].

Table 4.2. Country of activity of the experts

GROUP	COUNTRY	%
Translation teachers (n=65)	Belgium	1.5
	Finland	1.5
	France	6.2
	Germany	**15.4**
	Greece	3.1
	Italy	6.2
	Netherlands	1.5
	Poland	7.7
	Portugal	4.6
	Romania	4.6
	Slovenia	3.1
	Spain	**24.6**
	Sweden	1.5
	Switzerland	6.2
	UK	**12.3**
Translators (n=23) *	Belgium	4.3
	Estonia	4.3
	Finland	8.7
	France	8.7
	Germany	4.3
	Greece	4.3
	Italy	8.7
	Poland	8.7
	Romania	4.3
	Slovenia	4.3
	Spain	**34.8**
	UK	4.3

6. In this table and those that follow, the highest values are shown in bold.

Representatives of associations of translators (n=11) **	Belgium	9.1
	Germany	9.1
	Greece	9.1
	Italy	9.1
	Portugal	9.1
	Slovenia	9.1
	Spain	**36.4**
	UK	**18.2**

(*) The percentages corresponding to the group of translators add up to 99.7% due to the rounding up and down of decimals.
(**) The percentages corresponding to the group of representatives of associations of translators add up to 109.2% due to one expert choosing two options.

Looking at the number of years of experience the experts had in their profession, the mean was 19.9 years (standard deviation = 9.7) for the group of translators and 18.2 years (standard deviation = 7.6) for the group of teachers.

The main mother tongues of the teachers and translators were Spanish, German and English (table 4.3).

Table 4.3. Mother tongues (teachers and translators)

LANGUAGE	% (n=88)
Arabic	1.1
Catalan	6.8
Dutch, Flemish	3.4
English	**10.2**
Estonian	1.1
Finnish	3.4
French	9.1
German	**14.8**
Greek (modern)	2.3
Italian	6.8

Polish	8.0
Portuguese	2.3
Romanian	4.5
Slovenian	3.4
Spanish	**21.6**
Swedish	1.1

In summary, the sample comprised three groups of experts who met the requirements established for selection, with the translators and teachers being from various European countries and having an average of close to 20 years' experience in their respective professions. The sample was also highly varied in terms of the experts' mother tongues.

4.4. Data analysis

A quantitative and qualitative analysis was performed on the data collected through the evaluation questionnaire. The results of the analysis are set out in the sections below.

4.4.1. Quantitative analysis

The quantitative results obtained in the NACT project's expert judgement process stage are presented below, ordered in keeping with the structure of the evaluation questionnaire.

4.4.1.1. Evaluation of the proposal's general characteristics

In their answers to the first part of the evaluation questionnaire, the experts judged the descriptive categories used (five competences) to be relevant as far as describing competence levels in written translation is concerned (table 4.4). They did not feel that any other category ought to be added. Most deemed the names of the descriptive categories used appropriate.

Table 4.4. Relevance of the descriptive categories (competences)

	Yes (%)
Are they relevant?	**98.0**
Is there any category you would add?	18.2
Is there a category you would omit?	11.1
Are the names appropriate?	**76.8**

Most of the experts found the proposed levels and their names relevant, complete and appropriate (table 4.5).

Table 4.5. Relevance of the proposed translation levels and appropriateness of their names

	Yes (%)
Are they relevant?	**90.9**
Is there any level you would add?	13.1
Is there a level you would omit?	22.2
Are the names appropriate?	**81.8**

In the same part of the questionnaire, the experts evaluated the usefulness of using text genres to define levels (see footnote 3) and the progression of text genres established in the proposal, as reflected in Annex 1: *Examples of text genres liable to be translated* (table 4.6).

Table 4.6. Usefulness of using text genres and their progression (Annex 1)

	Yes (%)
Do you think using text genres to define levels is useful?	**72.7**
Do you think this progression is right?	**87.5**
Do you think a greater distinction between the levels could be achieved by adding "simple" and "complex"?	58.3
Should other areas of genres be added?	26.4
Do you think the proposed progression of genres is suitable for all the language combinations you work with?	**95.8**

Most of the experts considered text genres to be useful for defining levels, and the proposed progression of text genres to be relevant, complete and suitable for all the language combinations they work with (table 4.6). More than half (58.3%) felt that adding the adjectives "simple" and "complex" when referring to texts could help to distinguish further between levels.

