

No. 579

7 May 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Translation , Interpreting and Language Editing

Registered by NSB 04, Communication Studies and Language, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 7 June 2004***. All correspondence should be marked **Standards Setting – SGB for Translation , Interpreting and Language Editing** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphuting
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: dmphuting@saga.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

21 April 2004

NSB 04: Communication Studies and Language
South African Qualifications Authority

Dear NSB

RE: NQF Level 4 Unit Standards in the National Diploma in Specialised Translation, NQF Level 7

This communiqué is in anticipation of concerns about the number of NQF Level 4 Unit Standards in the National Diploma in Specialised Translation, NQF Level 7. These Level 4 Unit Standards comprise part of the National Certificate in Technical Translation, NQF Level 6, which in turn, comprises part of the National Diploma in Specialised Translation, NQF Level 7.

NQF Level 4 Unit Standards		
National Certificate in Technical Translation, NQF 6		
National Diploma in Specialised Translation, NQF Level 7		

Translation, as a field of practice, requires competence in two languages, a source and target language. However, translators will in all probability, in an effort to enhance their skills and marketability, desire to develop competence in a **third language**. It stands to reason that the level of competence for this newly acquired third language will be lower than the two languages that they routinely deal with. It is for this reason that a third language, at three levels lower than the qualification is included in this qualification, as an **elective option**.

The core component of this qualification also contains 10 Credits at NQF Level 4. The reason for this is that the translation of text relevant to the NQF Level 4 Unit Standards, refer to a **second field or sub-field**. As illustration, if a learner is already translating medical psychiatry text, the additional field or sub-field at the lower level of competence (that the Level 4 Unit Standards in the core cover) may refer to, for example, legal text.

Kindly note that all but 10 Credits in the core Unit Standards of this NQF Level 7 qualification are at Levels 6 or 7. A learner will obtain at least 251 credits at Levels 6 or 7. Should a learner opt for the Level 4, third language elective, the level 4 component of the qualification is, at a maximum, 11.5% of the Level 7 qualification.

It is the opinion of the body that generated this qualification standard that the NQF Level 4 Unit Standards in this NQF Level 7 is both appropriate and in the interest of all stakeholders.

Kind regards

Translating, and Interpreting and Language Editing Standards Generating Body

**NATIONAL DIPLOMA IN SPECIALISED TRANSLATION (NQF LEVEL 7)**

- a) **Qualification Title: National Diploma in Specialised Translation (NQF Level 7)**
- b) **Field: Communication Studies and Language**
Sub-field: Language
- c) **Credits: 303 minimum**
- d) **Rationale**

A National Diploma in Specialised Translation (NQF Level 7) is required because there is a need for improved competence and recognition for competence in the area of specialised translation. The qualification is intended to build on general translation competence, and allows progression to areas of competence at NQF Level 8.

The attainment of a qualification in specialised translation allows the transfer of specialised knowledge by the translator to specialised audiences. Applying specialised translation competence fosters and promotes the implementation of principles for language in education, contemplated in the National Language Policy framework, and the accessibility of specialised text for specialised readers is improved. Specialised translation facilitates social relationships and empowerment by making accessible specialised information and knowledge.

This qualification is aimed at providing access to professional accreditation for specialist translators. The qualification has also been designed to provide access to education and training by means of Recognition of Prior Learning within the competence areas. The qualification design includes a planned combination of outcomes aimed at meeting the demand for:

- Increased employability of qualifying learners
- Enhanced quality of products in all the fields (for example, manuals)
- Reader involvement
- Improved sales impact by improving readability, resulting in marketing and sales value, for example, financial information well translated can improve stakeholder and shareholder confidence

The qualification is set to improve employment opportunities for learners in this field. Learners include users of all official South African and any other languages. Qualifying learners are required to have specialised knowledge of at least one field of information. Fields include agriculture and nature conservation; culture and arts; business, commerce and management; communication studies and language; education, training and development; manufacturing, engineering and technology; human and social sciences; law, military science and security; health sciences and social services; physical, mathematical, computer and life sciences; services; physical planning and construction. Qualifying learners are able to find employment in companies, universities, and government departments, and also as freelancers.

e) Purpose of the qualification

The purpose of this qualification is to enable learners to render technical text in specialised contexts professionally and ethically. The impact of errors when translating specialised text between (two) languages for specialised readership can have serious negative consequences, and attention to detail is essential. The status of specialised translating in the South African economy and earning ability of qualifying learners can be improved. Qualifications that promote this are in accordance with the NQF philosophy of facilitating social upliftment whilst simultaneously meeting societal needs through lifelong learning.

