Intellectual Output 3 – Final Report

EASIT
(Easy Access for Social Inclusion Training)

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Abstract: This report includes the results stemming from the activities carried out in Intellectual Output 3. This Intellectual Output was primarily aimed at creating the skills card(s) for the new professional profile(s) that can be linked to easy-to-understand (E2U) content creation. Content creation should be understood here as the creation from scratch, the adaptation and, if considered relevant, its validation by end users. The output is a skills card for each of the identified professional profiles.

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C   Confidential, only for members of the consortium
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Advisory Board Revision

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Acronym	Written-out form
E2U	Easy-to-Understand

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1 Introduction

This report taps into the objectives, evolution and outcome of Intellectual Output 3. Moreover, it also contains the dissemination activities carried out by the members of the project in the course of its development, together with the impact, transferability and sustainability of the results.

Intellectual Output 1 focused on the development of a methodological framework for training in the field of easy-to-understand (E2U) content, whereas Intellectual Output 2 involved elaborating a series of recommendations on the creation of E2U content (news) and access services (subtitles and audio descriptions). Intellectual Output 3, which started in March 2019 (two months before the end of Intellectual Output 2) and ended in August 2019, built on the results of the previous two Intellectual Outputs to create the skills cards for the new professional profiles that can be linked to E2U content creation.

According to the Competence Framework of the European Master's in Translation (2017, p. 3), skills are "the ability to apply knowledge and use know-how to complete tasks and solve problems", whereas competences may be defined as "the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development."

The definition of skills card is provided by the European Certification and Qualification Association (ECQA): "[a] skills profile (= skill card as designed by the EU project CREDIT) is a representation of the coverage of competencies of a person in different skills elements" (European Certification and Qualification Association 2013, p. 4). More specifically, "[t]he skill card structure defines units (competence areas), learning elements (learning objectives), and performance criteria (what the learner must be able to demonstrate)" (p. 6). This means that [t]he learning approach is therefore based on «learning by doing» and thus task-based learning is a method which ECQA supports (p. 6).

Content creation is to be understood here as the creation from scratch, the adaptation of previously existing content and its validation by expert end users[1] if considered relevant. Validation by end users is relevant during the process of creation of new content and adaptation of content, to make sure that accessibility is fulfilled. The validation can be performed by various means (tests, interviews, focus groups, etc.), depending on the specific content and situation.

When creating news and other content that is often changed or updated, it is relevant to also have a continuous dialogue with end users to collect feedback on the content accessibility. Moreover, when making explicitly easy-to-read content, it ought not to be marked as such if it has not been validated by the end users. Plain language content is normally not validated by end users. We suggest validation when creating easy-to-understand content, especially in hybrid services.

[1] The term 'end users' shall be understood as people who use E2U information.

This report provides an in-depth overview of the different stages of the Intellectual Output, together with the discussions that led to the creation of the above-mentioned skills cards. An overview of Intellectual Output 3 is provided in Table 1.

Table 1. Intellectual Output 3 summary

Item	Description
Output identification	Intellectual Output 3
Output title	Skills cards for new professional profiles
E2U title	Output 3. Skills cards
Description	This Intellectual Output defined the skills cards for the new professional profile or profiles that can be linked to E2U content creation, including both the creation from scratch, the adaptation of previously existing content and, if considered relevant, its validation by expert end users. Relevant hybrid innovative services in audiovisual media were also considered. Intellectual Output 3 built on Intellectual Output 1 and Intellectual Output 2, defining first of all whether a single profile or multiple profiles should be created for the E2U expert. It then proceeded to identify the skills and competences linked to each of them. It also considered how acquiring competences in the field of E2U could be used to widen the skills of already defined professionals such as audio describers or subtitlers.

Item	Description
	The output of this Intellectual Output is a skills card for each of the professional profiles identified in relation to E2U, including additional skills to be added to existing profiles (for instance, subtitler or audio describer).
Start date	1 March 2019
End date	31 August 2019
Languages	English
Available media	Text file
Leading organisation	Universidade de Vigo
Participating organisations	All partners

2 Aims

Intellectual Output 3 was primarily aimed at creating the skills cards for the new professional profiles that can be linked to E2U content creation, including not only the creation from scratch, but also the adaptation of previously existing content and, if considered relevant, its validation by expert end users. This main goal could be further broken down into the following specific objectives:

- to make a comparison of existing skills cards and similar documents for already existing professional profiles in the field of media accessibility;

- to define the skills card to be used based on a comparison of taxonomies and to adopt one;

- to decide whether a single profile or multiple profiles should be created for the E2U expert, as well as the relationship among them;

- to identify the skills and competences linked to each of the aforementioned profiles;

- to gather a list of additional skills that could be added to existing profiles (for instance, subtitler or audio describer) in order to create the skills cards.

