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Project Ref: 2018-1-DE01-KA203-004218: LTA Quality Training in real time subtitling across EU and EU languages

IO5 REPORT: LTA CERTIFICATION

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Dissemination level

Abbreviation	Level	X
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium	

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Introduction

By identifying an Intellectual Output (IO) on certification (**IO5, Certification**), the project LTA paid special attention to promote harmonization of the job roles Real-time intralingual subtitler and , the quality of the trained skills, permeability and transparency across education and training, and sustainability.

LTA endorsed these processes through an inter-sectoral approach guided by the European Certification and Qualification Association (ECQA) and by an open and accessible digital course and learning materials. ECQA monitored all IOs leading to certification (IO1, IO2, IO3 and IO4) and lead IO5, to ensure compliance with ECQA quality standards and procedures all along the LTA project.

This report describes the aims and outcomes of IO5, Certification of the LTA Project, with a focus on the ECQA Certification Scheme for the **LTA Job Roles INTRALINGUAL REAL-TIME SUBTTLER (RESPEAKER AND VELOTYPIST)**.

IO 5 is the result of the following four processes:

- 1 **Explain the ECQA certification process** to the project consortium and adapt the process to the specific needs and requirements of the LTA project.
- 2 **Establish a Job Role Committee (JRC)**, composed of representatives from industry, academia and other stakeholders, to assure quality and sustainability of the LTA Skill Card, training material and the test questions used for certification.
- 3 **Provide an LTA certification scheme** for the skills card, trainers, training materials, self assessment and exam questions according to ECQA rules and procedures.
- 4 **Transfer the knowledge and skills to the partners and stakeholders** through respective information materials.

The structure and Chapters of the given Report reflect these four processes.



1 The ECQA Certification Process

1.1 The European Certification and Qualification Association (ECQA)

ECQA, the European Certification and Qualification Association, is the result of a series of EU funded projects from 2005 – 2012. This included European projects such as the European Quality Network (EQN, 2005 – 2007), the EU Certificates Campus (2008 – 2009) and the Dissemination of EU Certification (DEUCERT).

Today, ECQA is an independent Non-Profit Organization. In 2015, ECQA founded the limited company ECQA GmbH to take over the certification business. The members of ECQA are widely spread all over Europe and also in third countries, varying from universities to companies as well as individuals.

ECQA provides a world-wide unified certification scheme for numerous professions and job roles. The same exam pool, exam rules and the same electronic exam system are used for certification exams in any participating country.

ECQA joins experts from the market and supports the definition and development of the knowledge and skills (skill cards) required for new and emerging job roles. ECQA defines and verifies quality criteria for trainers, training organizations and training materials, to assure the same level of quality world-wide.

ECQA certifies:

- job roles
- skill cards (skills and competences frameworks),
- training materials,
- persons (trainees, experts, professionals),
- trainers,
- training organizations,
- self assessment questions,
- exam questions, and
- exam organizations

according to ECQA rules, procedures and quality guidelines.

The certification procedure offers modularity of certification. Therefore, modularity of training is assured all over the world. Only verified and approved organizations and individuals may become ECQA certified service providers.

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Since the founding of ECQA, the association, and since 2015, the Limited Company ECQA GmbH, has issued several thousand certificates to professionals in Europe and worldwide.

1.2 ECQA Terminology

One of the first documents ECQA explained and uploaded to the project repository and knowledge base (Nebula), was Blanca Nájeras master thesis about the specific terminology of ECQA, published in 2012 (see Annex 1 - ECQA Terminology).

The core of any ECQA Certificate is the so-called skill card. A skill card is the knowledge map of the skill units, learning elements and learning outcomes that define and standardize the required state-of-the-art qualifications of a specific profession or job role. Skill cards are structured in units (modules in the LTA curriculum), learning elements (units in the LTA curriculum) and learning outcomes.

In the context of LTA, it is important to define and clarify the terms Module, Unit and Skill Unit. The usage of these terms is different in vocational training and at universities.

Since the ECQA Skill Card (see Chapter 3.1 and Annex 3) is the core of the LTA Certification, and the core of the LTA project outcomes, the following table illustrates the specific ECQA terminology using the example of the skill card structure.

Table 1. ECQA structure of a Skill Card

ECQA Skill Card Structure																	
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The ECQA structure of a skill card in Table 1 and the structure of the LTA skill card at Higher Education (HE) in Table 2 basically only vary in terminology. The structure in Table 2 is used in the Report of IO 2, with reference to the CEDEFOP terminology (see Chapter 6) and contents when describing skills and competences.

However, to comply with the ECQA standards, the LTA partner always used the term skill unit (ECQA) in parallel with module and competence area (HE), and the term learning element (ECQA) in parallel with unit (HE).

Table 2. LTA structure of the skills of a Real-time intralingual subtitler in Higher Education

LTA Skill Card in Higher Education (HE)	
Subtitling (Domain)	
INTRALINGUAL REAL-TIME SUBTITLER (Job role)	
Modules = Competence Areas (Skill units)	
Units (Learning elements)	
	Learning outcomes
	Assessment

1.3 How does ECQA certify LTA?

Certification processes are complex and need a good understanding of the concept of certification, as well as of the certification steps and requirements. Project partner ECQA explained the ECQA certification process very early and many times to the LTA project partners: at the kick-off-meeting, in recorded webinars and at LTA project meetings.

A basic understanding of certification in general is needed, to understand the difference of the use of certification in general language (e.g. a certificate of attendance) and in specialized language, e.g.: certification is always provided by an independent, third party (a certifying body), *not* by a training provider who offers a course with a certificate of attendance. A certificate of attendance is just a confirmation that a person attended a course, not a confirmation that a person has certain skills and competences, as given in a real certificate issued by an independent third party.

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ECQA gave a series of webinars about certification, already in December 2018, and in January 2019. The recorded videos have been uploaded to the project repository and knowledge base Nebula.

The contents of these webinars were:

1. What is Certification?
2. How does ECQA certify job roles?
 - a. Certification in 5 steps
3. How to get certified by ECQA?
 - a. as professional
 - b. as trainer
 - c. as training and exam organisation
4. Who/What is ECQA?
 - a. Ways of working with ECQA
 - b. ECQA strategies for the future

In these webinars, Dr. Gabriele Sauberer, MBA, Vice-Director of ECQA, explained all the details around certification and ECQA certificates relevant for the LTA certification, as summarized in the given report.

ECQA Certification is independent third party certification. This means, that the independent certification body ECQA GmbH issues a statement (a certificate), that a person fulfilled specified requirements. These requirements are specified in the LTA Skill Card, in LTA documents, and in ECQA Guidelines. ECQA is independent, because it does not act as a training body for the LTA or any other job roles.

ECQA Certification is governed by the following principles:

- Free and equal access for all applicants,
- Evaluation criteria are outlined in specified standards, it is in LTA Documents and in ECQA Guidelines,
- Scope of certification is restricted to the contents of the reference document, it is the Skill Card.

The processes of the ECQA are mapped onto the ISO 17024 international standard for the certification of persons, widely following the requirements of this standard.



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Some parts of the ECQA Guidelines and Certification Processes are currently under review (as of July/August 2021). We will indicate in the given report, which parts have been updated already.

At ECQA, all details about ECQA Certification are Guidelines are defined and explained, including the overall Architecture of the ECQA (see Annex 2). They are available as downloads from the ECQA website <https://ecqa.org/index.php?id=221>.

Some of them have been updated recently and are available as downloads on the new ECQA website (as of August 2021) at: <http://www.jobcertification.eu/index.php/downloads>.

1.4 ECQA Certification in 5 Steps

In a 1st step, a Job Role Committee (JRC) is built and develops a skill card, it is a skills and competences portfolio or framework for a certain profession or job role.

A Job Role Committee is an international working group with renowned experts and drivers of their industry, who signed the standard ECQA JRC agreement (see Annex 4) and annually maintain the skill card and exam questions pool.

An ECQA JRC is a key factor for the quality of an ECQA Certificate. If a job role belongs to a new or emerging profession where no or very heterogenous training is available, which usually is the case with ECQA job roles, the JRC also needs to apply for the certification of the job role (see Annex ???). This was not the case at LTA, where the project consortium was funded by the European Commission to establish the job role. This is enough proof of the relevance of an ECQA Job Role and the qualification of the JRC.

Within the LTA project, the first JRC has been the entire project consortium that developed the skill card and the self-assessment and exam questions, see Chapter 2.

In a 2nd step, the Job Role Committee develops 1 self assessment question and 3-4 exam questions per learning outcome, following the rules and quality standards of ECQA, see Chapter 3.5. Ideally, this is done in parallel with step 5, see below.

In the LTA project, this was done by the project partners SDI München (Unit 1), UAB (Unit 2), SUBTI (Unit 3), and by ZDF Digital (Unit 4), SSML (Unit 5) and Velotype (Unit 6).

SDI München, UAB and SSML are HEIs, working at the cutting edge of media accessibility training and research. The three non-educational partners (SUBTI, ZDF Digital and Velotype)



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ensured that the profile meets multiple market and end-user needs, together with the end-users association (EFHOH).

ECQA monitored the entire process, provided a template for Multiple Choice Questions, and reviewed the implementation of the the ECQA Guidelines for the creation of multiple choice questions (see Chapter 3.5), to secure academic and vocational levels.

In a 3rd step, Multiple Choice Questions (MCQs) for Self assessment are provided online at the ECQA exam portal, free of charge, to get feedback from professionals and promote the new job role and certificate.

In LTA, this was initially not foreseen. However, on a later stage of the project, the consortium applied for a budget shift, which was approved by the National Agency. Thus, the self assessment questions could be made available at the new ECQA exam platform, supported by Bizexaminer.

In a 4th step, a pool of exam questions (2-3 per Learning Outcome and different from the self assessment questions) are created and made available online at the ECQA exam portal.

In LTA, the project partners created 198 exam questions: The LTA Units U1, U2, U3 and U4 have 3 Learning Elements, with 3 Learning Outcomes (LOs) per Element, which amounts to 27 exam questions per unit, adding up to 108 MCQs in these four units. Units 5 and 6 both consist of 5 Elements with 15 LOs, adding up to 90 MCQs (45 MCQs per Unit). Thus, the LTA written online exam has 198 multiple choice exam questions.

ECQA follows the Open University Approach: Exams are always possible also without trainings, but practical requirements are to be defined by the JRC, such as, for example, one skill unit is a project elaborated by the examinee and presented to an ECQA Certified Assessor.

In a 5th step, that should be done in parallel with step 2, a set of training material is developed by the JRC, or existing training material is certified by ECQA.

In the LTA project, the ideal process could be followed: Those partners who developed the training units also developed the self assessment and exam questions:

- Unit 1 was elaborated by SDI München,
- Unit 2 by UAB,
- Unit 3 by SUBTI,
- Unit 4 by ZDF Digital,
- Unit 5 by SSML,

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• Unit 6 by Velotype.

The development of the training materials was again closely supported and monitored by ECQA: ECQA provided templates, explained the ECQA quality standards and guidelines, and discussed possible adaptations due to accessibility with the entire project consortium.

Since an ECQA skill card is the core of the ECQA certificate, the training materials and exam questions need to reflect and address all elements and learning outcomes of the skill card. This follows the ECQA principle of modularity, see Chapter 1.5.