The qualification requires of learners to be able to use computers in the context of specialised translating, collect the information required for specialised translating, build up data based information resources and networks, and earn a living by providing quality specialised translation services professionally, ethically and with a focus on customer service.

Qualifying learners can contextualise text within a target culture when translating specialised text, to ensure an autonomous text. Competent specialised text translators are able to involve specialised readers, translate between two cultures, edit between two languages, proof read, and analyse specialised text by consulting references and sources.

Specialised translation facilitates equal access to specialised text in a variety of languages. This improved access results in, for example, improved judicial system, nursing, and health service delivery, improved occupational safety and health, improved productivity, and better informed share -and stakeholders.

Qualifying learners are capable of:

- Decoding technical information of source text
- Analysing technical information of source texts
- Reformulating specialised information for any audience
- Exploring research problems
- Formulating research plans

To qualify, a learner has to be competent in specialised translation in at least one field, with competence in specialised translation relating to this field as part of the core of the qualification. In addition, the qualifying learner is equipped to pursue related career paths and contribute economically, by electing to attain outcomes for:

- A third language (or a fourth language, if the learner has already been credited for a third language as part of another qualification), and/or
- Additional field-specific specialised translation competence and/or
- Writing technical copy (text) within a specific context or field and/or
- Managing delivery of specialised translation products

f) Assumptions of learning already in place

The qualification design is based on the assumption that the following competencies have already been attained prior to learning towards this qualification:

- Building information resources
- NQF level 6 competence in at least one technical field
- Writing various texts in different contexts in source language
- Assessing source text
- Adapting source text
- Transforming text types in source language
- Processing general (pragmatic) texts in source language
- Writing various texts in different contexts in target language
- Assessing target text
- Adapting target text

- Transforming text types in target language
- Processing general (pragmatic) texts in target language

Because of the impact of language and technical field competence of the effectiveness of specialised translation, it is assumed that learners have attained the above NQF Level 5 translation competence in two languages. Credit can be attained through recognition of prior learning.

g) Rules of combination

This qualification is designed as follows:

- The qualification does not contain Fundamental Unit Standards
- All Core Unit Standards (261 Credits) are compulsory
- At least 42 credits must be attained from the Elective Unit Standards in the following three areas of competence, without duplication of credits in the National Certificate in Specialised Translation (the Level 6):
 1. Communicate proficiently in an additional language:
 - Engage in sustained oral communication and evaluate spoken texts (5 Credits)
 - Read, analyse and respond to a variety of texts (5 Credits)
 - Write for a wide variety of texts (5 Credits)
 - Use language and communication in occupational learning programs (5 Credits)
 2. Manage HR in the delivery of specialised translation products:
 - Implement systems to meet the flow of information in a team, department or division (3 Credits)
 - Draft an employment contract (3 Credits)
 - Recruit and select candidates to fill defined positions (9 Credits)
 - Conduct a disciplinary hearing (5 Credits)
 - Facilitate the resolution of employee grievances (5 Credits)
 3. Manage delivery of specialised translation products:
 - Investigate and explain marketing communications concepts (8 Credits)
 - Implement project administration processes according to requirements (5 Credits)
 - Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (4 Credits)
 - Develop and manage an organisational records system (5 Credits)

Structure of the qualification

Minimum credits required at each NQF level:

Credits	NQF Level				
	4	5	6	7	Total
Core	10	-	106	145	261
Elective	25	27	15	-	42
Total	35	27	121	145	303

h) Access to the qualification

This qualification is based on Unit Standards. Therefore, any learner who demonstrates competence as required by the fundamental, core and elective components as stated in the qualification will have access to this qualification.