3 IO Development

Intellectual Output 3 built on the results stemming from the work carried out in Intellectual Output 1, on the development of a methodological framework for training in the field of E2U content, and Intellectual Output 2, which revolved around the provision of recommendations for the creation of E2U content (news) and access services (subtitles and audio descriptions). On the one hand, Intellectual Output 1 focused on an online survey to gather information on the current situation regarding the training and practice of E2U. This has contributed to providing a detailed overview of the professionals' experience, highlighting possible areas that need improvement in E2U training.[2] The main objective of Intellectual Output 2 was to provide a set of recommendations to produce audiovisual information that is E2U.[3]

As far as Intellectual Output 3 is concerned, in order to reach the objectives set out in the application form, a series of steps were followed. Each will be described in depth in the following subsections:

1. Comparison of existing skills cards and similar documents from other European Union projects

2. Agreement on the number of profiles and general framework

3. Drafting of the skills cards

    3.1.   Drafting of the profiles

    3.2.   Preliminary version of the skills cards

    3.3.   Proposal of skills to be added to existing profiles

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[2] https://ddd.uab.cat/pub/infpro/2019/203967/EASIT_IO1Report.pdf
[3] https://ddd.uab.cat/pub/infpro/2019/204739/EASIT_IO2_Report.pdf

3.1 Comparison of existing skills cards and similar documents from other European Union projects

The main aim of this Intellectual Output was to create the skills cards for the new professional profiles that can be linked to E2U content creation. A skills card can be described as a list of skills a learner must have in order to be considered as an expert in a specific field. Skills cards are organised into different units (competence areas). ECQA recommends a maximum of five or six units per skills card. At the same time, each unit is made of learning outcomes, which are grouped in topics. In this case, the European Certification and Qualification Association advises to include three topics per unit, although this number could be higher. These learning outcomes are described as "statements of what a student is expected to know, understand and/or be able to demonstrate after the completion of a process of learning" (ECTS Users' Guide, p. 47).

As the skills cards had to be created from scratch, the initial task was the revision of those elaborated within the framework of other projects on media accessibility, namely ADLAB PRO (Audio Description: A Laboratory for the Development of a New Professional Profile) (https://www.adlabpro.eu/), LTA (Live Text Access) (https://ltaproject.eu/), ILSA (Interlingual Live Subtitling for Access) (http://www.ilsaproject.eu/) and ACT (Accessible Culture and Training) (http://pagines.uab.cat/act/).

ADLAB PRO is a three-year Erasmus+, KA2 project aimed at creating free-access, flexible, didactic materials of a modular and customisable nature to train audio describers. Thirteen competences were defined (see Table 2),[4] and these were organised into six different modules (see Table 3).[5]

Table 2. ADLAB PRO list of skills

1.	Insight into the history, developments and trends of AD practice and research
2.	General knowledge of the concept of AD
3.	Practice-oriented understanding of the functioning of audiovisual texts, in general and for different/selected types of AD
4.	Technical knowledge and skills regarding software solutions for both the production and reception/distribution of AD for different/selected types of AD
5.	Knowledge of the workflow and identification of the different people involved in the AD production process for different/selected types of AD

6.	Skills for the production of an AD-script for different/selected types of AD
	    a. Overall insight into the specialised knowledge required for the different AD contexts and of the challenges they pose
	    b. Knowing what information to select/prioritise and how to go about this
	    c. Knowing how much information is necessary and/or desirable
	    d. Knowing how to formulate descriptions and choose the appropriate AD strategies to promote AD as a narrative, to ensure clarity and the production of an engaging text through linguistic and textual choices
	    e. Knowing when to insert descriptions in the ST, respect synchrony with sound effects, interaction with dialogues, general intersemiotic cohesion
	    f. Knowing and applying the formal requirements for an AD script so as to facilitate delivery/recording

7.	Skills for the delivery of different/selected types of AD:
	    a. Vocal skills & reading skills or awareness of the need to collaborate with a voice talent for recorded/live AD
	    b. Identify the technical requirements and use technical facilities for recorded and/or live delivery

8.	Knowledge of the parameters for a qualitative AD end product and skills for assessing/editing the AD
9.	Knowledge of the use of Audio Introductions and what to include in them; skills for writing and recording AI's
10.	Knowledge of the use of AST's, dubbing and voice-over and the different applicable scenarios; skills for adapting, if applicable, and recording AST's/dubbing/voice-over
11.	Knowledge of new developments and the capacity/willingness to stay abreast: the translation of AD's, use of MT, use of artificial voices
12.	Knowledge of new developments in terms of new areas of applicability and new audiences

