

ME2 – Stockholm – 20.06.2019

IO3:

Skills cards for new professional profiles

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IO3: Skills cards for new professional profiles

- ✓ Define the skills cards for the new professional profile(s) that can be linked to ER content creation
- ✓ Create from scratch, adapt and, if considered relevant, have them validated by end users



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IO3: Skills cards for new professional profiles

More specifically:

- ✓ Define whether a single profile or multiple profiles should be created for the ER expert
- ✓ Identify the skills and competences linked to each one of them



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IO3: Skills cards for new professional profiles

Output:

- ✓ A tangible document with a skills card (or similar document) for each of the professional profile identified in relation to ER
- ✓ A list of additional skills to be added to existing profiles (for instance, subtitler or audio describer).



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Comparison of existing skills cards in MA

ADLAB PRO (Audio Description: A Laboratory for the development of a new professional profile)

- 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
- 6a Overall insight into the specialised knowledge required for the different AD contexts and of the challenges they pose
- 6b Knowing what information to select/prioritize and how to go about this
- 6c Knowing how much information is necessary and/or desirable
- 6d 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
- 6e Knowing when to insert descriptions in the ST, respect synchrony with sound effects, interaction with dialogues, general intersemiotic cohesion
- 6f 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:
 - 7a Vocal skills & reading skills or awareness of the need to collaborate with a voice talent for recorded/live AD
 - 7b 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
- 13 Knowledge of the needs of blind and partially sighted audiences in live interactions when leading tours and guiding



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Comparison of existing skills cards in MA

ADLAB PRO (Audio Description: A Laboratory for the development of a new professional profile)

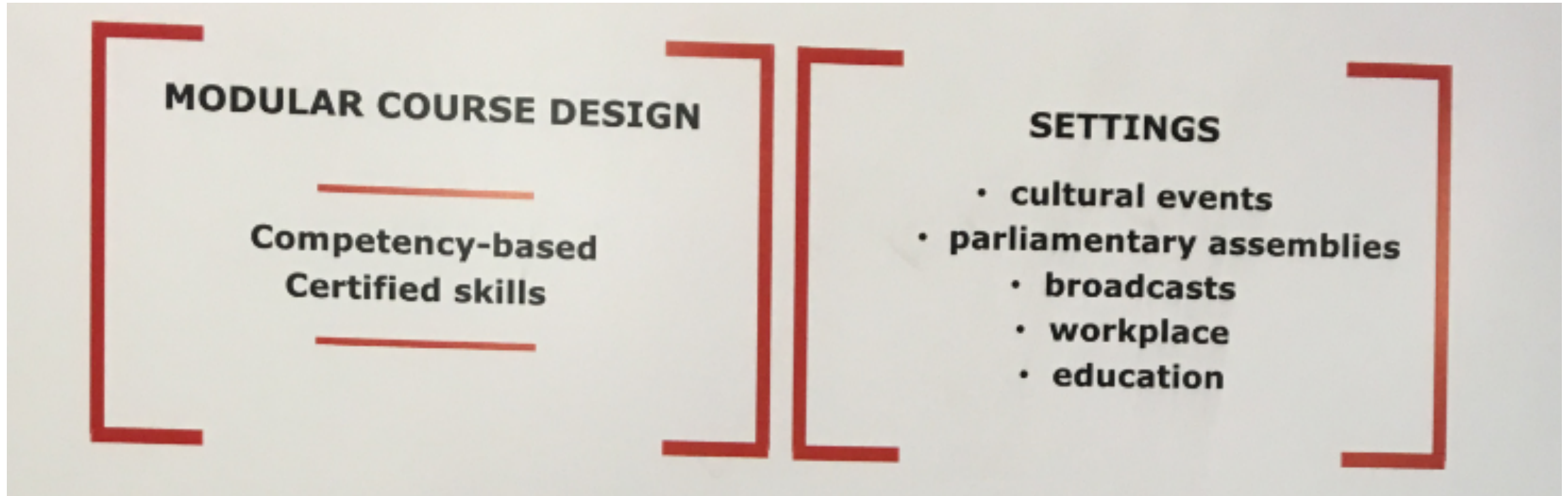


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Comparison of existing skills cards in MA

LTA (Live Text Access)