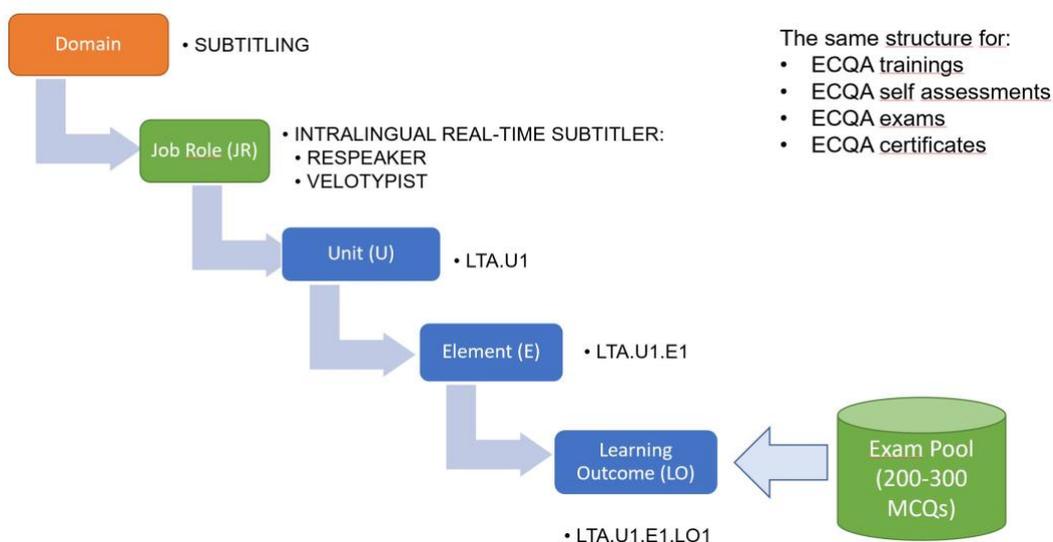
To qualify as ECQA Certified Trainers and/or Training Organizations, ECQA provided and explained the ECQA Application Forms and Agreements for Trainers and Training Organisations, to be signed after the end of the project, see Chapters 3.2 and 3.4, and Annexes 3 and 6.

1.5 The ECQA Principle of Modularity

One of the most important ECQA principles valid for all certification services is modularity. The skill card of each profession and job role has to define the modular structure in a form of units divided into elements. Each element has to have a set of learning outcomes (until 2015 they were called performance criteria).

The same structure applies to ECQA trainings, self assessments, exams and certificates.

Figure 1. ECQA Principle of Modularity





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The structure of any skill card shall comply with the ECQA modularity rules for professions and job roles. The content of a profession should be divided into:

- Domain: The domain is the name of the profession or job role (e.g. ECQA Certified Intralingual real-time subtitler).
- Unit: The content of the training should be grouped into logical topics (units). The number of units should be 3 to max. 7 per domain.
- Elements: To provide a better structuring of the units, they are divided into elements. The suggested number of elements is 3 to max. 5 per unit.
- Learning outcomes (LO) express what students should be able to do at the end of the learning period, also to pass the ECQA exams successfully.

Learning outcomes are defined for each element, ideally 3 to 5 LOs per element.

For each job role a short identifier consisting of 3 characters should be selected. The identifier is used in skills cards, in the exam portal, on certificates, etc.. e.g.

- CTM for Certified Terminology Manager,
- DIM for Diversity Manager, etc.

In more complex cases, a combined code is possible, as in AS+CSR for Applied Sustainability and CSR Professional. Availability of the code is checked by the ECQA.

For the LTA project, the identifier is LTA.

Each unit and learning element has a short description, so that trainees and trainers get a short overview and summary of the contents of units and learning elements.

Example:

LTA.U1. UNDERSTANDING ACCESSIBILITY

This unit consists of 3 elements: LTA.U1.E1: Accessibility, disability, multimodality and Universal Design, LTA.U1.E2: Target users and their needs, LTA.U1.E3: How to embed accessibility in real-time intralingual subtitling working environments.

LTA.U1.E1. Accessibility, disability, multimodality and Universal Design.

This element is about concepts and terms of accessibility, disability, multimodality, and about designing accessible working settings for the provision of real-time intralingual subtitles.

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- LTA.U1.E1.LO1 The trainee can explain the differences between the medical and social model of disability.
- LTA.U1.E1.LO2 The trainee can explain the concepts of disability, accessibility, Universal Design and multimodality, and the differences among them from the perspective of the social model of disability.
- LTA.U1.E1.LO3 The trainee is able to design accessible working settings for the provision of real-time intralingual subtitles by applying the principles of Universal Design and Design for All.

The content of a skill card is used within the ECQA for several purposes:

- for the description of job roles and professions,
- for the structuring of the the ECQA exam portal,
- for the design of certificates for participants, etc.

Therefore it is necessary that a given job role is described exactly as required in the skill card template.

Figure 2. Example of LTA Skill and Learning Outcome Description

LTA.U3	IT COMPETENCE	This unit consists of 3 elements: LTA.U3.E1: Input tools, LTA.U3.E2: Output tools, LTA.U3.E3: How to set up the working environment?	LTA.U3.E1	Input tools.	This element is about different input tools available on the market, for both respeaking and typing techniques.	LTA.U3.E1.LO1	The trainee can explain the differences, advantages and disadvantages of the different input tools available on the market for both respeaking and typing techniques.
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The entire skill card of LTA is annexed to this report, please refer to Annex 3.

To help describe the learning outcomes of the LTA skill card according to ECQA standards, ECQA distributed the document “Writing and Using Learning Outcomes: A Practical Guide” (2007) by Kennedy, Hyland and Ryan, to all LTA project partners at the very beginning of the project.

Explaining the ECQA Certification meant also to continuously provide the project consortium with feedback, guidelines and concrete examples of ECQA skill cards, sample documents and good practice.

To make ECQA certification tangible and understandable, ECQA showcased other successful ECQA certificates and certification trainings, such as ECQA Certified Terminology Manager, and, in particular TransCert – Trans-European Voluntary Certification for Translators.



2 LTA Job Role Committee (JRC)

A Job Role Committee (JRC) is composed of representatives from industry, academia and other stakeholders. Any ECQA JRC comprises experts from at least three different countries, which underlies the European dimension of the job role and the JRC.

An ECQA JRC is an international working group with renowned experts and drivers of their industry, a key factor for the quality of an ECQA Certificate. JRC members sign an ECQA JRC agreement, which is an ECQA quality standard (see Annex 4, LTA JRC Agreement). The JRC develops and annually maintains the skill card and the exam questions.

All LTA project partners are distinguished scholars and experts in theory and practice of Intralingual Real-Time Subtitling. They are driving the industry since many years.

After the end of the LTA project, some of the partners will establish a new JRC for the LTA job role INTRALINGUAL REAL-TIME SUBTTLER. The ECQA/Intersteno Certificate will not only address Respeakers and Velotypists, but all Intralingual Real-Time Subtitlers, whatever technique or chord keyboarding they are using.

JRC agreements have been presented and explained to all LTA partners by ECQA, to prepare the establishment of the new JRC after the end of the project.

2.1 JRC Agreement

Job Role Committee Members sign an Agreement with ECQA. The scope of this agreement refers to the collaboration between the European Certification and Qualification Association (ECQA) and a Job Role Committee (JRC) member. The agreement is a proof that ECQA has officially granted the member a position in the Job Role Committee ECQA/Intersteno Certified Intralingual Real-Time Subtitler.

All JRC members are active ECQA members. They apply for ECQA associate membership. Associate members support ECQA with their knowledge and networks.

The JRC for the LTA Intralingual Real-Time Subtitler will further develop and annually update the set of skills and competences (LTA Skill Card, see Annex 3), as well as the exam and self assessment questions of the Job Role ECQA/Intersteno Certified Intralingual Real-Time Subtitler, to be delivered to ECQA.



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The JRC will also determine applicable conditions and requirements of re-certification in compliance with the general framework of ECQA re-certification.

Every JRC member is encouraged to provide needs, requirements and inputs for improvement of the ECQA strategy and position on the market.

JRC members select and vote for JRC managers and co-ordinators of related JRCs according to ECQA strategies, standards and guidelines. Managing integration aspects and set of skills and competences of related JRCs is increasingly important at ECQA.

JRCs will be integrated more and more in Focus Groups (FGs), such as the newly established Focus Group “Accessibility”, where the JRC Intralingual Real-Time Subtitler belongs to.

JRC members meet at least quarterly per year with other JRC members to discuss JRC related tasks and to agree on updates of the set of skills and competences. The JRC meetings can take place virtually using teleconference and web-based teamwork systems.

JRC members fully commit to using and promoting the defined set of skills and competences of the job role ECQA/Intersteno Certified Intralingual Real-Time Subtitler. The JRC member is also obliged to promote the set of skills and competences and the exam servers of ECQA, and to keep all communication and data exchanged with ECQA and the JRC confidential.

Carlo Eugeni, representing LTA partner SSML, is a key person in the Job Role ECQA/Intersteno Certified Intralingual Real-Time Subtitler. In his function of the Chair of the Intersteno Scientific Committee, Carlo Eugeni brought LTA, ECQA and Intersteno board members and stakeholders together, so that a milestone could be reached within the LTA project period: On 17th of May 2021, Intersteno signed the the Agreement with ECQA GmbH to become an ECQA Certified Exam Organization, see below, chapter 3 and 4.

3 LTA Certification Scheme

The Certification Scheme for the LTA Project comprises the ECQA Certification of the LTA skill card, LTA trainers, LTA training materials, Training Organizations, LTA self assessment questions, LTA exam questions and Exam Organizations, according to ECQA guidelines and quality standards.

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3.1 LTA Skill Card

The LTA skill card was developed in Intellectual Output 1 (IO1). The objective of IO1 was a) to define the skills and competences that an intralingual real-time subtitler should possess (professional profile), and, b) to explore intralingual real-time subtitling in terms of vocational training and roles or techniques (respeakers and velotypists).

LTA partners drafted a skill card according to the ECQA guidelines already during the kick-off meeting of LTA. A working group was set up and facilitated by ECQA. ECQA explained the purpose and structure of skills cards, and LTA partners and stakeholders developed a draft skill card with the following Skill Units (Modules): Knowledge about accessibility, Linguistic and IT competences, Entrepreneurship and service competence, as well as Respeaking and Velotyping competences.

An online survey was launched to identify the skills and competences of intralingual real-time subtitling professionals. The survey ran in November and December 2018, with a total number of 121 questionnaires collected. The data were analysed in compliance with the standardised ECQA Guidelines: Following the ECQA Principle of Modularity (see Chapter 1.5), skills were grouped in Skill Units (Modules), which are composed of Learning Elements (Learning Objectives), broken down into specific tasks a professional or a trainee is capable of performing (Performance Criteria or Learning Outcomes).

The ECQA template for skills cards (see Annex 3) was used from the very beginning, following the principle of modularity (see Chapter 1.5) and the ECQA descriptions and descriptors, see Figure 2. Example of LTA Skill and Learning Outcome Description.

The LTA skill card was updated throughout the project. The first draft has been published on the LTA webpage after IO2, Curriculum Design. The final version is included in this report (see Annex 3). The LTA Skill Card has six Units (Modules), lead by different LTA partners:

- 1 Unit 1: UNDERSTANDING ACCESSIBILITY (LTA.U1, Leader: SDI München)
- 2 Unit 2: LINGUISTIC COMPETENCE (LTA.U2, Leader: UAB)
- 3 Unit 3: IT COMPETENCE (LTA.U3, Leader: SUBTI)
- 4 Unit 4: ENTREPRENEURSHIP AND SERVICE COMPETENCE (LTA.U4, Leader: ZDF Digital)
- 5 Unit 5: RESPEAKING (LTA.U5, Leader: SSML)
- 6 Unit 6: VELOTypING (LTA.U6, Leader: Velotype)

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3.1.1 Learning Elements and Outcomes

The LTA skill card has 22 Learning Elements. Units 1-4 have 3 Learning Elements each, Unit 5 and Unit 6 contain 5 Learning Elements each.