[4] https://www.adlabpro.eu/wp-content/uploads/2018/11/Simplified-course-structure-IO3-1.pdf
[5] https://www.adlabpro.eu/wp-content/uploads/2019/05/20180430_UA_IO3_IO3-Report.pdf

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13. Knowledge of the needs of blind and partially sighted audiences in live interactions when leading tours and guiding

Table 3. ADLAB PRO course modular structure

MODULE 1 General introduction	MODULE 2 Screen AD	MODULE 3 Audio description of live events	MODULE 4 (Semi) live audio description for static arts and environments	MODULE 5 Additional services
				MODULE 6 Additional technical issues, developments and change

LTA is a three-year Erasmus+ KA203 project which aims to design a certified curriculum and open source training materials for real-time intralingual respeakers and velotypists. In contrast to ADLAB PRO, LTA presents the identified skills grouped in competences areas based on the ECQA skills card model, as described below (see Table 4):

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Table 4. LTA skills card

LTA.U1	UNDERSTANDING ACCESSIBILITY	ELEMENT		LEARNING OUTCOMES
	LTA.U1.E1	**Basic concepts about accessibility, multimodality and universal design**		Trainees are able to:
			LTA.U1.E1.LO1	distinguish between the medical and social model of disability.
			LTA.U1.E1.LO2	explain the concepts of disability, accessibility, and multimodality, and the differences among them from the perspective of the social model of disability.
			LTA.U1.E1.LO3	explain the concepts of Universal Design and Design for All.
			LTA.U1.E1.LO4	design accessible working settings for the provision of real-time intralingual subtitles by applying the principles of Universal Design and Design for All.
	LTA.U1.E2	**Target groups and their needs**		
			LTA.U1.E2.LO1	explain the concepts of hearing, hearing loss, and assistive technology and how they relate to the needs of end-users of real time subtitles: hard-of-hearing, deaf, and deaf-blind community.
			LTA.U1.E2.LO2	explain the needs and cultural preferences of the hard-of-hearing, deaf, and deaf-blind community, and other end users of real-time translations.
			LTA.U1.E2.LO3	use sign language to communicate in basic job-related situations.
	LTA.U1.E3	**How accessibility is embedded in the environment**		
			LTA.U1.E3.LO1	explain the role and competences of the real-time translator as communication mediators for each LTA trained working contexts.
			LTA.U1.E3.LO2	classify real-time working settings according to the LTA trained working contexts.
			LTA.U1.E3.LO3	advise customers about how to best set up an accessible real-time working contexts (education, broadcasting services, cultural, health, other) and settings (face-to-face, online, and by relay).

ILSA is a three-year Erasmus+, KA203 project that seeks to create a course to train interlingual live subtitlers. In this case, the skills are organised into different modules, each of which contains several units that lead to one or more several learning outcomes (see Table 5).

Table 5. ILSA skills card

Module number and description	Unit number and description	LO [Learning Outcome]	LO description	Cognitive domain 1=knowledge 2=comprehension 3=application 4=analysis 5=synthesis 6=evaluation	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation	Suggested learning method 1=acquisition 2=enquiry 3=discussion 4=practice 5=collaboration	Suggested teaching material
1a: Media and live events accessibility	1: Disability	1	The student is able to define the notion of disability and explain its historical evolution	1,2			1	Readings, PPTs, audiovisual material, news and social media
1a: Media and live events accessibility	1: Disability	2	The student is able to explain and contrast the different disability models (e.g. medical and social) and the language they use	1,2			1	Readings, PPTs, audiovisual material, news and social media
1a: Media and live events accessibility	1: Disability	3	The student is able to describe the basic types and degrees of disability	1,2			1	Readings, PPTs, audiovisual material, news and social media

Table 6. ACT skills card

ACT.U[nit] 1	UNDERSTANDING ACCESSIBILITY		
	Learning Element (E)		
	ACT.U1.E1	**What is Accessibility?**	
		Performance Criteria (PC)	
		ACT.U1.E1.PC1	S/he understands the basic concepts of inclusion and accessibility.
		ACT.U1.E1.PC2	S/he understands the requirements for an accessible event.
	ACT.U1.E2	**What is an Accessible Event?**	
		ACT.U1.E2.PC1	S/he understands the basic types and degrees of disability.
		ACT.U1.E2.PC2	S/he understands the basic concepts of accessibility and its different forms.
		ACT.U1.E2.PC3	S/he understands that there are national and international legislation and other requirements.
		ACT.U1.E2.PC4	S/he demonstrates critical understanding of the concept of accessibility for everyone.