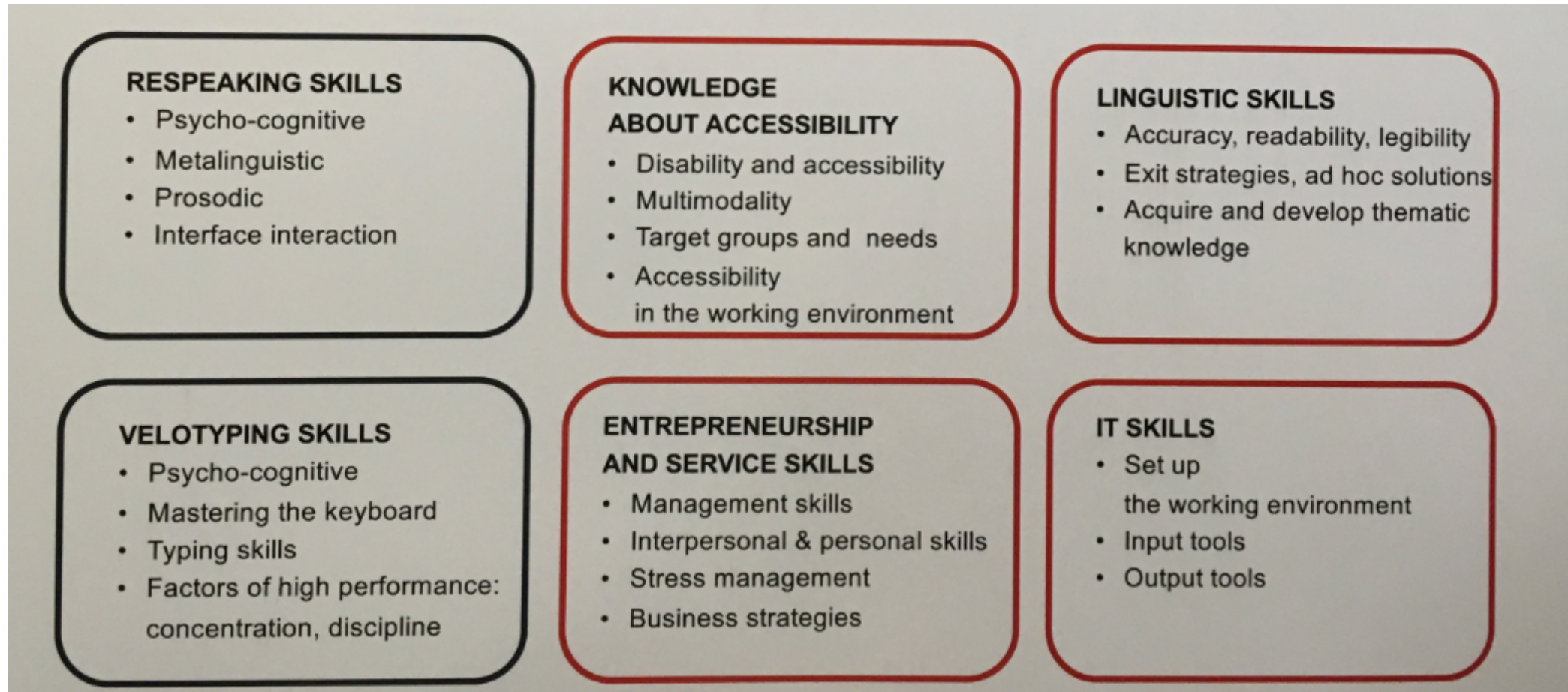


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