i) Exit level outcomes and associated assessment criteria

Exit Level Outcome	Assessment Criteria- Evidence shows that:
1. Write and transfer specialised text within a specific context using standardised language	<ul style="list-style-type: none"> • Specialised text transfer is efficient, effective, appropriate and relevant • Language structures used are based on recognised text conventions of technical writing • Target text meets requirements of standardised language of the relevant field • Information is transferred correctly in terms of brief • Information is transferred in a way to optimise ease of reader processing • Content is relevant in terms of ease of reader processing • Words are selected based on ease of reader processing • Information is transferred correctly in terms of recognised principles of textuality
2. Select correct technical terminology showing responsibility to others - <i>Range: terminology includes both target text and source text</i>	<ul style="list-style-type: none"> • Technical terminology selected is from recognised sources, for various levels, clients, texts, readers and tools • Brief is adhered to • Technical terminology selected is based on target conventions • Selected terminology meets context requirements
3. Solve specialised translation problems	<ul style="list-style-type: none"> • Identification of problems is justified in terms of relevant text types • Selected problem solving strategies result in effective and efficient text • Target text meets the requirements of the brief
4. Collect, analyse, organise and critically evaluate field-specific technical information in relation to the field	<ul style="list-style-type: none"> • Information collected is from recognised field-specific sources • Methods of analysis are appropriate for purpose of analysis • Organising systems are in place • Organising systems are accessible for future use • Target text reflects encoding and decoding strategies based on relevant evaluated information
5. Work within the context of a group of role players to encode technical information into the target language - <i>Range: role players include experts, clients, colleagues, etc.</i>	<ul style="list-style-type: none"> • Technical text translation is relevant for briefed purpose • Translation reflects consultation with relevant role players • Translation reflects use of appropriate resources <i>Range: resources include tools for consultation e.g. e-mail, telephone, PC</i> • Agreement about process of translation reflects awareness of agreed organisational roles • Style adheres to organisational conventions • Conduct in relation to the group is not unethical
6. Identify and contextualise technical information taking into account relationships between source language and target language systems - <i>Range: system can include culture, norms, genre conventions, political systems, etc</i>	<ul style="list-style-type: none"> • Conventions used are justified in relation to target language and source language norms • Contextualisation of technical information/language is accurate in terms of source language conventions and no misinterpretations and mistranslations are present • Vocabulary, idiom, and register is appropriate for context, target language and target language system • Identified technical information is coherent in terms of target language system

7. Contribute to translation research in a specific field	<ul style="list-style-type: none"> • Identification of research problems are appropriate for the context within a specific field • Existing information sources consulted are appropriate for the field • Processes followed to develop a rationale are well described in the field • Hypotheses formulated are appropriate for specific research questions • Research methodologies employed to collect information is from the existing body of knowledge within the relevant field • Analysis and evaluation of results are in terms of stated hypotheses • Communication of results is appropriate for specific familiar, predetermined audiences
8. Decode technical information of source text using background information and consultation with sources	<ul style="list-style-type: none"> • Conventions used are justified in relation to source language norms • Decoding of technical information/language is accurate in terms of source language conventions • Primary sources consulted are appropriate for the field of specialised information • Background information is relevant in terms of field, context, and scope of the brief
9. Encode technical information taking into account relationships between source language and target language systems - <i>Range: system can include culture, norms, genre conventions, political systems, etc</i>	<ul style="list-style-type: none"> • Strategies selected to create new terminology are appropriate for transfer of information • Conventions used are justified in relation to target language norms • No misinterpretations and mistranslations are present • Vocabulary, idiom, and register are appropriate for context, target language and target language system • Encoded technical information is coherent in terms of target language system
10. Plan contributions to existing bodies of knowledge through research	<ul style="list-style-type: none"> • Research fields or areas are delineated within a specific field of enquiry • Selected research focus can contribute to an existing body of knowledge • Rationales for research are developed following observable processes • Research plans are feasible within specific fields
11. Contribute to existing bodies of knowledge through research	<ul style="list-style-type: none"> • Methodological approaches are constructed and theoretical frameworks identified that address context-specific research problems and questions • Research data is gathered following approaches appropriate to relevant contexts • Information/data collected is appropriate for the purpose of the research • Analysis and evaluation of results are in terms of stated hypotheses using recognised techniques • Recording and dissemination of findings are outside immediate sphere of familiarity • Evaluation of contribution to existing body/bodies of knowledge in a relevant field is reported