The format that was finally used for the creation of the skills cards in EASIT was the one used in the ACT and LTA projects. It includes different units and each contains several elements leading to different performance criteria (what is now termed "learning outcomes"), which is what the learner must be able to demonstrate (see Table 6).

3.2 Agreement on the number of profiles and general framework

Bearing in mind that the output of this Intellectual Output is a collection with skills cards (one for each of the professional profiles), including skills that have been added to existing profiles, two key decisions that had to be taken by the team concerned the number of profiles and whether or not the skills card could be language specific.

As for the first issue, drawing on the results obtained in Intellectual Output 2 and on the work carried out in other similar Erasmus+ projects on accessibility (ADLAB PRO, on audio description; and ILSA, on subtitling), the members of the project agreed that three different profiles should be created, namely:

- Expert in E2U subtitles;
- Expert in E2U audio description; and
- Expert in E2U audiovisual journalism.

Subtitling and audio description are two audiovisual translation and media accessibility modalities that lend themselves well to simplification. As for audiovisual journalism, it adds a new element in the project, which deals not only with making access to (audiodescribed or subtitled) content easy to understand but also making actual (audiovisual journalistic) content easy to understand.

In this regard, EASIT would define the skills associated to accessibility, E2U (easy-to-read and plain language), and the three E2U specialisations mentioned above. For the three specialisations, the skills concerning subtitling, audio description and audio visual journalism were not defined, as they have already been dealt with in other projects such as ADLAB PRO and ILSA. On the one hand, subtitling consists of

> presenting a written text, generally on the lower part of the screen, that endeavours to recount the original dialogue of the speakers, as well as the discursive elements that appear in the image (letters, inserts, graffiti, inscriptions, placards, and the like), and the information that is contained on the soundtrack (songs, voices off) (Díaz Cintas & Remael, 2014, p. 8).

On the other hand, audio description can be understood as "a precise and succinct aural translation of the visual aspects of a live or filmed performance, exhibition or sporting event for the benefit of visually impaired people" (Hyks, 2005, p. 6). Moreover, audiovisual journalism is a type of journalism concerned with audiovisual media, such as television, radio and/or the Internet. Audiovisual news are news that combine textual, visual and audio information. These skills (training in subtitling, audio describing or audiovisual journalism) will be pre-requisites, and EASIT will provide basic videos, together with some references as well as training possibilities. Subtitlers, audio describers and audiovisual journalists are thus the target trainees for the skills cards presented here (see Table 7).

Table 7. Unit 3 description

UNIT 3	Subtitling	Accessibility Easy-to-Read Plain Language	Expert in E2U subtitles
	Audio Description		Expert in E2U audio description
	Audio-visual Journalism		Expert in E2U audiovisual journalism

As far as language specificity is concerned, the UNE 153101:2018 EX standard was followed. It was agreed that language-related skills would be enumerated in the skills cards. However, elaborating language-specific training materials was not considered as feasible given the scope, resources and duration of the project.

Another question was that of terminology. Following a discussion about concepts such as skills, competences, learning outcomes or performance criteria, the consortium agreed that the elements in the skills cards should be formulated as learning outcomes, following the recommendations of the ECQA. This Association advises to include no more than three learning outcomes per learning element. They can be defined as "statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning" (ECTS Users' Guide, p. 47). As stated by Kennedy (2007, p. 23), "learning outcomes have become more commonly used than competences when describing what students are expected to know, understand and/or be able to demonstrate at the end of a module or programme." In drafting these learning outcomes, the key guidelines used were those by Cedefop (2017, pp. 42-61).

3.3 Drafting of the skills cards

The next step focused on the elaboration of the skills cards, a task that included several phases. These are described below.

3.3.1   Drafting of the profiles

The initial preliminary version of the profiles underwent several modifications before the final version was drafted. After some debate, first between partners and, after that, with relevant stakeholders, the final version of the profiles was agreed:

- Expert in E2U Subtitles

- Expert in E2U Audio Description

- Expert in E2U Audiovisual Journalism

3.3.2 Preliminary version of the skills cards

First, a preliminary list of skills was identified based on Intellectual Output 1 results. This proposed list was disseminated among the members of the project on April 8th, 2019, who had the opportunity to contribute to it by April 30th, 2019, either by giving feedback or creating the audiovisual news skills. The Intellectual Output leader then implemented the relevant changes to the skills cards and provided a revised version.