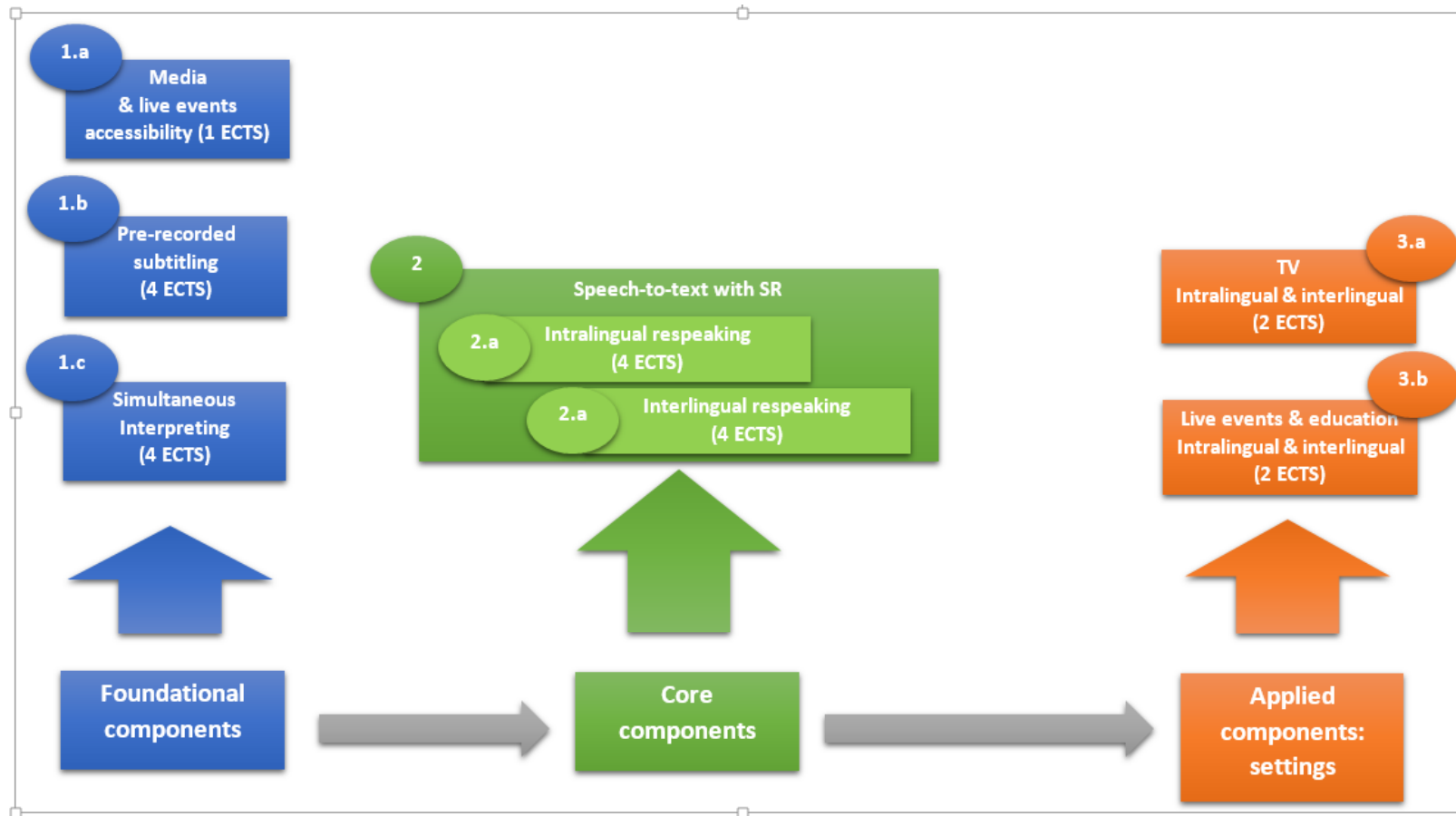
Comparison of existing skills cards in MA