4.4.1.2. *Evaluation of each competence's proposed descriptors*

In the second part of the evaluation questionnaire, the experts gave their opinions on the suitability and clarity of the descriptors proposed for each competence, and on their appropriateness to the levels to which they had been assigned.

It must be borne in mind that in the proposal the experts evaluated, the number of descriptors varied according to the competence and level involved (table 4.7).

Table 4.7. Number of descriptors per competence and per translation level in the proposal the experts evaluated

COMPETENCE	LEVEL C	LEVEL B2	LEVEL B1	LEVEL A2	LEVEL A1	TOTAL PER COMPETENCE
Language competence	2	2	2	2	2	*10*
Cultural, world knowledge and thematic competence	1	3	3	2	2	*11*
Instrumental competence	5	4	3	3	3	*18*
Translation service provision competence	1	11	6	1	1	*20*
Translation problem solving competence	3	6	5	6	6	*26*
Total per level	*12*	*26*	*19*	*14*	*14*	

The experts found the descriptors of language competence (see section 4.2.4.1) to be suitable for describing the competence, clearly worded in the proposal, and appropriate to their respective levels (table 4.8).

Table 4.8. Evaluation of the descriptors of language competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	Level C	Level B2	Level B1	Level A2	Level A1	
Do you think the descriptor is suitable for describing this competence?	85.9	81.5	78.3	85.4	83.3	**82.9**
Do you think the descriptor is clearly worded?	83.8	87.4	82.8	87.4	88.9	**86.1**
Do you think the descriptor is appropriate to this level?	90.9	88.9	84.8	90.9	89.4	**89.0**

In the case of the descriptors of cultural, world knowledge and thematic competence (see section 4.2.4.2) and the annex of examples of cultural and world knowledge, the experts' opinions were also positive (tables 4.9 and 4.10).

Table 4.9. Evaluation of the descriptors of cultural, world knowledge and thematic competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	89.9	89.6	88.2	88.4	90.4	**89.3**
Do you think the descriptor is clearly worded?	79.8	81.1	82.1	82.3	85.4	**82.1**
Do you think the descriptor is appropriate to this level?	98.0	92.6	92.6	93.4	93.4	**94.0**

Table 4.10. Evaluation of Annex 2: *Examples of cultural and world knowledge*

	Yes (%)
Do you think the annex of examples of cultural and world knowledge is suitable?	**78.8**
Is any type of knowledge vital to being able to translate missing at any level?	13.1

The experts considered the descriptors of instrumental competence (see section 4.2.4.3) to be suitable, clearly worded and appropriate to their respective levels (table 4.11), and deemed the annex of technological tools and functions suitable too (table 4.12).

Table 4.11. Evaluation of the descriptors of instrumental competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	93.5	92.2	89.6	90.9	91.9	**91.6**
Do you think the descriptor is clearly worded?	92.3	93.2	88.9	90.9	91.6	**91.4**
Do you think the descriptor is appropriate to this level?	96.6	95.2	94.6	96.3	95.6	**95.7**

Table 4.12. Evaluation of Annex 3: *Examples of technological tools and functions*

	Yes (%)
Do you think the annex of examples of technological tools and functions is suitable?	**82.8**
Is any type of tool vital to being able to translate missing at any level?	15.2

Very similarly, the descriptors of translation service provision competence (see section 4.2.4.4) received a highly positive evaluation in terms of their suitability, clarity and appropriateness to their respective levels, with an overall mean of more than 90% in each case (table 4.13).

Table 4.13. Evaluation of the descriptors of translation service provision competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	89.9	94.7	94.9	98.0	91.9	**93.9**
Do you think the descriptor is clearly worded?	79.0	95.1	94.3	94.9	94.9	**91.6**
Do you think the descriptor is appropriate to this level?	93.9	88.5	90.4	94.9	92.9	**92.1**

The experts also deemed the descriptors of translation problem solving competence (see section 4.2.4.5) very suitable for describing the competence, clearly worded and appropriate to their respective levels, with an overall mean of more than 90% in each case (table 4.14).

Table 4.14. Evaluation of the descriptors of translation problem solving competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	94.3	94.5	91.1	94.8	91.2	**93.2**
Do you think the descriptor is clearly worded?	90.6	91.4	88.9	91.6	91.4	**90.8**
Do you think the descriptor is appropriate to this level?	97.7	95.3	93.1	94.1	90.9	**94.2**

The results for all the proposed descriptors (table 4.15) confirm that the experts judged them to be highly suitable for describing each of the five competences.