3.3.3 Proposal of skills to be added to existing profiles

Based on Intellectual Output 1 and Intellectual Output 2 input, regarding the current situation concerning the training and practice of E2U content in the EU and the recommendations to produce audiovisual information that is E2U, the partners proposed a list of skills that should be added to already existing profiles. Apart from that, DYS and RTVSLO worked on the audiovisual journalism skills.

3.3.4 Revised proposal of the skills cards

A revision of the skills cards was performed by both partners and stakeholders and provided by the partner leading this Intellectual Output on May 10th, as described below:

3.3.4.1 Input from partners

The partners had the opportunity to provide feedback on a preliminary version of the skills cards. The first issue had to do with the terminology. As agreed in the kick-off meeting in Barcelona, E2U was preferred over "Easy-to-Read", as it encompasses "Easy-to-Read" and "Plain Language". "Easy-to-Read" is generally regarded as the language variety with the maximal comprehensibility enhancement that the grammar allows (Bredel and Maass, 2016, pp. 24 ff.). This would correspond to the definition of "Leichte Sprache" in Germany, "Selkokieli" in Finland or "lectura fácil" in Spain. Plain language is also a language variety for comprehensibility enhancement, but it includes more (complex) grammatical structures than "Easy-to-Read". Both "Easy-to-Read" and "Plain Language" may thus be seen as a continuum where "Easy-to-Read" would be the pole with the maximal level of comprehensibility enhancement and "Plain Language" would be somewhere in the middle, closer to standard language.

After the extensive work done for Intellectual Output 1 and Intellectual Output 2, the partners considered that it would be ideal to draw on it when it comes to terminology and categorisations (E2U services, modalities, fields of application, etc.).

Another issue revolved around the units that each skills card should contain. The partners concluded that all the skills cards should have four units: three of them, namely Unit 1 ("Media Accessibility Norms and Regulations"), Unit 2 ("E2U") and Unit 4 ("The Profession"), would be shared among the different profiles, whereas Unit 3 would be devoted to each particular expert profile ("E2U and Subtitling", "E2U and Audio Description" and "E2U and Audiovisual Journalism").

Furthermore, some other formatting aspects were also discussed, as, for example, spelling all acronyms out and changing "&" by "and".

3.3.4.2 Input from stakeholders

The stakeholders were asked both via email as well as in the Multiplier Event that took place in Stockholm on June 20th, 2019, to provide feedback on the skills cards. Although, as indicated above, the model of skills card used was the one created for the ACT project, the formulation of the skills is different. Whereas ACT opts for performance criteria, the members of the EASIT project, following the requirements of the ECQA, decided to use learning outcomes. Moreover, following some feedback received at the Multiplier Event in Stockholm, the team agreed to make the skills cards more accessible by avoiding the excessive use of acronyms and abbreviations.

3.3.5 Final version of the skills cards

After getting feedback from both the partners and the stakeholders involved in the project, the Intellectual Output leader implemented all the changes to the preliminary version of the skills cards.

4 Results

This section presents the results derived from the work carried out in Intellectual Output 3, which was initially aimed at defining the skills cards for the new professional profiles that could be linked to E2U content creation, including the creation from scratch, the adaptation of previously existing content and, if considered relevant, its validation by expert end users. These skills cards will be the starting point of Intellectual Output 4, focused on the design of the curriculum to train the new professional. First, a brief introduction will be provided in order to put the skills cards into context. It will include an overview of the three units (Unit 1, Unit 2 and Unit 4) that are common to all professional profiles. This will be followed by a description of the contents included in Unit 3, which is specific to each profile.

4.1 Contextualisation

As has already been mentioned in Section 3.2, three different skills cards were defined, namely: Expert in E2U Subtitles, Expert in E2U Audio Description, and Expert in E2U Audiovisual Journalism.

The three skills cards are made up of four different units:

Table 8. Units' summary

UNIT 1	Media Accessibility Norms and Regulations
UNIT 2	Easy-to-Understand
UNIT 3	Easy-to-Understand and Subtitling Easy-to-Understand and Audio Description Easy-to-Understand and Audiovisual Journalism
UNIT 4	The Profession

Despite focusing on each specific profile, Unit 3 contains in all cases three common elements:

1. Processes

2. Linguistic aspects

3. Technical aspects

Their contents, however, are specific to the corresponding profiles. At the same time, each and every element leads to particular learning outcomes, which "state what a learner is expected to know, be able to do and understand at the end of a learning process or sequence" (Cedefop 2017, p. 13). The next lines include an overview of the contents, formulated as learning outcomes included in Unit 1, Unit 2 and Unit 4, whereas Unit 3 will be discussed in detail in relation to each professional profile in Sections 4.2, 4.3 and 4.4.