Every Learning Element (E) of the LTA skill card has 3 Learning Outcomes (LOs). Until 2015, learning outcomes were called Performance Criteria (PC) at ECQA. Thus, the LTA skill card contains 66 Learning Outcomes.

Example – Unit 4:

LTA.U4 ENTREPRENEURSHIP AND SERVICE COMPETENCE

LTA.U4.E1 Management and interpersonal skills

- LTA.U4.E1.LO1 The trainee knows how to plan job-related tasks by considering other dependencies such as schedule, costs, human and physical resources and related risks.
- LTA.U4.E1.LO2 The trainee explain strategies to identify possible clients and sponsors in his/her country of real-time intralingual subtitling service.
- LTA.U4.E1.LO3 The trainee can timely and effectively respond to customer's requests to ensure accessibility.

LTA.U4.E2 Stress management and personal skills

- LTA.U4.E2.LO1 The trainee can explain the main causes of stress derived from the job and different working contexts, and list coping techniques before, during, and after live situations, and develop personal resilience.
- LTA.U4.E2.LO2 The trainee can deal with feedback as well as provide feedback and solutions in conflictive situations.
- LTA.U4.E2.LO3 The trainee can remain objective, neutral and follow a code of conduct in the interaction with end-users and costumers at work.

LTA.U4.E3 Business strategies

- LTA.U4.E3.LO1 The trainee can prepare himself/herself to conduct professional interviews with customers and potential customers.
- LTA.U4.E3.LO2 The trainee can develop an own service portfolio and adapt it to the market needs.



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- LTA.U4.E3.LO3 The trainee can evaluate a critical situation, identify the problem, and find solutions.

For every learning outcome, 1 self assessment question and 3 exam questions have been developed by the LTA partners and Skill Unit Leaders, see Chapter 3.5 and 3.6.

3.2 LTA Trainers

All those LTA project partners, who actively participated in the development of the LTA training material, self assessment questions and exam questions, belong to the first ECQA/Intersteno Certified Intralingual Real-Time Subtitlers. Their ECQA/Intersteno certificate is called a Developer Certificate, see Annex 5.

Professionals who want to become ECQA Certified Trainers for the Job Role Intralingual Real-Time Subtitler need to follow the Rules and Process Steps for Certification of ECQA Trainers:

Trainers have to prove experience in the job role Intralingual Real-Time Subtitlers. Eligible evidence is a study at a university and 3 years work experience in the field, or 8 years work experience in the field of intralingual real-time subtitling, without university study.

The work experience has to be documented by references from companies or by at least two publications.

Required is also a minimum of coaching by an already ECQA certified LTA trainer, with a positive feedback at the end of the coaching. A trainer candidate can also act as a co-trainer for an already ECQA certified trainer.

The trainer also has to prove trainer experience or former consulting and development in the field of Intralingual Real-Time Subtitling. A list of former teachings, courses, consulting or development has to be provided in the certification process. The trainer has to provide evidence that he or she has held industrial or university courses, or performed consultancy or development projects in the field.

3.2.1 Pass/Fail criteria for LTA Trainers

The LTA Job Role Committee has to evaluate and approve or disapprove any trainer candidate. The respective checklist with all four criteria for the certification of ECQA trainers is summarized and explained in Annex 6.

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A pass/fail criteria is any evaluation with “poor” in the table 3.

Table 3. Pass/Fail criteria for ECQA Certified Trainers

Proven former teaching, consulting or development in the field.	poor	fair	good	excellent
Teachings, consulting or development are related to the skill card.				
Proven expertise in the field by publications or references				

3.3 LTA Training Materials

LTA training materials are based on the LTA skill card: Every Learning Outcome (LO) of the skill card is dealt with in the training materials.

All ECQA quality standards and guidelines for the development of ECQA Certified training materials have been used from the very beginning, and adapted, if necessary.

Example: Text colour is black in ECQA slides, titles were dark blue. For LTA, also titles need to be black, for accessibility reasons. ECQA changed the color in the design guidelines from dark blue to black for all future training materials, to fully comply with accessibility requirements.

ECQA recorded a webinar about how to comply with ECQA standards for the development of ECQA certified training materials. The Quality Requirements for the Creation of ECQA Training Material were discussed with the LTA partners and developers, in particular the principle of Modularity, the Quality Checklist and the Design and Content Review templates.

In addition, LTA project partner UAB created various protocols for consistency, quality and accessibility of LTA training materials, described in detail in IO4 Report: Assessment of LTA Course Materials.

The LTA course structure, course content and types of training materials have been assessed early by UAB, to ensure an iterative and user-centric process. Participants provided relevant feedback on LTA Unit 2. The focus group format allowed not only quantitative indicators through an online survey, but also qualitative input through a lively discussion. The overall assessment was very positive, with some indications for future improvement. All results are described in the IO4 Report: Assessment of LTA Course Materials, Chapter 5.3.3 Focus group results. All LTA Reports can be downloaded here: https://ltaproject.eu/?page_id=2989.

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3.3.1 Quality requirements for ECQA certified training material

One of the most important ECQA principles to be applied also for ECQA certified trainings is the principle of modularity, see Chapter 1.5: The LTA skill card defined a modular structure with Skill Units, divided into Learning Elements. Each element has 3 to 5 Learning Outcomes.

This modular structure is reflected in any ECQA Certified training material: Trainees always need to know to which Unit (1-6) and to which element in the unit (E1-E3 in Units 1-4, E1-E5 in Units 5 and 6) the material is referring to.

Table 4. Modularity of LTA Training Material



Unit 2. Linguistic competence

Element 1. Functionality: accuracy, readability and legibility

22/08/2021

LiveTextAccess

U2-E1-LO1-2

The Unit (U2), Element (U2-E1) and Learning Element (LO1) is clearly indicated in every slide, in the footer at the right side, followed by the slide number (U2-E1-LO1 – 2).

In general, ECQA quality requirements for training materials could be easily fulfilled in the LTA project, since many partners are universities and organizations with experienced and renowned professors and trainers.

ECQA training material consists of:

- Presentation slides – slides to be presented and explained to trainees.
- Student notes – a more detailed description or explanation of slides aimed for trainees to study the topic by themselves. Since LTA produced accessible training materials, student notes were not necessary: Videos include subtitles and all written text follows the LTA protocols for accessibility.



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- Exercises – instructions for a practical work to be done by students. Solutions may be provided or not.
- References – a list of sources used for the development of the training material and a list of references for further reading (usually included in the training slides).
- Authors list and other references – contact information of authors of the training material should be provided. Other relevant information about training material development support should be listed (e.g. reference to EU-funded project and the funding programme).
- Multimedia presentation – as a minimum the text provided as student notes should be recorded and available to be integrated into online training material (should be done after the trail trainings). In LTA, accessibility requirements are exceeding these ECQA requirements.

The design template for presentation slides is not prescribed, it is the choice of the training organization and their authors. However, the structure of the slide deck is prescribed and the information described above is obligatory to be included in the slides, to prove consistency with ECQA quality criteria.

3.4 LTA Training Organizations

Any training body, including universities, that want to become an ECQA Certified Training Organization for one or several ECQA Certified Job Roles, needs to fill in and sign an Application Form and a Contract with ECQA.

In the application form, a Declaration of Compliance with the ECQA certified skill card and test systems is mandatory, and contains the following statement:

I hereby declare that our organisation will

- use and promote the test systems offered by ECQA;
- comply with ECQA Quality Standards and Rules;
- provide evidence of compliance in this application and in future audits by ECQA.

Training organizations need to attach to the general data and signed declaration the following data package:

- The Certificate of the ECQA Certified Trainer the organisation will use / assign;
- Evidence of Compliance with ECQA Quality Standards and Rules:
 - Rules and Process Steps for the Certification of ECQA Training Organisations

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- Rules and Process Steps for Certification of ECQA Trainers

3.4.1 Contract between ECQA GmbH and Training Organisation

Training Organizations have to sign a contract with ECQA GmbH. The scope of this contract refers to the certification of a training organization to offer and perform courses for the ECQA job role ECQA Certified Intralingual Real-Time Subtitler. The signed contract confirms that the applicant complies with ECQA quality rules.

The training organization has to comply with all quality requirements for ECQA Certified Training Organisations and their Trainers, see Chapter 3.

There is no right of exclusivity, but the right and principle of fair use and fair competition within all ECQA Certified Organizations (training and exam organizations).

The training organisation only uses ECQA Certified trainers when holding ECQA Certified trainings and related courses.

The training material of the organization must comply with ECQA Training Organisation Rules, such as: The training organization can prove that the set of training materials covers all performance criteria of the skill card.

The training organisation

- uses the ECQA logo in all promotional materials where ECQA Certified courses related to job role ECQA Certified Intralingual Real-Time Subtitler are announced.
- uses the ECQA exam servers and to explain all trainees who participate in ECQA Certified Trainings for the job role ECQA Certified Intralingual Real-Time Subtitler how to use and register for the respective ECQA self assessment, exam, and (if applicable) learning platform.
- is obliged to send to ECQA or to the ECQA Certified Exam Organization:
 - date and hour of an exam 2-3 weeks prior to the exam;
 - a list of attendees who registered for the exam;
 - a copy of feedback from course participants to allow quality control of ECQA Certified trainings and course.
- keeps all data exchanged with ECQA confidential.



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The training organisation agrees to pay fees for regular audits by independent ECQA auditors to get and maintain the status of an ECQA Certified Training Organization, including the certification of trainers working for or commissioned by the Training Organization.

ECQA GmbH audits the Training Organization and confirms compliance/non-compliance with ECQA Quality Standards and Rules. ECQA GmbH commissions independent, experienced auditors who don't have any conflict of interest when auditing an applicant training organisation.

ECQA fosters and monitors fair competition between ECQA Certified Training Organizations and Applicants.

ECQA GmbH promotes ECQA Certified Training Organizations on its web site as authorised and recommended to deliver ECQA Certified courses for the specific job role **ECQA Certified Intralingual Real-Time Subtitler**.

ECQA GmbH audits and certifies trainers who comply with ECQA Quality Standards and Rules.

ECQA GmbH grants certified training providers the right to use the ECQA logo and the specific ECQA job role logo for **ECQA[®] Certified Intralingual Real-Time Subtitler** in their brochures and training announcements.

A list of most successful ECQA certified training bodies will be published on the ECQA GmbH web site, ranked by the numbers of ECQA trainings performed and ECQA exams derived from these trainings.

ECQA GmbH acts as independent certification body and determines the framework of re-certification of ECQA certified trainers, training material, training organisations and exam organisations.

ECQA GmbH keeps all communications with the training organisation confidential.

3.4.2 Certification and Re-Certification

The certificate is valid for a period of 3 years subject that the conditions to maintain the certificate are met by the the Training Organization.

To maintain the certificate, ECQA GmbH will carry out surveillance audits (remote re-audits and, if necessary, also on-site audits) on a 1-year cycle.



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ECQA GmbH will decide on the issue of the certificate based on the audit findings and conclusions of the ECQA Auditor.

ECQA Auditors are formally trained auditors who have in-depth knowledge about ECQA Quality Standards and the Rules and Process Steps for the Certification of ECQA Trainers and Training Organisations.