Elective Exit Level Outcome (42 Credits required to qualify)	
12. Communicate effectively using language skills in the mode of written presentation in a third language	<ul style="list-style-type: none"> • Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts • Texts designed are based on context-specific requirements • The writing process is planned effectively • Errors in text are accurately identified and analysed • Feedback regarding text is obtained and provided • Linguistic or textual features are accurately assessed • Text assessment findings are justified • Strategies selected to improve and transform text are context-appropriate and justified • Comparison of own composition with similar text types is relevant • Text quality is improved where relevant • Adaptations of text for different readerships is appropriate for specific readership profiles • The conceptual level of text is adjusted to correct readership level
13. Translate specialised text in an additional field or sub-field	<ul style="list-style-type: none"> • Specialised text is written correctly within a specific field • Technical information is contextualised in terms of the field • Decoding of technical information of source text is relevant for the brief, field, context, scope and readers
14. Manage HR in the delivery of technical translation products	<ul style="list-style-type: none"> • Employees are recruited, selected and contracted in line with legal requirements • Employment contracts are complied within the framework of relevant legislation • Recruitment and selection of required human resources is conducted ethically • Grievance and disciplinary hearings are appropriately dealt with • All related legislation is complied with
15. Manage delivery of technical translation products	<ul style="list-style-type: none"> • Systems are implemented to meet the flow of information • Investigation of marketing communications concepts is appropriate for purpose of communication • Cost budgets are accurately prepared and estimated • All actual costs are monitored and controlled against budgets • Project schedules are communicated to all relevant persons • Monitoring and evaluating of project schedules is against agreed criteria and meets project objectives • Project administration processes are according to requirements

j) International comparability

These standards have been developed in line with international standards for the same level of learning and application. Specific comparisons have been made with the standards employed in New Zealand, Australia and Scotland.

New Zealand

The New Zealand National Qualifications Framework has ten levels of progression. Relevant Unit Standards (no qualification exists on the New Zealand framework) are registered at Levels 6 and 7. Level 6 is described as involving carrying out processes that require a command of wide-ranging, highly specialised technical or scholastic skills, a wide choice of standard and non-standard procedures, often in non-standard combinations, in highly variable routine and non-routine contexts. This is the equivalent of the South African NQF Level 5 or 6.

- The New Zealand standards also include credits for Management practice at Level 6
- The New Zealand standards include 20 credits each at Level 7 for conference interpreting, court and legal interpreting, and interpreting in health care settings
- The New Zealand standards include translating literary text (Level 7) from one language to another, assigned 15 credits
- Credits assigned to each unit standard are generally higher for the South African standards.

Australia

Australia has one Translation qualification, which compares to the present qualification, namely, an Advanced Diploma of Translating. The Advanced Diploma recognises capacity for initiative and judgement across a broad range of technical and/or management functions. It is as specialised as the National Diploma in Specialised Translation (NQF Level 7) and signifies skill and knowledge of the same complexity and level of personal accountability.

Scotland

Scotland provides a range of registered Unit Standards that comprise a Scottish Vocational Qualification in Translation. The Unit Standards, which compare well to this qualification's Unit Standards include:

- Mandatory Unit Standards: Translate technical texts; and Translate creative texts
- Optional Unit Standards: Research, prepare and present information for translation purposes, and Assess the requirements for the translation service

Other

Other countries that have qualifications in translation that compare well with this qualification include France and Canada. These countries have a range of qualifications across a range of levels.

k) Integrated assessment

Before qualifying, the learner will be expected to demonstrate competence, as specified in the exit level outcomes and assessment criteria, that integrates the assessment of all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. This will require learners to translate specialised text in at least one language combination. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

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l) Recognition of prior learning (RPL)

Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standard or Unit Standards. A qualification will be awarded should a learner demonstrate that all the exit level outcomes have been attained.

m) Articulation possibilities

- Vertical articulation upwards is possible with Masters level degrees.
- Vertical articulation downwards is possible with Bachelor degrees.
- Horizontal articulation on the NQF is possible with various Honours degrees.

n) Moderation options

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for the National Diploma in Specialised Translation (NQF Level 7). The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor or moderator with the ETQA. Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification. Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a portfolio of evidence)
- NQF recognised assessor credit

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical is not fixed but varies according to the type and level of qualification.