Unit 1, entitled "Media Accessibility Norms and Regulations," is made up of five different elements:

1. "Human diversity" has to do with human similarities and differences, from a broad rather than a restrictive perspective.

2. "What is accessibility" delves into the practical details of the notion of "accessibility" and refers to current legislation in this area.

3. "What is universal design" deals with accessibility from the standpoint of "universal design."

4. "What is media accessibility" involves concepts and aspects around media accessibility, besides once again referring to current regulations on media accessibility.

5. "Media accessibility services" has to do with the different scenarios where media accessibility services might be required.

Unit 2 is entitled "Easy-to-Understand." It also includes five different elements:

1. "Understanding E2U" introduces the concept of E2U and discusses different services and modalities, such as Easy-to-Read and Plain Language, which are covered under the umbrella term "E2U."

2. "Legislation, standards and guidelines" revolves around current regulations and standards regarding E2U.

3. "Processes" has to do with the workflow in the creation, adaptation and validation of E2U content by expert end users in different scenarios.

4. "The language of E2U" focusses on linguistic aspects (grammar, syntax, vocabulary, etc.) with regard to E2U principles.

5. "Visual presentation" tackles different issues related to how the information created, adapted and validated following E2U principles should be presented.

The last unit of each skills card is Unit 4, and is entitled "The Profession." As opposed to the first two units, it is only composed of one element that is in turn made up of two sub-elements: "Personal skills" and "Interpersonal skills." The contents dealt with here, and consequently those the learner must possess to be an expert, have to do in this case with different personal and interpersonal capacities. These are mainly related to the conditions of the contexts and environments where the expert will have to work.

The next three subsections describe the learning outcomes included in Unit 3, the only one that is specific to each professional profile. As mentioned before, despite the elements being identical in all cases, their learning outcomes point to competences and skills that are specific to each professional profile.

4.2 Expert in E2U Subtitles skills card

Unit 3 is devoted to the skills and competences a person must have in order to be considered an expert in E2U subtitles. As for the processes, the learner must attain a deep knowledge on the way E2U subtitles are created, adapted and validated in different scenarios. With regards to the linguistic aspects, the student needs to be competent in all those language-related issues that are required to create E2U subtitles. Finally, an expert in E2U subtitles is expected to have a deep knowledge about subtitling conventions, guidelines and software.

4.3 Expert in E2U Audio Description skills card

As for the different processes performed in the elaboration of E2U content, a learner must have specialised knowledge on how to create, adapt and validate E2U audio descriptions. With regard to the linguistic aspects, the expert is expected to possess highly specialised skills on all those linguistic aspects that are required to create effective E2U audio descriptions. Finally, when it comes to the technical aspects, the learner must have specialised technical skills that have to do with the creation of E2U audio descriptions.

4.4 Expert in E2U Audiovisual Journalism skills card

As for the processes, the learner must possess specialised knowledge regarding the creation, adaptation and validation of E2U audiovisual journalistic content. The learner is also expected to have a deep knowledge of all the specialised linguistic aspects that are required to elaborate audiovisual journalistic content according to E2U principles. Finally, as for the technical aspects, an expert in E2U audiovisual journalism must possess specialised technical skills to be used in relation to the production of E2U content.

5 Key Performance Indicators

All Key Performance Indicators that were cited in the application form in relation to Intellectual Output 3 were fully accomplished, namely:

1 Template for skills card ready

A skills card template was provided by the European Certification and Qualification Association.

2 Skills card (or similar document) ready

Three different skills cards, one for each of the professional profiles identified at the beginning, were created (see Section 3.3.4). These profiles are the following: Expert in E2U Subtitles (Annex I), Expert in E2U Audio Description (Annex II) and Expert in E2U Audiovisual Journalism (Annex III). They were the result of a thorough revision of existing skills cards already created within the framework of other projects on media accessibility (namely, ADLAB PRO, LTA, ILSA, and ACT) and numerous discussions amongst the partners and between the partners and some stakeholders.

6 Conclusions

The main objective of Intellectual Output 3 was to define the skills cards for the new professional profile(s) that can be linked to E2U content creation, including the creation from scratch, the adaptation of previously existing content and, if considered relevant, its validation by expert end users. The results achieved are in line with what the consortium set out to do and what was included in the application.