3.4.3 Withdrawal of ECQA Certificates.

The ECQA certificate becomes invalid immediately after termination of the contract by the certificate holder (the training organization) or after withdrawal by the certification body ECQA GmbH. The certificate is withdrawn by ECQA GmbH when:

- the conditions for issuing the certificate are no longer met,
- the training organization refuses to accept surveillance audits in due time,
- the training organization does not meet the requirements of corrective actions requested in the audit findings and conclusions,
- the training organization refuses to accept audits to check on corrective actions if required by ECQA GmbH,
- the training organization uses the ECQA certificate in an abusive manner,
- the training organization does not meet the General Terms and Conditions of the ECQA GmbH.

3.5 LTA Self Assessment and Exam Questions

Self assessment questions are used for the open and free ECQA self assessment, which is a service for all persons interested in the Job Role and in the certificate. Doing the LTA self assessment, people are able to identify knowledge and skill gaps before applying for certification or enrolling for a course or training.

Self assessment questions are different from exam questions.

Exam questions are not public, they are highly confidential. LTA partners signed a Non-Disclosure Agreement with ECQA, to safeguard the value and quality of the ECQA/Intersteno Certificate for Intralingual Real-Time Subtitlers.



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High-quality exam questions are crucial for the success of LTA and the ECQA/Intersteno Certificate. The LTA Job Role Committee will continue to review and update the exam questions on a regular basis, at least once a year, see Chapter 2.

Exam questions are different from self assessment questions.

The LTA skill card has 22 Learning Elements, and every Element (E) has 3 Learning Outcomes (LOs). Thus, the LTA skill card contains 66 Learning Outcomes.

For every learning outcome, 1 self assessment question and 3 exam questions have been developed by the LTA partners and Skill Unit Leaders, see Chapter 3.5 and 3.6.

In total, 66 self assessment questions and 198 exam questions have been developed in the LTA project. LTA questions are Multiple Choice Questions (MCQs) with one or more correct answers. True/False questions appear in two cases:

- LTA.U1.E2.LO3 Question: International Sign can be considered a native language. Answer a: True. Answer b: False.
- LTA.U1.E2.LO3 Question: International Sign is only based on American Sign Language. Answer a: True. Answer b: False.

For the creation of LTA multiple choice questions, a predefined Excel template with macros has been used in the beginning. Then, at the end of the LTA project, when ECQA bought licences of a new exam systems (Bizexaminer) widely used at universities and exam organizations in Austria and Europe, the MCQs have been transferred to the new Excel/CSV templates of Bizexaminer.

Every self assessment and exam question has been double-checked by ECQA, to provide correctness and consistency.

Answers to MCQs are clearly marked with capital letters in the first word of the answer, and with a full-stop at the end of the answer, even if the answer consists not of a full sentence, it is Every questions starts with a capital letter and ends with a punctuation character: “.”, “?” “...”, “:”

Example: LTA.U1.E3.LO2 Question: Light plays an important role in providing hearing accessibility. In fact, it must come: Answer a: From the side. Answer b: From behind. Answer c: From above.

The following three ECQA principles have been applied when designing the LTA questions:



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- Don't use multiple negation
- Don't select always the same number of correct answers e.g. all questions have always 3 correct answers
- Don't use questions which imply already that only one or more answers are correct e.g. Please select the answer which...; or Which are the most appropriate...; use: Which is/are the most...

3.6 LTA Exam Organizations

Organizations that want to become ECQA Certified Exam Organization need to sign an agreement with ECQA.

ECQA appoints eligible organizations as ECQA Exam Organizations aimed to certify participants of exams for ECQA Job Roles. A list of Job Roles is annexed to the agreement and is updated according to interest of both parties.

ECQA has the right to appoint any eligible Exam Organization for the Job Role ECQA Certified Intralingual Real-Time Subtitler without any obligation to other LTA Exam Organization certified already. There is no right of exclusivity, but the right and principle of fair use and fair competition within all ECQA Certified Organizations (exam and training organizations).

ECQA defines the general rules for operation of the ECQA Certification Scheme.

The exam portal for all ECQA Job Roles is provided by ECQA that assures availability of exam portal at any time to support the exams organized by the Exam Organization. ECQA maintains and upgrades the exam portal considering the feedback from Exam Organization. ECQA keeps the right to decide which improvements of the exam portal will be done and when to implement them. ECQA also assures the technical support for usage of exam portal.

ECQA assures that exam questions used within exams for all Job Roles are available, up to date, professional and large enough to assure relevant exams. At least three questions exist for each Learning Outcome within each Element of all Units to be randomly selected for an exam. Pools of test questions are reviewed every year and updated at least every two years by ECQA Focus Groups or Exam Committees.

ECQA ensures independence of electronic exams by random selection of questions from the exam pool. The Exam Organizations cannot control the content of exams. ECQA archives and



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maintains all test and certification data provided within the exam portal, to ensure full traceability of certification records.

ECQA assures that the Exam Organization can administer within the ECQA exam portal all exams, lists of exam participants and lists of certified participants.

ECQA provides the templates for certificates for a specific Job Role. ECQA assures that improvement requests for certification of services will be reviewed by relevant ECQA bodies and acted upon in due time.

ECQA grants the Exam Organization the right to use the ECQA logo and references to relationship with ECQA in all forms of marketing and informative materials.

ECQA promotes the Exam Organization as ECQA authorised Exam Organization on the web site, in flyers and at ECQA related conferences and other events. ECQA provides information about relevant ECQA events, in the form of electronic newsletter or similar.

ECQA appoints a representative to support cooperation with Exam Organization and to manage the monitoring of Exam Organization activities. ECQA keeps all communications with the Exam Organization confidential.

3.6.1 Rights and duties of ECQA Exam Organizations

An LTA Exam Organization holds examinations for the Job Role ECQA Certified Intralingual Real-Time Subtitler using the exam material and exam portal provided by ECQA.

The Exam Organization performs certification activities strictly and exclusively according to ECQA rules.

The Exam Organization has the right to perform other certification activities outside of ECQA Certification Schemes independently and without any obligation to ECQA.

The Exam Organization (EO) implements the exams consistently with following general rules:

- EO organizes and promotes exams for the LTA Job Role.
- EO administers exams, participants of exams and certified participants using the ECQA exam portal.
- EO files in an archive any and all data concerning the examination participants, examinations (performed) and examination results.



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- EO assures the traceability of examination activities.

The examination must be implemented and supervised at the examination location or online by an examiner appointed by the Exam Organization who is known by name, who has been suitably trained and who has entered into obligation to keep these matters confidential.

The examiner must not be the trainer of an LTA training for the examination candidates. Employees of the Exam Organization are not allowed to perform trainings, to avoid conflict of interest. However, if the Exam Organization has also a training department, it is possible to act both as ECQA Certified Training and Exam Organization, as long as different staff is used: The Exam Organization has to prove that examiners were not the trainers of examination candidates.

Examiners support performance of exams by:

- advising and supervise candidates during examinations;
- informing participants about their results;
- generating, printing and arranging signatures and distribution of certificates and publishing of certified participants at the ECQA web page.

Following successful examination, the Exam Organization shall issue a certificate to the examination candidate. The certificates are issued in English, assuring the consistency with ECQA templates for certificates and usage of ECQA logo and contact information.

Translations in any other languages need to be approved by ECQA in advance.

LTA Exam Organizations offer the certification service on the market and for international participants independently of and without any obligation to any other ECQA registered Exam Organization. LTA Exam Organizations independently of ECQA define internal organization supporting certification services and pricing policy.

The principle of fair competition applies.

The Exam Organization may organize seminars to offer participants the preparation to exams. Only an ECQA Certified Training Organization may be hired by the Exam Organization to provide the trainings, but it is free to choose any organization on the ECQA List of Registered Training Organizations.



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LTA Exam Organizations certified by ECQA may charge examination fees. For this purpose, it is to prepare a Schedule of Fees in advance. The Schedule of Fees is to be made available to the examination candidates or parties who are interested in the examination, should they so demand. The Examination Organization keeps all data exchanged with ECQA confidential.

3.6.2 Intersteno becomes ECQA Certified Exam Organization

On 17th May 2021, Intersteno, the oldest and most renowned international organization for speed writing, signed the Agreement with ECQA GmbH to become an ECQA Certified Exam Organization.

This was a milestone reached for the LTA project and its sustainable future: Intersteno has many thousand members all over the world. Intersteno is the trademark of International Federation for Information and Communication Processing, a no profit Association founded in London in 1887. After the second world war, Marcel Racine, from Switzerland brought the Association to a new live life.

Intersteno conferences are attended by hundreds of participants. During these high-level Intersteno conferences, the practical parts of the LTA exams will be offered, in the course of various types of competitions, see see <https://www.intersteno.org/competition-types/>.

These exams during Intersteno conference will be the most efficient and effective way to make LTA results last and successful. However, the practical test can also be done remotely.

The LTA project owes this success Carlo Eugeni, representing LTA partner SSML. In his function of the Chair of the Intersteno Scientific Committee, Carlo Eugeni brought LTA, ECQA and Intersteno board members and stakeholders together, to discuss possible cooperation with regard to European and International Certificates in the field of speed writing.

In fact, the LTA Certificate, it is the ECQA/Intersteno Certified Intralingual Real-Time Subtitler Certificate, is the first certificate of a planned series of other ECQA/Intersteno Certificates in the three large domains of activity of Intersteno: Reporting, Text and Information Processing, and Secretariat (see <https://www.intersteno.org/our-mission/>).



4 Knowledge Transfer

The transfer of knowledge and skills, related to certification and the LTA-ECQA Certification Proccess, to the partners and stakeholders of LTA was achieved through:

- information materials: ECQA Agreements, Guidelines, Newsletters, Videos, Websites; LTA leaflets, posters, info sheets, press releases and presentations given at various events, such as the Intersteno Conference 2019 in Calgiari, the International Terminology Summer School 2021, Media Accessibility Platform, etc.);
- interviews with LTA partners published at the LTA website (https://ltaproject.eu/?page_id=69);
- radio: Accessible Cinema, a periodical programme of Fred Film Radio on media accessibility and inclusion, fostered by Sub-ti Access: The third episode of the program is focused on the LTA project: <http://www.fred.fm/edu/accessible-cinema-3rd-episode/>
- videos: LTA videos have been published to reach out to LTA stakeholders, many of them containing information about the LTA certification, via the LTA YouTube Channel;
- social media: Facebook, LinkedIn and Twitter have been used to disseminate information about LTA processes;
- training materials: ECQA Recorded Webinars, ECQA Case Studies, Checklists, Templates;
- discussions during ECQA trainings and LTA events and project meetings;
- e-mails to and personal meetings with LTA stakeholders, in particular with the LTA Advisory Board Members.

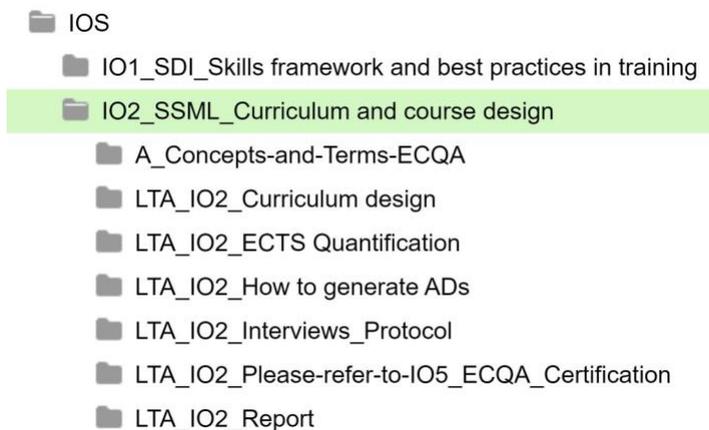
Details of the activities above are described and documented in the various Dissemination Reports delivered by LTA during the course of the project.