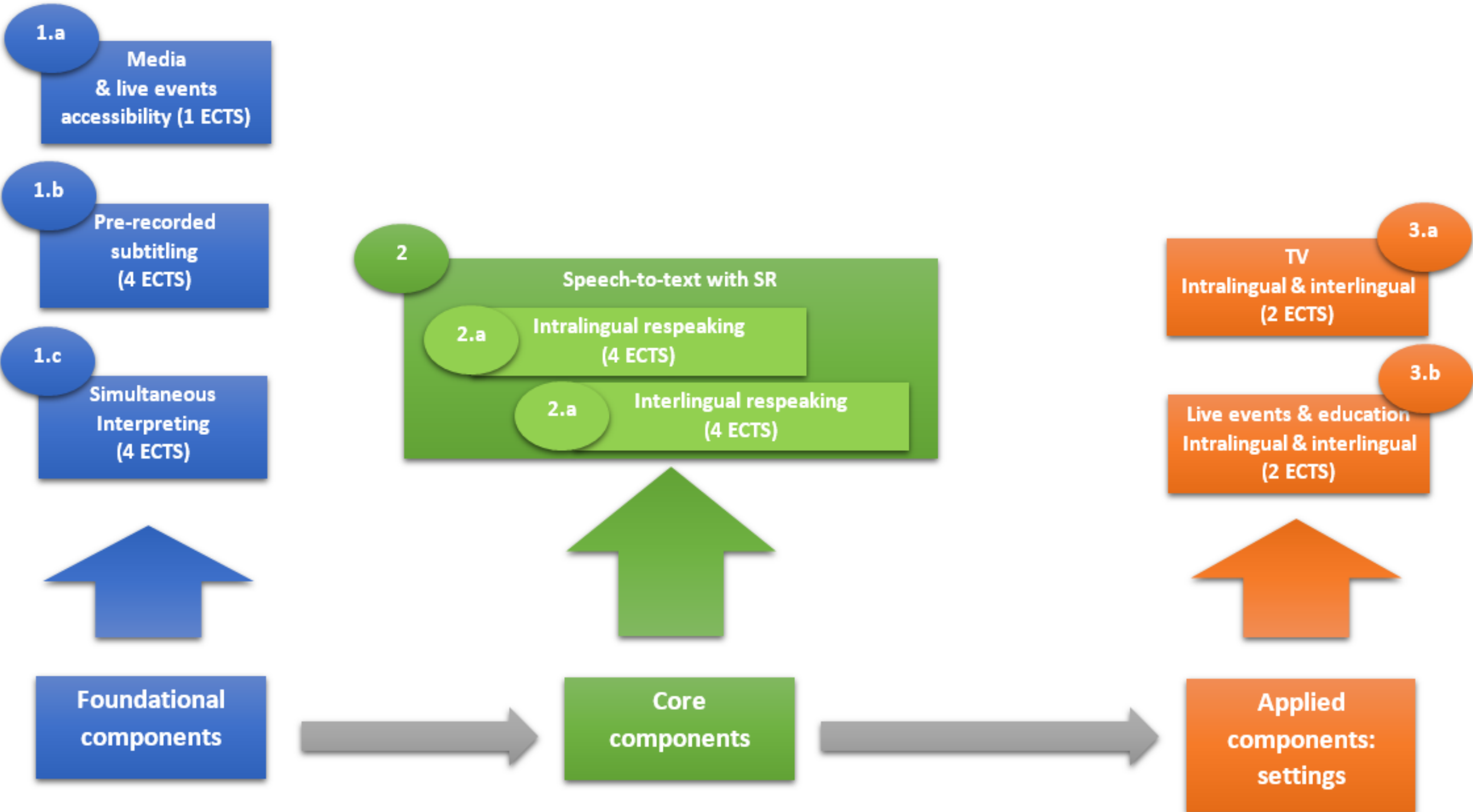
LTA (Live Text Access)



Comparison of existing skills cards in MA

ILSA (Interlingual Live Subtitling for Access)





Comparison of existing skills cards in MA

ILSA (Interlingual Live Subtitling for Access)

Module number and description	Unit number and description	LO	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, ne 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, ne 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, ne and social media



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Comparison of existing skills cards in MA

ACT (Accessible Culture & Training)

- ✓ Understanding accessibility
- ✓ Venue accessibility
- ✓ Accessibility services
- ✓ Accessibility management for live events
- ✓ Promoting accessibility



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Comparison of existing skills cards in MA

ACT (Accessible Culture & Training)

✓ Understanding accessibility

ACT.U1	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.



EASIT COURSE

E2R Audiovisual Journalist

E2R Audiodescriber

E2R Subtitler

3 New Professional Profiles



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EASIT COURSE

Journalism

Audio Description

Subtitling

Foundational

E2R Audiovisual Journalist

E2R Audiodescriber

E2R Subtitler

3 New Professional Profiles



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Foundational

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E2R Audiodescriber

E2R Subtitler

3 New Professional Profiles

Media accessibility
Easy-to-Understand
Easy-to-Understand and AV Journalism
The Profession



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Easy-to-Understand and AD
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