Furthermore, some additional lessons have been learnt. Intellectual Output 1 and Intellectual Output 2 have been instrumental in the elaboration of the skills cards for Intellectual Output 3. These skills cards also enable us to start our work on aspects that will be fundamental in the design of the curriculum and the creation of materials, which are the main goal of Intellectual Output 4 and Intellectual Output 5. Whereas Intellectual Output 1 involved an online survey aimed at gathering information on the current situation regarding the training and practice of E2U content in the European Union, Intellectual Output 2 sought to provide a set of recommendations to produce audiovisual information that is E2U, which was collected qualitatively through focus groups and interviews.

Moreover, unlike the work involved in Intellectual Output 1 and Intellectual Output 2, which required individual and asynchronous work by the partners, this Intellectual Output has required the members of the team to work together, synchronously in several online meetings, looking after the detail of every word used in the skills cards. This has strengthened the collaboration amongst the partners and has allowed us to agree on a common direction for the next steps in the project.

Finally, not only will the skills cards form the basis for the work of Intellectual Output 4, which will deal with the design of the curriculum, but they will also constitute invaluable material that could be used to create materials for training experts in E2U subtitles, audio description and audiovisual journalism. As the focus should be on linguistic, sociolinguistic, and semiotic matters, credits will have to be attributed predominantly to the linguistic part of the skills.

7 Dissemination

A list of dissemination activities and events undertaken during the development of IO3 is provided below.

Dyslexiförbundet

EASIT dissemination via website, Facebook and Twitter.

Dissemination of EASIT during weekly internal meetings, external meetings, seminars, and fairs.

Presentations

- Hedberg, E., and Lundgren, T. Introducing EASIT and shortly presenting its activities during a presentation at the conference of the Association of Technical Information (75 participants), 12th March 2019.

- Hedberg, E. Mention to EASIT during a presentation about Begriplig text project on the VIDD seminar (25 participants), 3rd April 2019.

- Hedberg, E. Presenting the objectives, progress and results of EASIT in a webinar on accessible audiovisual media arranged by Begripsam, 12th April 2019.

Forschungsstelle Hildesheim

Announcements in newsletters

- SUH. Das EASIT-Multiplier-Event in München als erfolgreicher Auftakt (*Forschungsstelle Leichte Sprache*), 8th April 2019.

- SUH. Newsletter article about IO1 results.

Presentations

- Hernández Garrido, Sergio (2019). Einführung in die spanische Sprachwissenschaft: Einführung und Auftakt. Introductory class in which EASIT was named and explained. Universität Hannover (Germany), 16th April 2019.

- Hernández Garrido, Sergio (2019). Einführung in die spanische Sprachwissenschaft: Geschichte der und Einführung in die spanishe Sprachwissenschaft. BA Class in which EASIT was named and explained. Universität Hannover (Germany), 23rd April 2019.

- Garrido Hernández, Sergio (2019). Presenting EASIT at a colloquium. Hannover (Germany), 26th April 2019.

- Garrido Hernández, Sergio, Keller, Loraine, and Maaß, Christiane (2019). Research Centre for Easy-to-Read German. Milestones and Future Development. Symposium Easy Varieties of Finnish and German. Legal Perspectives and Research. University of Hildesheim, 9th May 2019.

- Garrido Hernández, Sergio (2019). "Lenguaje Accesible": Situación jurídica y desafíos terminológicos transnacionales. Interpretación en los Servicios Públicos y Comunicación Accesible: México y Alemania. University of Hildesheim, 10th May 2019.

- Maass, Christiane (2019). Presenting EASIT at a Workshop about inclusion and Easy German with media representatives from all Germany. Haus des Rundfunks, Berlin (Germany), 20th June 2019.

SDI München

Dissemination of the Multiplier Event 2 at the EFHOH conference in Zagreb (Croatia), 4th-6th April 2019.

Dissemination of the EASIT project at the TCA "Fostering Erasmus+ cooperation project impacts and cross fertilization on social inclusion and civic engagement" in Bologna (Italy), 25th-27th June 2019.

Dissemination of the EASIT project at the Intersteno Conference in Cagliari (Italy), 13th-19th July 2019.

2nd Meeting of SDI-EASIT focus groups members, 23th July 2019.

Presentations

- Matamala, Anna, Perego, Elisa, and Bernabé Caro, Rocío (2019). Expanding the skills of media accessibility experts: easy-to-understand audiovisual content. Media for All 8. Stockholm, 18th June 2019.

UAB

Dissemination on website and social media.

Information on TransMedia Catalonia website on GAAD day http://grupsderecerca.uab.cat/transmedia/TMC_GAAD

Articles

- Matamala, Anna (2019). From easy-to-read texts to easy-to-understand audiovisual content: practice and training. EuroScientist. Special Issue – The social value of European research on media accessibility. 6th June 2019. https://www.euroscientist.com/special_issue/

Presentations

- Arias, Blanca (2019). Nuevos perfiles profesionales para una TAV más accesible. Traducción audiovisual a la carta. Universitat Pompeu Fabra, 20th June 2019.