All LTA partners have been trained by ECQA, see Chapter 1.

When designing the LTA curriculum and training course, the methodology, as well as the concepts and terms of ECQA were used, as the following screen shot from the project repository and knowledge base Nebula shows:

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Figure 3. LTA Curriculum and course design follow ECQA Procedures



The collaboration between LTA partners in the development of the LTA skill card and training materials was particularly fruitful in terms of knowledge transfer: EFHOH, the European Federation of Hard of Hearing People (<https://www.efhoh.org/>) made other LTA partners understand what is needed in practical skills when it comes to working together with hard of hearing partners. Many project meetings have been conducted via skype in written form. This was a particularly valuable experience for all project partners.

Towards the end of the project, also due to the Covid-19 Pandemic, when project meetings in person were not possible any longer, the LTA meetings were conducted via Zoom. With open web cams and real-time subtitling, the LTA consortium practiced what we preached, and made life-events accessible. This was very important to convey the complex

The knowledge transfer went between ECQA, HEIs, and non-educational partners, and vice versa: ECQA gained a good understanding of the industry of real-time subtitlers, HEIs obtained a sound understanding of the structure and value of a European certificate for professionals, and the non-educational partners gained new insights of recent research and scientific studies.

With Intersteno as partner and first ECQA Certified Exam Organization for the LTA job role Intralingual Real-Time Subtitler, knowledge transfer went around the globe: Intersteno's worldwide community unites many thousands of professionals using a full range of speed writing methods to quickly produce high quality texts. Intersteno conferences are attended by hundreds of participants.



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The new certificate ECQA/Intersteno Certified Intralingual Real-Time Subtitler will be promoted in Intersteno newsletters and information materials, reaching thousands of persons world-wide who are interested in getting certified by Intersteno/ECQA, and who will gain knowledge about the quality and value of the LTA certificate.

The flexible and modular nature of the LTA training material caters for the individual needs of different types of trainees and offers them a unique, open and high-quality learning opportunity. Europe-wide open access allows knowledge transfer intersectorally.

Knowledge transfer amongst universities, private training providers and non-profit organizations increased during the course of the LTA project, as discussions and feedback during Partner Meetings, Multiplier Events and conferences attended by LTA partners showed.



5 Summary

Real-time subtitles enable live access to audiovisual content. The need for real-time subtitles has risen since the adoption of the Convention on the Rights of Persons with Disabilities by the European Accessibility Act and the Audiovisual Media Service Directive. Service providers need to ensure access to people with a visual or hearing disability.

The provision of real-time subtitles across Europe was uneven and its quality uncontrolled or insufficient. Most subtitlers were untrained, with no clear or recognized professional status.

With the results of the LTA project, this situation changed:

Now, real-time subtitlers can obtain a European and International Certificate, and gain suitable skills to provide high-quality subtitles in different contexts and working settings. This opens new job opportunities for people with and without disabilities in Europe and world-wide.

LTA approached the mismatch between trained and needed skills in the labour market by a collaboration between educational and non-educational partners, and by certification. Employability and entrepreneurial education is one of the main foci of the LTA training.

LTA created a skill card for intralingual real-time subtitlers (IO1), as the basis of a modular curriculum (IO2) for both academic and vocational levels (ECTS/ECVETS) and open training materials (IO3). The quality of the resources was assessed by end users and prospective trainees (students and trainers) in IO4. In IO5, ECQA developed a comprehensive LTA certification scheme, to secure recognition at EU level and sustainability of the LTA project results.

The certification of the job role Intralingual Real-Time Subtitler through ECQA is a milestone for the industry that will facilitate the integration into the labour market.

The free available training materials and certification scheme will serve as a reference for the industry when hiring and training subtitlers. The attribution of ECTS/ECVETS will foster transparency and acceptance, will allow to recognize formal and non-formal learning, and will lay the basis for lifelong training.

A milestone has been reached when Intersteno, the oldest and most renowned international organization for speed writing, signed the Agreement with ECQA GmbH to become an ECQA Certified Exam Organization on 17th May 2021.

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Intersteno's worldwide community unites all those using a full range of speed writing methods to quickly produce high quality texts. Intersteno conferences are attended by hundreds of participants.

The practical parts of the LTA exams will be offered during these high-level Intersteno conferences, which will be the most efficient and effective way to make LTA results sustainable. The Intersteno conferences are an opportunity to take the practical test in person, but the practical test can also be done remotely.

5.1 IO5 Indicators

Nine indicators for the successful completion of IO5 were defined in the LTA project proposal. All of them could be met in Intellectual Output 5, Certification:

- 1 **All partners followed the ECQA standards.** ECQA pro-actively monitored one of the key outcomes of the LTA project, the skill card for the job role 'Intralingual Real-time Subtitler'. The LTA skill card, representing the basis of the harmonized European set of skills and competences for intralingual real-time subtitlers, was developed according to the ECQA rules and procedures from the very beginning, see Chapter 1.3 and the Intellectual Output Reports published at the LTA web site https://ltaproject.eu/?page_id=2989.
- 2 **The steps for the LTA Job Role Committee are finalized.** In Chapter 2, the role and function of ECQA Job Role Committees (JRC) are explained, and the JRC agreements are described. In Annex 4 – ECQA JRC agreement for LTA, an agreement between future JRC members and ECQA is drafted.
- 3 **If needed and feasible, the certification process has been adapted to the specific needs and requirements of LTA.** An example is given in Chapter 3.3: In the ECQA slide master, text colour is black and titles were dark blue. For LTA, also titles needed to be black, for accessibility reasons. ECQA changed the color in the design guidelines from dark blue to black for all future training materials, to fully comply with accessibility requirements.
- 4 **A Certification Scheme is available.** The Certification Scheme for the LTA Project comprises the ECQA Certification of the LTA skill card, LTA trainers, LTA training materials, Training Organizations, LTA self assessment questions, LTA exam questions and Exam Organizations, according to ECQA guidelines and quality standards. All components of the LTA Certification Scheme are described in Chapter 3 of the given IO5 report.



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- 5 **Educational components are described as learning outcomes.** This is a basic requirement of all ECQA Certified Skill Cards, following the principle of modularity (see Chapter 1.5). The LTA skill card contains 66 Learning Outcomes in 22 Learning Elements (see Chapter 3.1.1). Units 1-4 have 3 Learning Elements each, Unit 5 and Unit 6 contain 5 Learning Elements each. Every Learning Element (E) of the LTA skill card has 3 Learning Outcomes (LOs). Until 2015, learning outcomes were called Performance Criteria (PC) at ECQA.
- 6 **Educational components provide clear information about level, credits, delivery and assessment.** This is described in the IO2 Report about Curriculum Design: The LTA training is designed as 30-ECTS/ECVET course, it can be extended to a Bachelor course with 180 ECTS, and taught as a Massive Open Online Course (MOOC) with less than 10 ECTS/ECVET. The levels are from beginners (in the MOOC) to professionals in the 30 ECTS/ECVET course. Assessment is provided as pre-assessment, peri-assessment and post-assessment, see Chapter 2.3 in the IO2 Report.
- 7 **Trainees are provided with detailed information to follow progression rules.** This is described in the IO2 Report about Curriculum Design, see Chapter 2.3 in the IO2 Report.
- 8 **Students know learning units to follow for qualification/accreditation.** One of the most important ECQA principles to be applied also for ECQA certified trainings is the principle of modularity, see Chapter 1.5: The LTA skill card defined a modular structure with Skill Units, divided into Learning Elements. Each element has 3 to 5 Learning Outcomes. This modular structure is reflected in any ECQA Certified training material: Trainees always need to know to which Unit (1-6) and to which element in the unit (E1-E3 in Units 1-4, E1-E5 in Units 5 and 6) the material is referring to, see Chapter 3.3.1
- 9 **Studies can be completed within the allocated time** (i.e. workload for the learning units/course component is realistic). This indicator is met in the Curriculum Design (see IO2 Report) and in the IO3 reports on the work conducted to create the training materials for the 30 ECTS course. The report describes the development of IO3, the typology of materials, e.g., video lectures, interviews, testimonials, transcripts, and the assessment tools.



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7 Annexes

7.1 Annex 1 – ECQA Terminology

EXAM ORGANIZATION: institution or entity entitled to organize exams for certain professions or job roles, and to issue certificates to participants on behalf of the ECQA (ECQA, Nájera 2012).

FG: See Focus Group.

FOCUS GROUP (FG): Associate members of the Non-Profit Association ECQA who commit their work to maintain the skills card and exam questions for specific professions or job roles in annual releases. An ECQA FG consists of a number of experts in a given profession, who initiate, develop and frequently revise job roles within the ECQA training and certification scheme.

JOB ROLE: Professional activity or profession, with a set of specific skills and competences required for a state-of-the-art performance (ECQA, Nájera 2012).

JOB ROLE COMMITTEE (JRC): See Focus Group.

JRC: See Job Role Committee.

LEARNING ELEMENT: each part of a skill unit for a skill card, that provides structure and content to define and assess the knowledge for a job role (ECQA, Nájera 2012).

LEARNING OUTCOMES: ‘statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.’ (source: EQF 2008). ECQA used to call them Performance Criteria until 2015.

MODULE: see Skill Unit.

PERFORMANCE CRITERIA: see Learning Outcomes.

REAL-TIME INTRALINGUAL SUBTTLER: person capable of producing a transcription of a speech simultaneously to its listening. The transcription can be corrected or not in real-time (live editing) and access to it is possible simultaneously to the event itself, with a delay of seconds.

SKILL: ‘the ability to apply knowledge and use know-how to complete tasks and solve problems.’ (source: European Qualifications Framework - EQF 2008)

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SKILL CARD: In vocational context, knowledge map of the skill units, learning elements and learning outcomes that define and standardize the required state-of-art qualifications of a specific profession. Skill cards are structured in units (modules in the LTA curriculum) learning elements (units in the LTA curriculum) and learning outcomes.

SKILL DESCRIPTION: ECQA has the following standard for skills description:

- A DOMAIN contains -
 - JOB ROLES, which contain
 - UNITS, which contain
 - ELEMENTS, which contain
 - PERFORMANCE CRITERIA → LEARNING OUTCOMES
 - which must be proven by EVIDENCES

SKILL UNIT: biggest component of a curriculum, also called Module (at Universities) and Unit in vocational training (European Commission, 2011). In LTA it structures the learning content into units.

TRAINING ORGANIZATION: entity that provides courses and trainings for one or more ECQA certified job roles, and has been officially certified by ECQA, after successful evaluation and certification, having proved to work according to ECQA requirements and quality criteria for Training Organizations.

UNIT: A self-contained, formally structured learning experience. It has a coherent and explicit set of learning outcomes, consistent with the time allocated and assessment criteria. Units are also called course units and aim at forming competences. They are grouped into modules.

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7.2 Annex 2 – The Architecture of ECQA

ECQA Guidelines are available as downloads from the ECQA website <https://ecqa.org/index.php?id=221>. The ECQA Architecture is currently under revision (as of August 2021). For the LTA project, version 5.0 (2013) is applicable.



ECQA Guideline¹

The Architecture of the ECQA – European Certification and Qualification Association

Version 5.0 (2013)

Krems, May 2013

¹ The former rework of the guideline version 3 for ECQA was funded by the DEUCert LLP project.

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ECQA White Paper : Europe wide Industry Certification Using Standard Procedures based on ISO 17024

Abstract:

ECQA (European Certification and Qualification Association) is the result of a series of EU funded projects from 2005 – 2012. This included European projects such as EQN (European



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Quality Network, 2005 – 2007), EU Certificates Campus (2008 – 2009) and DEUCERT (Dissemination of EU Certification), the ECQA nowadays acts as an organization that is independent from funding. The members of ECQA are widely spread all over Europe and vary from universities to companies as well as individuals.