Table 4.15. Evaluation of all the descriptors of each competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVER-ALL MEAN (%)
	Language competence	Cultural, world knowledge and thematic competence	Instrumental competence	Translation service provision competence	Translation problem solving competence	
Do you think the descriptor is suitable for describing this competence?	82.9	89.3	91.6	93.9	93.2	**90.2**
Do you think the descriptor is clearly worded?	86.1	82.1	91.4	91.6	90.8	**88.4**
Do you think the descriptor is appropriate to this level?	89	94	95.7	92.1	94.2	**93.0**

4.4.1.3. Evaluation of the global scale

The third part of the evaluation questionnaire asked about the global scale. Table 4.16 shows the number of descriptors per level in the global scale.

Table 4.16. Number of descriptors per level in the global scale

	Level C	Level B2	Level B1	Level A2	Level A1	*Total*
Number of descriptors	4	5	4	3	3	*19*

The experts were very positive in their evaluation of the suitability, clarity and appropriateness to its level of each descriptor in the global scale, resulting in an overall mean of more than 90% in each case (table 4.17).

Table 4.17. Evaluation of the global scale

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	Level C	Level B2	Level B1	Level A2	Level A1	
Do you think the descriptor defines this level well?	93.2	95.4	90.4	93.3	91.2	**92.7**
Do you think the descriptor is clearly worded?	90.2	91.1	89.2	91.6	89.9	**90.4**
Do you think the descriptor is appropriate to this level?	97.5	96.6	94.5	95.3	92.9	**95.4**

4.4.2. Qualitative analysis

As the evaluation questionnaire included a number of items in which the experts could give their opinions in their own words (see sections 4.3.1.2 and 4.5), a wealth of qualitative data was collected. The experts made general criticisms regarding the conception of the levels and the descriptors, and very specific observations concerning their wording. They also suggested defining concepts in more detail in several cases, and proposed changes to wording in that respect too. Given the wealth of opinions put forward, as well as the variety and the sometimes contradictory nature of the answers received, the qualitative data were analysed first in segments corresponding to each part of the questionnaire, and then holistically. The aim of doing so was to identify common difficulties indicated by the experts in different sections of the questionnaire, so as to establish guidelines for improving the proposal when developing it in the future.

The experts' criticisms and suggestions were taken into account in the production of the second proposal (see section 5.1, where the main changes made are explained).

4.5. Abbreviated descriptor proposal evaluation questionnaire

An abbreviated version of the questionnaire used in the expert judgement process is presented below. For ease of access to information, the questionnaire contained references to the relevant pages of the descriptor proposal and links to different parts of the document (introduction, annexes, competence descriptor tables, etc.).

The full questionnaire is available at https://ddd.uab.cat/record/249776?ln=en.

PART I. QUESTIONS ABOUT THE PROPOSAL'S CHARACTERISTICS
DESCRIPTIVE CATEGORIES (COMPETENCES)

We would like your opinion on the 5 descriptive categories we have proposed:

– language competence
– cultural, world knowledge and thematic competence
– instrumental competence
– translation service provision competence
– translation problem solving competence

1. Are they relevant?
   YES
   NO

2. Is there any category you would add?
   YES / What is it?
   NO

3. Is there a category you would omit?
   YES / Which one?
   NO

4. Are the names appropriate?
   YES
   NO / Please suggest other names.

PROPOSED LEVELS

We would like your opinion on the 5 levels we have proposed:

– Translation level C (specialist professional translator)
– Translation level B2 (generalist professional translator)
– Translation level B1 (generalist professional translator)
– Translation level A2 (pre-professional translator)
– Translation level A1 (pre-professional translator)

1. Are they relevant?
    YES
    NO

2. Is there any level you would add?
    YES / What is it? Please suggest a level, a name and a description.
    NO

3. Is there a level you would omit?
    YES / Which one?
    NO

4. Are the names appropriate?
    YES
    NO / Please suggest other names.

USE OF TEXT GENRES TO DISTINGUISH BETWEEN LEVELS

In our proposal, one of the main elements on the basis of which we distinguish between levels is the texts an individual should be able to translate (although this is not the only aspect involved, given the fundamental importance of translation problem solving competence and the fact that all the categories are interrelated).