- Matamala, Anna, Perego, Elisa, and Bernabé Caro, Rocío (2019). Expanding the skills of media accessibility experts: easy-to-understand audiovisual content. Media for All 8. Stockholm, 18th June 2019.

- Orero, Pilar (2019). Research in the future European Media Accessibility Cluster. Intersector Rapporteur Group on Audiovisual Media Accessibility-1906-008-EU_accesible_cluster. Geneva, 6th June 2019.

- Orero, Pilar (2019). The New Concepts for Accessibility systems being developed in Europe. ITU Workshop on the Future of Television for Europe. Geneva, 7th June 2019.

- Orero, Pilar. (2019). From paper to digital: accessibility as the new context for translation studies. Presentation given at Translation in the 21st Century and the challenge of sustainable development Summer School. Ca Foscari University of Venice, 27th June 2019.

- Orero, Pilar. (2019). A picture is worth a 1000 words. Presentation given at Translation in the 21st Century and the challenge of sustainable development Summer School. Ca Foscari University of Venice, 27th June 2019, morning session.

Announcements in newsletters

- UAB. May 2019. Information about Multiplier Event 2 in Stockholm (*ESIST*).

UNITS

Articles

- Taylor, C. and Perego, E. (forthcoming). New approaches to accessibility and audio description in museum environments. *IATIS Yearbook 2019*.

Presentations

- Perego, Elisa (2019). Il ruolo della traduzione audiovisiva nel percorso verso la fruibilità dell'opera d'arte. Rilievo dei beni culturali e rappresentazione inclusiva per l'accessibilità museale. Trieste.

- Perego, Elisa (2019). La traduzione per i sottotitoli: i risultati della ricerca empirica. Seminario per Corso di studi in Mediazione Culturale (CdL triennale), nell'ambito del corso di Lingua e Traduzione inglese 3, Dipartamento di lingue e letterature, comunicazione, formazione e società, Università degli Studi di Udine (2 ore), 27th March 2019.

UNITS. Press release on UNITS website on Intellectual Output 1 results related to Italy. Title of the contribution: Chi sono gli esperti di lingua semplice in Italia: prima dati dal progetto EASIT, 2nd April 2019. https://www.units.it/news/lingua-semplice-italia-progetto-easit

UNITS. Dissemination of Intellectual Output 1 related results on Italy in a very short version to 38 Italian stakeholders.

RISA

UVIGO

Dissemination of the ME in Stockholm via email sent to several stakeholders.

Monograph

- Romero-Fresco, Pablo (2019) *Accessible Filmmaking: Integrating translation and accessibility into the filmmaking process*, London/New York: Routledge.

8 Impact, transferability and sustainability

This report summarises the work carried out throughout the different stages that led to the creation of the skills cards for the experts in E2U subtitles, audio description and audiovisual journalism. This will constitute the starting point of Intellectual Output 4, which focuses on the design of the curricula to train these experts.

The potential for impact and transferability of this Intellectual Output is significant. This is arguably one of the most relevant Intellectual Outputs in the project, considering that it builds on the work carried out in Intellectual Output 1 and Intellectual Output 2 and that it sets the foundations for the following Intellectual Outputs. Apart from the impact on the project itself, the outcome stemming from Intellectual Output 3 can also be transferred to other stakeholders that might be interested in elaborating curricula and training materials different from those that will be created in Intellectual Output 4 and Intellectual Output 5.

As for its sustainability, considering what has just been mentioned in the previous paragraph, the results of this Intellectual Output will continue to be relevant after the end of the project. That will be made possible through:

- Intellectual Output 3 report available on the project website

- Academic articles on Intellectual Output 3 results

- Dissemination in conferences and multiplier events

- Intellectual Output 3 outputs available in the open access repository with a permanent link at UAB, which enables all outputs and data to be open and reusable for future analyses and research (project information will not be closed but sustainable)

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ADLAB PRO Project: https://www.adlabpro.eu/

ILSA Project: http://www.ilsaproject.eu/

LTA Project: https://ltaproject.eu/

Annex I. Expert in E2U Subtitles skills card

This annex is provided as a separate document.

To download it please use this link: https://ddd.uab.cat/record/213085

Annex II. Expert in E2U Audio Description skills card

This annex is provided as a separate document.

To download it please use this link: https://ddd.uab.cat/record/213085

Annex III. Expert in E2U Audiovisual Journalism skills card

This annex is provided as a separate document.

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