ECQA is aimed at a demographic problem of education and training in the European Union. For people at 40 – 50 it is many years ago that they attended the university and required skills nowadays are changing every 2-3 years. This means that their skills get outdated and we experience in Europe a growing unemployment from the age of 45 upwards. Universities in Europe are currently not addressing this problem.

EQN developed a so called role based qualification concept where e.g. an existing software engineer (who studied informatics some 15 years ago) can identify job roles to upgrade so that he remains a value for the organization. He might receive additional industry qualification for e.g. a safety architect (additionally learning how to enrich existing software architecture with functional safety aspects). This way the person, would for instance, grow into a safety architect position and a younger person who knows more about new programming techniques gets his old position. EQN then developed certification mechanisms for this role based approach for university and industry educational partnerships.

EU Cert Campus collected about 15 job roles, structured the corresponding skills sets and established online services. The online services comprise skills browsing, skills assessment, and online training. So people from industry can attend job role based qualification training from the work place.

DEUCERT established ambassadors for this new job role based qualification concept Europe and worldwide. DEUCERT also helped to create a critical mass of partners. At the moment we do have 26 job professions (ready and in progress) that are certified all over Europe and already outside of the European Union. The concept is meanwhile supported by approx. 60 universities and training bodies in Europe.

Human resource managers from leading multinational companies called ECQA “a success story” because so far the universities in Europe do not address the mentioned demographic problem and ECQA has already achieved more than 11000 online trainings and more than 6600 certificates in European industry and at university PhD programs.

The processes of the ECQA are mapped onto the ISO 17024 international standard for the certification of persons.

The PAC project will integrate further skills sets and certification options into the ECQA platform.

Keywords: European qualification standards, European certification strategy, European exam systems, European learning portals.

Introduction

While university programs address people in the age of 19 – 26 they do not address the demographic problem of increasing unemployment for people older than 45 at all. We already experience in nearly all countries in the European Union the growing age of people and in parallel that the number of unemployed people older than 50 is increasing as well. This can lead to a high



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demographic risk because most economies also plan to increase the age of pension and this will not work if people do not stay employed with the growing age.

The project EQN [3],[4],[5] was a strategic network project in education in which industry and educational institutions from 13 countries did networking to propose a solution to this demographic problem. Also the project should deliver an initiative of innovation in education as well [6],[8].

This resulted in:

Job Role Based Qualification Strategies [5],[7]. While the universities teach for a domain (e.g. informatics engineer) the job role based qualifications are short courses which in 2-3 weeks re-qualify people in industry (access from the workplace) to sustain their value for the company and remain employed. Job roles are described in form of skills sets (similar to the skill cards in the Department of Trade and Industry in the UK), and skill sets are mapped onto training, exercises and tests.

If someone studies informatics engineer this takes approx. 5 years at a university. Assuming this as a basis a job role qualification is for instance to upgrade to a safety architect, software process improvement manager, etc.

Modular Certification. It was also assumed that people in industry at the work place are under time pressure and cannot do the whole training at once. They might do a part in year 1 and the rest in the next year. They (assuming the European mobility strategy) could do the first part from Spain the rest from a German work place.

Thus the skills sets were structured into skill elements and each skill element has so called performance criteria. Each certificate lists elements and a full certificate is achieved if all elements are passed.

European Mobility Strategy. If, for instance, in the current economic situation Spanish workers would move to Germany for employment and later would move to UK and then back to Spain, all certifications should be added up and accepted across all countries.

This led to the concept of so called lifelong learning accounts for people. Each person in Europe can register at the system and in one lifelong learning account (like an international bank account

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but for education) can do self assessment, achieve skills profiles, and receive training. The account sustains and is a central service across EU countries.

This infrastructure was later established in the EU Cert campus project.

Europe Wide Standardized Approach. To be able to roll out this strategy in all countries the design of standard guidelines was important. They were translated in all major European languages.

As a result of this the ECQA [3],[4],[5],[9],[10] has established a set of standard quality guidelines for

- Certification of a new job role
- Certification of training bodies
- Certification of trainers
- Certification of people

See www.ecqa.org and cooperation with ECQA under guidelines.

A **job role committee** is an international working group who signed the standard ECQA JRC agreement and annually maintain the skill card and test questions pool.

Attendees of courses do an ECQA based exam and receive an ECQA Certificate.

In the guidelines of ECQA the fulfillment of the ISO 17024 standard for certifications of persons has been considered. A mapping to this international standard can be found in the ECQA guidelines.

This standard process requires that training organizations and examiners are separated. ECQA supports that by

1. Establishing a Europe wide exam system which generates tests randomly per person (each person gets a different test and cannot be controlled by the training body). The exam questions are assigned to skills elements of job roles.
2. Using certified exam bodies who provide examiners to organize the exams.
3. Automatic corrections through the ECQA test system so that none can interfere the tests and the results personally.
4. Job Role Committees elaborate and annually update this pool of multiple choice test questions.

EUROPEAN WIDE INFRASTRUCTURE

To support the concept of lifelong learning accounts (a strategy developed in the EQN project) the EU Cert Campus project (above 20 partners from 18 countries) developed an infrastructure which supports standard procedures for lifelong account management, self assessment of skills, exams and administration of certificates [2],[4],[5],[9].

Once this infrastructure was developed and in place (now used by above 11000 professionals and managers in European industry) it was important to find a body maintaining these services. This resulted in the legal foundation of the ECQA (European Certification and Qualification Association, 2008).

ECQA is not for profit and the income model is based on the certification business. ECQA follows the processes of independent exams as outlined in ISO 17024 and earns a share of

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each certificate sold. The income is used to further maintain the lifelong learning accounts and exams infrastructure.

The members of ECQA (and owners) are more than 60 universities and training bodies from Europe.

The Notion of Skills Profiles. The future vision of EQN was that each person in Europe might have an educational card like a bank card. On the chip we store the skills profiles of the person. This strategy was called “skills-card” strategy for Europe. The original strategy stems from the EU funded FP project CREDIT, 1998 – 2011, where ISCN was the partner for the technical architecture.

In EQN and EU Cert this strategy was adapted to a skills profile online which a person can maintain in a private lifelong learning account. Instead of a physical skill card with a chip on the cards, there are now lifelong learning online accounts.

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. Each job role contains skills elements, the coverage of skills is shown in form of a percent mark.

Exam results illustrating the Coverage of Skills Profiles. Exam results are displayed in the form of a skills profile, demonstrating the coverage per skills element. See Figure 1. To be certified you must reach 66% in each skills area.



Figure 1: Typical Profile as Result of an Exam

The exam system portals are continuously updated and new functions to guarantee stability of the system during exams is extended since more than 6 years now.

A SPACE FOR EUROPEAN LIFE LONG LEARNING

Once the ECQA [2] was founded and the exam procedures were in place the next problem to solve was to allow a smooth integration of a critical mass of LLP projects into the platform. The EU LLP program finances a few hundred VET projects per year. The strategy was to empower a selected set of these projects to structure the skills and learning results into ECQA standards and integrate them into the platform.

Knowledge and Learning Cluster for IT and Services. The partnership of ECQA decided that we cannot accept every LLP project or new job role. Firstly, they must satisfy the ECQA standards and quality criteria and secondly they should relate to a specific cluster. So it was

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decided that in the first years of rollout (2008 – 2014) we especially support the sector of IT and services.

Some of the universities who are ECQA members decided to not use the multiple choice tests but to extend the system to support the **APL (Accreditation of Prior Learning) procedures** in the industry-university partnerships for education.

Thus a further new developed software function is the **assessment of prior learning function**. Here a panel of advisers (assessor of skills) can review existing knowledge of a person and assess a specific skills element to be fulfilled. In this case the exam is only to be done for skills elements where the assessment did not show coverage of the skills.

The ECQA platform allows people from the work place to attend online skills portals, receive training, do exams, and receive a certification [3],[4],[5],[9].

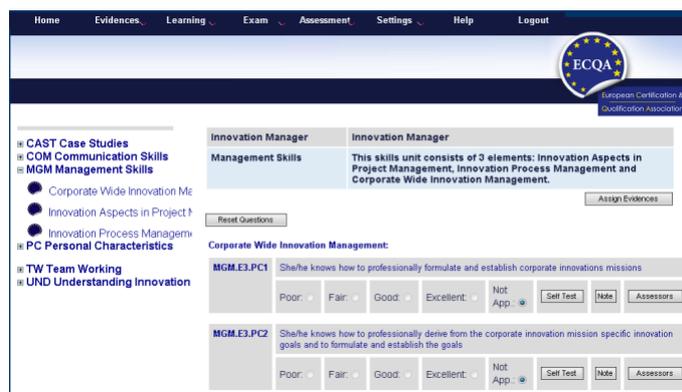


Figure 2: Skills Browsing and Self Assessment

With one login people can register for one or more job roles. When they register for the job role they can browse the skills and do a self assessment.

The self assessment highlights in which areas the learner needs to fill some skills gaps. In these areas the system allows to connect to an e-learning system.



Figure 3: Integrated E-Learning Courses

The courses include multimedia lectures, learners notes, exercises and online discussions of the exercises.

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The skill card structure defines units (competence areas), learning elements (learning objectives), and performance criteria (what the learner must be able to demonstrate). The learning approach is therefore “learning by doing” based and thus task based learning is a method which ECQA supports.

Once the training has been performed the learner can register for an exam. The exam is computer generated, and will be corrected automatically. Exams are random generated and different per learner. Questions are generated from a Europe wide shared test questions pool. The implemented learning approach is described in Figure 4.

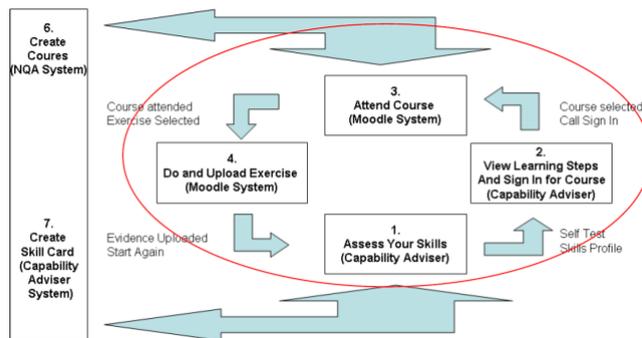


Figure 4: ECQA based integrated learning cycle

Help

Organisation: Innovation Manager - ECQA Exhibition

Test: Innovation Manager - PAC DEMO - Exam

Participant: PAC DEMO

ID: ECQA - FXPO.5792.1155

Understanding Innovation Management - Introduction to Innovation Management

Is it possible to consider innovation as a new project in organization? Yes No

Can we start innovation from existing product/services or other processes in organization? Yes No

How can we generate new ideas?

- With Brainstormings
- Education of employees
- Their knowledge, experience and status
- Nominal group processes
- At the coffee time

Figure 5: ECQA – Multiple Choice Based Exams

EUROPEAN DIMENSION and OUTLOOK

The current economic situation in Europe clearly illustrates that the demographic problem outlined in the abstract of the paper is a realistic scenario. The awareness that universities have a social responsibility to also think about solutions about how to upgrade skills of people older than 45 is

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increasing but still nearly non existing Europe wide. They still just focus on young people aged 19 – 26.

The concepts developed in EQN (2005 – 2007) and implemented with ECQA (as a not for profit initiative) represent a possible solution to this problem. This growing awareness leads to a growth and more and more universities and training bodies are expected to join.