1. Do you think using text genres to define levels is useful?
    YES
    NO / Why?

PROGRESSION OF TEXT GENRES LIABLE TO BE TRANSLATED AT EACH LEVEL

The progression we have established is from non-specialized genres to specialized genres corresponding to different areas:

non-specialized texts in standard language > non-specialized texts involving problems related to register > non-specialized texts corresponding to areas of

professional practice > semi-specialized texts > specialized texts corresponding to different areas (legal; economic and financial; technical; scientific; literary; audio-visual; accessibility; localization)

(Examples of genres for each level can be found in the annex of examples of text genres)

1. Do you think this progression is right?
YES
NO / Please suggest another progression.

2. Do you think a greater distinction between the levels could be achieved by adding "simple" and "complex"?
E.g. simple non-specialized texts in standard language > simple non-specialized texts involving problems related to register > simple semi-specialized texts > complex semi-specialized texts > specialized texts
YES
NO

– Do you think the progression proposed in the example is right? (simple non-specialized texts in standard language > simple non-specialized texts involving problems related to register > simple semi-specialized texts > complex semi-specialized texts > specialized texts)
YES
NO / Please suggest an alternative.

3. Should other areas of genres be added?
YES / Please state which.
NO

4. Do you think the proposed progression of genres is suitable for all the language combinations you work with?
YES
NO / For which language combinations is it unsuitable? Why?

NAME AND CONTENT OF LEVEL C

In our proposal, this level refers to specialist professional translators who work in an area of specialization. For the purpose of the level's future description:

1. Do you think its name is appropriate?
YES
NO / Please suggest another name.

2. Do you think its content is appropriate?
    YES
    NO / Please suggest appropriate content.

3. To which level do you think generalist translators with a high degree of expertise in a particular area (e.g. tourism) should correspond?
    Level B / Please explain your choice.
    Level C / Please explain your choice.

COMMENTS

Please use this field if you would like to add any comments on Part I.

PART II: EVALUATION OF EACH COMPETENCE'S PROPOSED DESCRIPTORS

In this section we would like your opinion on the suitability of each competence's descriptors, their clearness and their appropriateness to their level. Remember that the levels are accumulative, meaning that an individual at any given level is assumed to have mastered the previous one.

LANGUAGE COMPETENCE

Level C

1. *Can understand specialized source language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 is required (particular areas of specialization may have special characteristics).*

– Do you think the descriptor is suitable for describing this competence?
    YES
    NO / Why do you think it is unsuitable?

– Do you think the descriptor is clearly worded?
    YES
    NO / What do you find unclear?

– Do you think the descriptor is appropriate to this level?
    YES
    NO / To which other level could it correspond?

[The same questions are posed for each of this competence's descriptors corresponding to levels C, B2, B1, A2 and A1]

Observations regarding language competence:

CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE

[The structure is the same as in the case of language competence]

– Do you think the annex of examples of cultural and world knowledge is suitable?
   YES
   NO / Why do you think it is unsuitable?

– Is any type of knowledge vital to being able to translate missing at any level?
   YES / Please state what it is and at which level it is missing.
   NO

Observations regarding cultural, world knowledge and thematic competence:

INSTRUMENTAL COMPETENCE

[The structure is the same as in the case of language competence]

– Do you think the annex of examples of technological tools and functions is suitable?
   YES
   NO / Why do you think it is unsuitable?

– Is any type of tool vital to being able to translate missing at any level?
   YES / Please state what it is and at which level it is missing.
   NO

Observations regarding instrumental competence:

TRANSLATION SERVICE PROVISION COMPETENCE

[The structure is the same as in the case of language competence]

Observations regarding translation service provision competence:

TRANSLATION PROBLEM SOLVING COMPETENCE

[The structure is the same as in the case of language competence]

Observations regarding translation problem solving competence:

PART III: GLOBAL SCALE

In this section we would like your opinion on the suitability of the global scale's descriptors, their clearness and their appropriateness to their level. The purpose of these descriptors is to identify each level's essential characteristics.

Level C
Can translate specialized texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 in the source language and CEFR written production level C2 in the target language is required (particular areas of specialization may have special characteristics).

– Do you think the descriptor defines this level well?
    YES
    NO / Why do you think the descriptor does not define the level well?

– Do you think the descriptor is clearly worded?
    YES
    NO / What do you find unclear?

– Do you think the descriptor is appropriate to this level?
    YES
    NO / To which other level could it correspond?

[The same questions are posed for each of the global scale's descriptors corresponding to levels C, B2, B1, A2 and A1]

Observations regarding the global scale:

FINAL COMMENTS

Please use this field if you would like to add any general comments before submitting your answers.