o) Learning components

Unit Standard Title	Level	Credits	Component	
1. Select technical terminology	7	10	Core	
2. Use standardised technical language	6	10		
3. Contextualise technical information of source text	6	10		
4. Decode technical information of source text	6	10		
5. Identify field-specific technical information of source text	6	10		
6. Analyse technical information of source texts	7	20		
7. Plan the encoding process for specialised translation	6	20		
8. Encode specialised information	7	20		
9. Reformulate specialised information for any audience	7	25		
10. Write technical text within a specific field	6	10		
11. Describe research problems	6	20		
12. Conceptualise research requirements (10081)	6	10		
13. Explore research problems	7	30		
14. Formulate research plans	7	20		
15. Set research policy (10105)	7	10		
16. Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134)	4	6		
17. Monitor, evaluate and communicate project schedules (10143)	4	4		
18. Generate alternative opportunities (10099)	7	10		
19. Apply the principles of ethics and professionalism to a business environment (14505)	6	6		
Subtotal: Core 261				
Elective area: Communicate proficiently in an additional language				
20. Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	Elective	
21. Read, analyse and respond to a variety of texts (8975)	4	5		
22. Write for a wide variety of texts (8976)	4	5		
23. Use language and communication in occupational learning programs (8979)	4	5		
Elective area: Manage HR in the delivery of technical translation products:				
24. Implement systems to meet the flow of information in a team, department or division (15226)	5	3		
25. Draft an employment contract (11907)	5	3		
26. Recruit and select candidates to fill defined positions (12140)	5	9		
27. Conduct a disciplinary hearing (10985)	6	5		
28. Facilitate the resolution of employee grievances (12139)	6	5		
Elective area: Manage delivery of technical translation products				
29. Investigate and explain marketing communications concepts (10064)	5	8		
30. Implement project administration processes according to requirements (10139)	4	5		
31. Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (15225)	5	4		
32. Develop and manage an organisational records system (110483)	6	5		
Subtotal: Elective 42				

**NATIONAL DIPLOMA IN SPECIALISED TRANSLATION (NQF LEVEL 7):
UNIT STANDARDS**

A. Existing Unit Standards

Registered Unit Standard Title	Level	Credits	Component
Conceptualise research requirements (10081)	6	10	
Set research policy (10105)	7	10	
Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134)	4	6	
Monitor, evaluate and communicate project schedules (10143)	4	4	
Generate alternative opportunities (10099)	7	10	
Apply the principles of ethics and professionalism to a business environment (14505)	6	6	
Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	
Read, analyse and respond to a variety of texts (8975)	4	5	
Write for a wide variety of texts (8976)	4	5	
Use language and communication in occupational learning programs (8979)	4	5	
Implement systems to meet the flow of information in a team, department or division (15226)	5	3	
Draft an employment contract (11907)	5	3	
Recruit and select candidates to fill defined positions (12140)	5	9	
Conduct a disciplinary hearing (10985)	6	5	
Facilitate the resolution of employee grievances (12139)	6	5	
Investigate and explain marketing communications concepts (10064)	5	8	
Implement project administration processes according to requirements (10139)	4	5	
Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (15225)	5	4	
Develop and manage an organisational records system (110483)	6	5	

New unit standards: National Diploma in Specialised Translation (NQF Level 7)

1. Title: Select technical terminology
2. Title: Use standardised technical language
3. Title: Contextualise technical information of source text
4. Title: Decode technical information of source text
5. Title: Identify field-specific technical information of source text
6. Title: Analyse technical information of source texts
7. Title: Plan the encoding process for specialised translation
8. Title: Encode specialised information
9. Title: Reformulate specialised information for any audience
10. Title: Write technical text within a specific field
11. Title: Describe research problems
12. Title: Explore research problems
13. Title: Formulate research plans

New unit standards with Specific Outcomes: National Diploma in Specialised Translation (NQF Level 7)

1. Title: Select technical terminology
 - Specific outcome 1: Consult specialised sources relevant to the context
 - Specific outcome 2: Distinguish between standardised and non-standardised terms for classification purposes
 - Specific outcome 3: Select strategies to translate terms for specific contexts and purposes
 - Specific outcome 4: Generate terms for specific contexts
 - Specific outcome 5: Justify strategies for identifying and selecting terms

2. Title: Use standardised technical language
 - Specific outcome 1: Identify register and style of source text to be used appropriate for specific contexts
 - Specific outcome 2: Evaluate text/context/genre-specific structures in terms of recognised target text purpose
 - Specific outcome 3: Transfer structure, register, and style to reflect target text and language norms and conventions
 - Specific outcome 4: Compare source language and target language conventions within the same field
 - Specific outcome 5: Select register, style, and convention for target language to meet reader requirements