The growth of the ECQA initiative is shown in Figure 6 where we see the growth trend of managers in Europe that have been ECQA certified after attending an ECQA test.

Training Bodies comprise universities, commercial training companies, chambers of commerce who became active providers of ECQA certified courses.

The described demographic situation is the major driver for growth in ECQA. Also by the number of many thousand certified people and their connections with other people in Europe we expect a wave of growing interest.

Also the number of LLP funded projects applying ECQA guidelines is currently increasing per year.

If you also plan to join this initiative please contact the ECQA president, Prof. Michael Reiner, University of Applied Sciences, Krems, Austria, Email: michael.reiner@fh-krems.ac.at.

total Exams

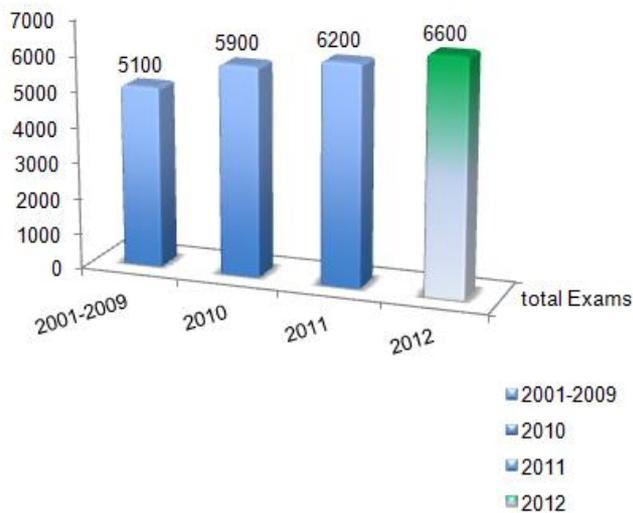


Figure 6: ECQA –Growth Trend of Exams in Europe

ACKNOWLEDGEMENTS

We are grateful to the European Commission who has supported the establishment of ECQA by various EU projects such as CREDIT (1998 – 2001), EQN (2005 – 2007), EU Cert Campus (2008 – 2009), DEUCERT (2010 – 2011).



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We are also grateful to all the ECQA members (currently 60 training bodies and universities) who helped to establish this qualification strategy in Europe.

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2 The Architecture of the ECQA – European Certification and Qualification Association

ECQA has been founded in 2009 as Not-for-Profit Organisation, registered as association under Austrian law. ECQA acts as independent certification unit and issues the certificates.

The following chapters describe (1) the general set of roles and responsibilities involved, (2) the legal framework, and (3) the business flows to be managed by the association.

Role Based Architecture of ECQA

The ECQA architecture is described by role based process models. The following roles have been grouped by areas of activities.

User Area

- Learner

ECQA Specific Areas

Testing system

- Exam and Certification Portal
- Test Server Administrator

Management

- ECQA Members
- ECQA Board

Committees

- Job Role Committee

Training Area

- ECQA Certified Training Organisation
- ECQA Certified Trainer

Examination Area

- Exam and Certification Organisation
- ECQA Certified Assessor

Innovation Area

- ECQA Think Tank

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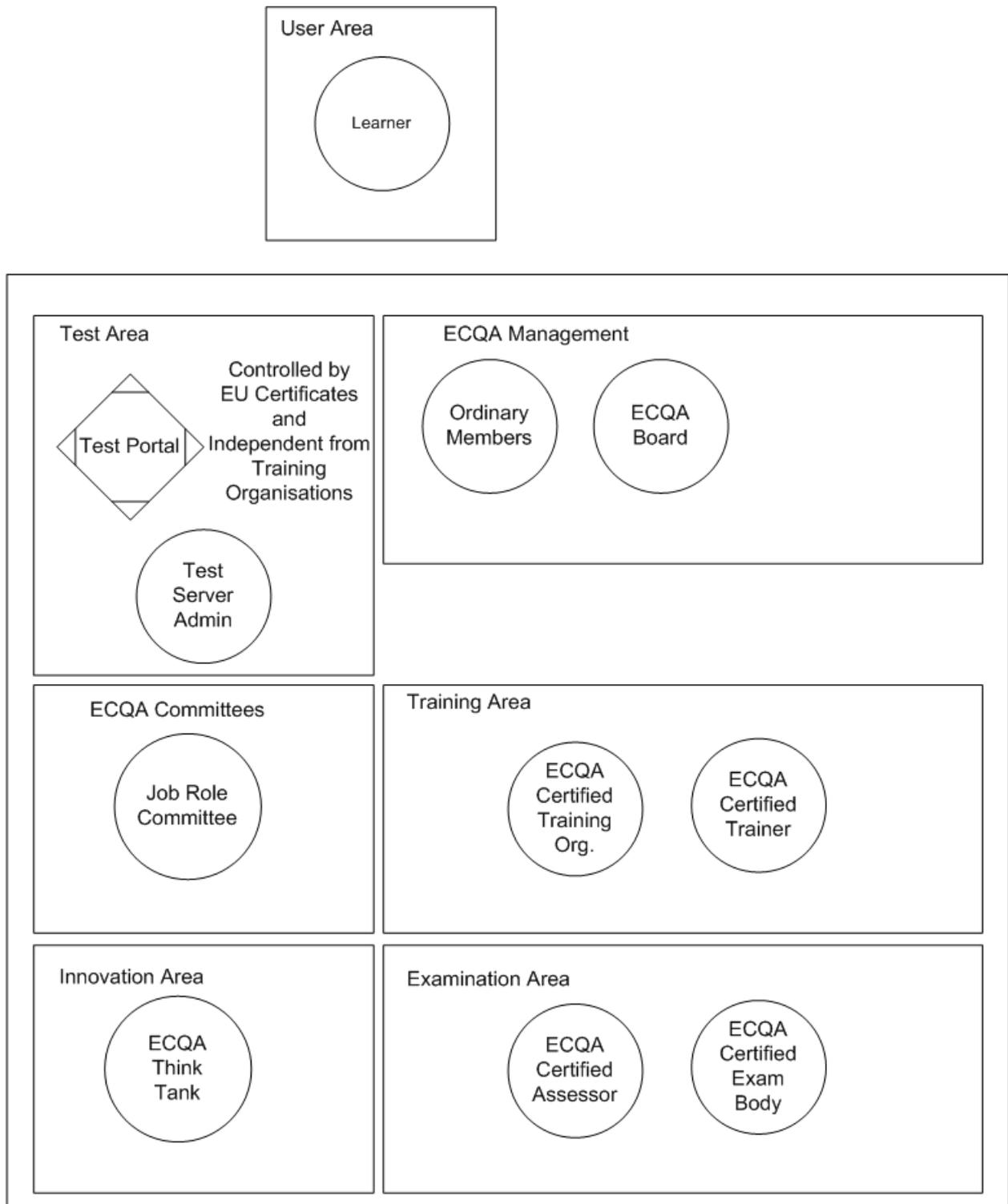


Figure 1: Role based architecture of ECQA

Based on this architecture responsibilities for roles and role based work flows have been designed.



Please note that a one person / organisation can play many roles at the same time. Here we describe roles and not functions!

Description and Responsibilities of each Role

User Area

– Learner

General Description:

A learner can be a student or an employee who wants to upgrade the skills to fulfil a specific job role. Learners will register at the learning portals, perform self assessments, attend courses, perform tests, and receive certificates.

Responsibilities:

- Perform self assessment online to check if and which training course is needed to prepare for the exam (www.ecqa.org , menu bar “Learning Portals”);
- If needed, attend online courses or vocational face-to-face trainings;
- Perform a test to qualify for a chosen ECQA certified job role (see exam guides at (www.ecqa.org, menu bar “Certification and Examination”);
- Pay for the certificate issued by ECQA, signed by the ECQA president and recognised by all ECQA members;
- Sign code of ECQA professional ethics
- Perform re-certification

ECQA Specific Areas

Testing system

– Exam and Certification Portal Administrator

General Description:

The test systems and certification portals can manage multiple tests at the same time. The portals have been used so far by thousands of learners and can manage learners administration, test management and automatic generation of certificates. Tests are multiple choice based.

Responsibilities of the portal administrator:

- Provide guidance to learners on how to perform tests (www.ecqa.org, menu bar “Examination and Certification”).
- Provide guidance to exam and certification organisations on how to prepare, perform a test and generate certificates.
- Maintain services by investment into security, availability, and stability.
- Further releases in half annual cycles, to be financed by association income and/or related other initiatives.



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– Test Server Administrator

General Description:

A test server administrator will be available to help examination and certification organisations to run the tests (in case of questions). The test server admin will be available at testing times to ensure smooth running of tests.

Responsibilities:

- Update and send out the exam guides to exam and certification organisations.
- Update and make available the exam guides to learners.
- Maintain the testing servers.
- Be available at testing times to react as a hotline in case of problems.
- Note: The times of tests must be reported to the test server administrator to ensure availability of the test server admin.

ECQA Management

• ECQA Members

General Description:

Members of the ECQA Association are organisations committed to the ECQA concept of a common European test and certification system to be applied in many countries with the same processes and quality criteria. ECQA members shall become

- ECQA job role committee member (active participation in at least one job role committee)
or / and
- ECQA certified training organisation (active in training for one of the ECQA job roles).

Responsibilities:

- Become an active member of the association, committed to the quality standards of ECQA.
- Contribute 10 full working days (80 hours) per year to the tasks of a job role committee. This work related contribution elates to the contribution to the job role committees and / or exam questions development.
- Participate in the ECQA annual general assembly (or provide a proxy to an ECQA member present at the general assembly).
- Participate in a job role committee or / and act as ECQA certified training body.

• ECQA Board

General Description:

The ECQA executive board (see § 11 of the ECQA statutes) consists of five members, i.e. the chairperson (president) and his or her two deputies (1st and 2nd Vice President), the secretary and the treasurer.

The chairperson functions as business director (secretary), the Vice Presidents function as technical director and as director for processes and business development.

The board will make strategic decisions about ECQA (certification, innovation, quality, branding, corporate identity and corporate wording (including internationalisation and language policies), marketing and sales strategies, etc.)



Responsibilities:

- Meet in tele-conferences at a regular basis (minimum twice a year).
- Agree on ECQA strategies impacting all ECQA job roles.
- Decisions require a simple majority. In the case of a parity of votes, the vote of the chairman shall decide the issue.
- Present and discuss ECQA board decisions to and with all job role committees.
- Implement final decisions agreed on by job role committees by simple majority.
- Prepare ECQA General Assemblies (see: ECQA statutes below, 2.6.2 The Legal Statutes of the Association)
- Monitor ECQA Think Tank.

ECQA Committees

- Job Role Committee

General Description:

The job role committee (JRC) consists of ECQA members who commit their work (10 full working days minimum) to safeguard the quality standards of ECQA processes, training materials, exam questions and skill card for a specific job role in annual releases.

Responsibilities:

- Establish a virtual task force (through Office 365, Citrix GotoMeeting or other means) to have quarter annual meetings to coordinate the work on the annual update of the skill card. Meeting minutes shall be made available at the ECQA sharepoint platform.
- Select reviewers of new proposals from training organisations to be certified. (See chapter »Rules and Process Steps for Certification of Training Organisations and Trainers«)
- Evaluate the proposals of new training bodies to be certified for a specific profession.
- Review proposals of trainers to become ECQA certified trainers for the specific job role. (See chapter »Rules and Process Steps for Certification of Training Organisations and Trainers«)
- Nominate JRC representatives
- Suggest guests for the ECQA Think Tank.