3. Title: Contextualise technical information of source text
 - Specific outcome 1: Collect and collate existing background information from secondary sources
 - Specific outcome 2: Consult parallel texts from the same field
 - Specific outcome 3: Extract existing background information relevant to specific technical translations
 - Specific outcome 4: Consult role players that are relevant to specific technical translations regarding technical translation context

4. Title: Decode technical information of source text
 - Specific outcome 1: Collect and collate new information from primary sources
 - Specific outcome 2: Consult parallel texts from the same field
 - Specific outcome 3: Extract new information relevant to specific technical translations
 - Specific outcome 4: Consult role players that are relevant to specific technical translations regarding technical translation context

5. Title: Identify field-specific technical information of source text

- Specific outcome 1: Describe the technical data/information of source text within a specific field (context)
- Specific outcome 2: Explain the content of the source text based on observable evidence
- Specific outcome 3: Identify problematic technical information appropriate in terms of subject field and purpose of source text
- Specific outcome 4: Describe the language structures of technical source text in terms of recognised source language structures

6. Title: Analyse technical information of source texts

- Specific outcome 1: Analyse the technical data/information of source text within more than one field or sub-field
- Specific outcome 2: Explain the content of the source text based on observable evidence
- Specific outcome 3: Assess problematic technical information and technical translation problems, appropriate in terms of subject field and purpose of source text
- Specific outcome 4: Analyse the language structures of technical source text in terms of recognised source language structures

7. Title: Plan the encoding process for specialised translation

- Specific outcome 1: Determine linguistic (lexical/ words), stylistic and syntactic conventions (terms, style, register) appropriate for the target language
- Specific outcome 2: Interpret the technical translation brief for planning encoding
- Specific outcome 3: Select translation approaches appropriate for specific contexts
- Specific outcome 4: Select encoding strategies in terms of specific briefs

8. Title: Encode specialised information

- Specific outcome 1: Synthesise message of source text in relation to specialised target audience
- Specific outcome 2: Adapt given source language structures to target language structures to ensure independence of translations
- Specific outcome 3: Solve technical translation encoding problems appropriate to specific target audiences
- Specific outcome 4: Ensure quality of translation products, based on selected criteria

9. Title: Reformulate specialised information for any audience

- Specific outcome 1: Reformulate message of source text in target text in relation to target audience
- Specific outcome 2: Adapt given source language structures to target language structure, style and register to ensure accessibility
- Specific outcome 3: Adapt technical information in terms of target language norms
- Specific outcome 4: Generate solutions for problems encountered during reformulation processes appropriate to any specialised target audience
- Specific outcome 5: Ensure quality of translation products based on self generated criteria

10. Title: Write technical text within a specific field

- Specific outcome 1: Determine intention (skopos) of technical text in terms of the relevant context
- Specific outcome 2: Identify register, mood, and tenor of discourse within a specific field
- Specific outcome 3: Select text type functions and features appropriate for function and context
- Specific outcome 4: Design text format and layout in line with specific requirements

11. Title: Describe research problems

- Specific outcome 1: Identify research problems within the context of a specific field
- Specific outcome 2: Survey existing information in appropriate sources
- Specific outcome 3: Develop rationale for research problems following an acceptable process
- Specific outcome 4: Formulate hypotheses appropriate for research questions

- Specific outcome 5: Collect information by employing research methodologies from existing body of knowledge in the field
- Specific outcome 6: Analyse and evaluate results in terms of stated hypotheses
- Specific outcome 7: Communicate research results to familiar, predetermined audiences

12. Title: Explore research problems

- Specific outcome 1: Identify research problems within the context of a specific field
- Specific outcome 2: Develop rationales for research problems following an acceptable process
- Specific outcome 3: Gather research data following approaches appropriate to relevant contexts
- Specific outcome 4: Analyse research data using recognised techniques
- Specific outcome 5: Record and disseminate findings outside immediate sphere of familiarity
- Specific outcome 6: Evaluate contribution to existing body/bodies of knowledge in a relevant field

13. Title: Formulate research plans

- Specific outcome 1: Scope a research field or areas within a field of enquiry
- Specific outcome 2: Identify research focus that can contribute to an existing body of knowledge
- Specific outcome 3: Construct methodological approaches and theoretical frameworks to address research questions
- Specific outcome 4: Propose research plans that are feasible within specific fields