ECQA Training Area

- ECQA Certified Training Organisation

General Description:

An ECQA certified training organisation fulfils all criteria of ECQA certified training organisations (see chapter 2) and offers ECQA certified courses. The training organisation is certified for each specific job role separately. Training organisations are committed to cover the defined skills card and to use the agreed European exam system on all attendees. Each training organisation shall have at least 1 (one) ECQA certified trainer per specific ECQA course.

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Responsibilities:

- Fulfil all criteria of an ECQA certified training organisation. See chapter »Rules and Process Steps for Certification of Training Organisations and Trainers«
 - Pay an annual certification fee to the ECQA Association to be nominated and published as an ECQA certified training organisation.
 - Publish training plans on a regular basis in cooperation with an ECQA job role committee to allow ECQA to disseminate information about training opportunities (which courses are offered when, by whom and where?).
 - Perform ECQA certified courses.
 - Use the ECQA test system.
 - Sign a code of ethics
 - Promote the ECQA brand
- Certified Trainer

General Description:

An ECQA certified trainer fulfils all criteria of trainer certification (see chapter »Rules and Process Steps for Certification of Training Organisations and Trainers«) and offers courses. The trainer is certified for each specific ECQA job role separately.

Responsibilities:

- Fulfil all criteria of an ECQA certified trainer.
- Pay an annual trainer certification fee to the ECQA Association to be nominated and published as an certified trainer.
- Establish an annual training plan in collaboration with the training body / organisation to allow ECQA to disseminate information about training opportunities (which courses are offered when, by whom and where?).
- Performing courses.
- Using the test system.
- Sign a code of ethics
- Promote the ECQA brand

ECQA Examination Area

- Examination and Certification Organisation

General Description:

An examination and certification organisation maintains an organisation account in the ECQA testing system. Their learners register for a test and the exam body prepares, manages, and runs the test. Once the test is completed the exam body sends the registration list to the ECQA management. ECQA then issues the certificates.

Responsibilities:

- Apply the examination and certification organisation guide (provided by the role »test administrator«) to prepare, manage, and run a test.
- Forward the list with registered examinees to the ECQA management.



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- **Certified Assessor**

General Description:

The test and exam portals support also the role of an assessor. Here learners who passed the test can collect real life application experience in their learning account and get the experiences assessed. This way they will receive (after the assessment) a professional certificate.

Responsibilities:

- Apply the assessment guide (provided by the test administrator) to prepare, manage, and perform experiences assessments.
- Forward the list with registered examinees to the ECQA management.

ECQA Innovation Area

- **ECQA Think Tank**

General Description: The ECQA Think Tank will consist of representatives of ECQA job role committees (elected by the respective job role committees themselves) and external guests invited by the ECQA Board.

Responsibilities:

- Create a framework and processes for creativity and innovation (including innovation) within ECQA.
- Establish and monitor an error culture and a culture of dissent.
- Implement and safeguard the principle of diversity within ECQA:
 - ✓ balance between ECQA members (universities, companies, multipliers)
 - ✓ mix of age, gender and cultural/ethnic/ethical backgrounds of ECQA representatives
 - ✓ heterogeneous teams (disciplines, age, gender, nationalities, etc.) in job role committees
- Award the »ECQA Maverick of the Year« to outstanding thinkers within the ECQA Community

Business Flow Models

In the ECQA there are different business flows to be managed. They include:

1. Learner Certificate Related Flow
2. Training Certification Related Flow
3. Job Role Committee Related Flow
4. Training Material License Flow
5. Contracted Certification Body Related Flow



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Learner Certificate Related Flow

The business flow is based on the following principles:

In the ECQA there are different business flows to be managed. They include:

6. Learner Certificate Related Flow
7. Training Certification Related Flow
8. Job Role Committee Related Flow
9. Training Material License Flow
10. Contracted Certification Body Related Flow

Learner Certificate Related Flow

The business flow is based on the following principles:

- The learners attend a test at a exam organisation.
- The examination and certification organisation manages and runs the test. The learners receive an exam result online. The examination and certification organisation informs the ECQA to issue certificates.
- The certificates are printed and signed by the president of the ECQA. The certificates are sent by post to the training organisation and hand them out to the learners/participants.
- The exams are invoiced by the ECQA.
- 70% of the certificate income stay in the association to finance the administration and the test server support. 30% of the certificate income are refunded to the examination and certification organisation which managed the exam on the front end. A minimum of 75 Euro per Exam has to be transferred to the ECQA no matter what the price of the exam at the exam organisation was.



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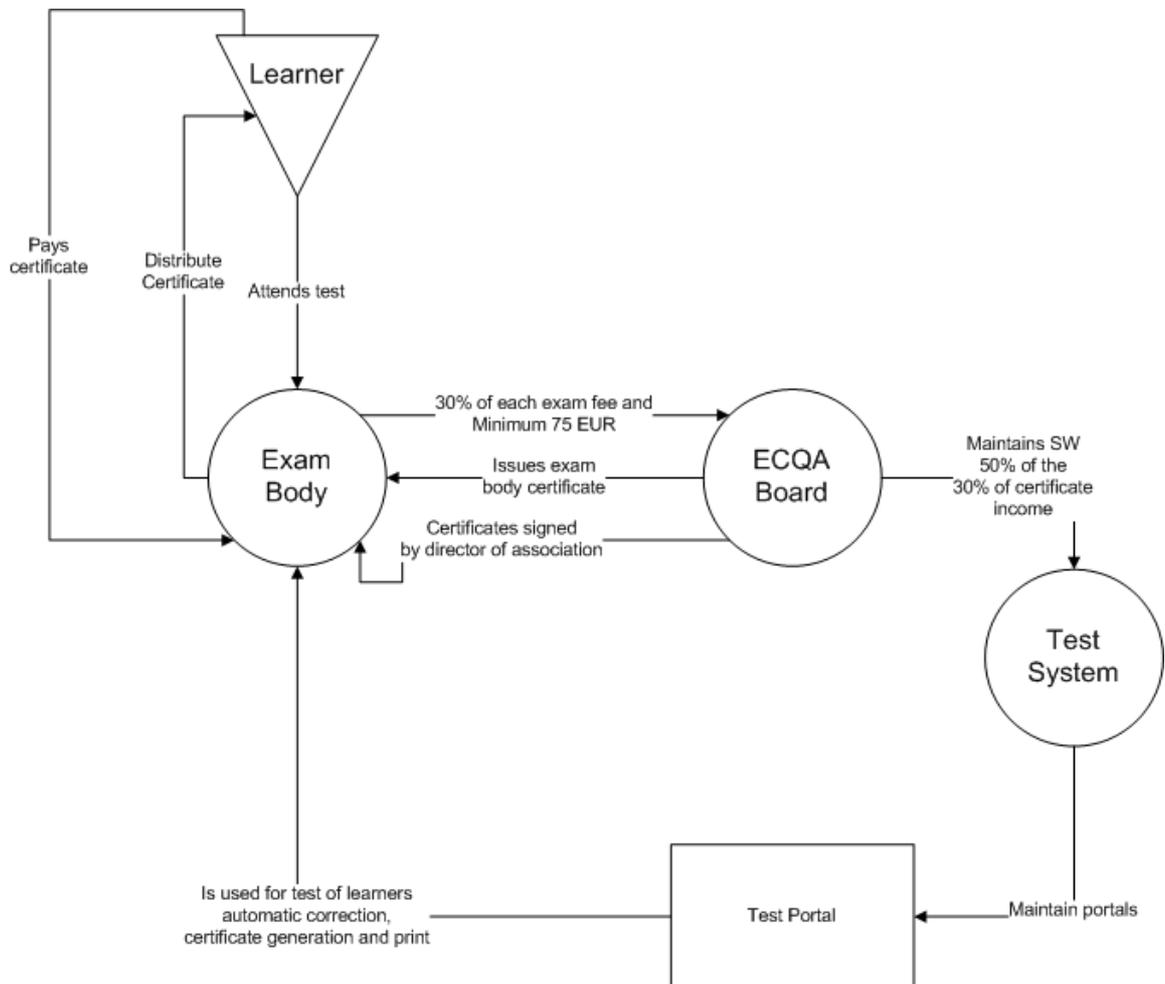


Figure 2: Exam Related Flow

Training Organisation and Trainer Certification Related Flow

The business flow is based on the following principles:

- The training / examination and certification organisation pays an annual certification fee to be named and listed as one of the training providers and to receive support through the exam and learning portal systems.
- The job role committee agrees on a minimum pricing model (minimum cost for a trainee per course and country).
- The pricing scheme only applies for open public courses, in-house courses can be offered without this price regulation

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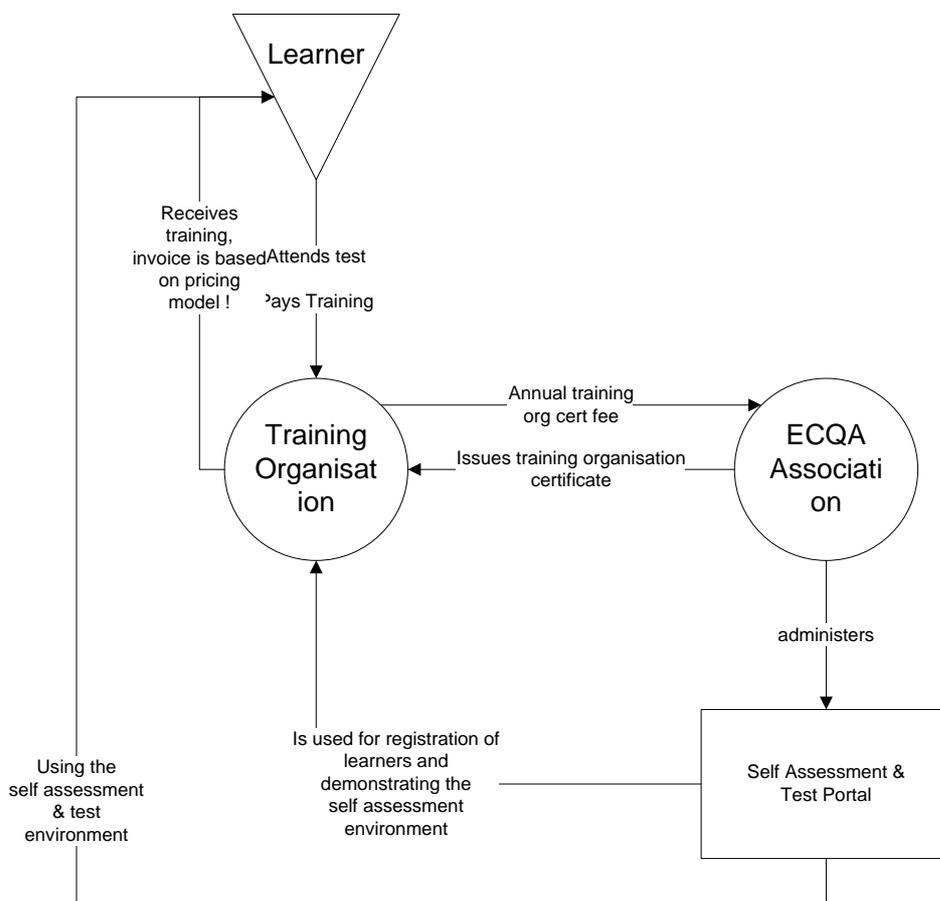


Figure 3: Training Certification Related Flow

Training Organisation and Trainer Certification Related Prices

Training organisations have the choice between two kinds of annual services:

- Option 1: Basic package

Training organization: fee per year

Trainer: fee per trainer and per year

Services: Listing on ECQA website

- Option 2: Additional package

Training organization: fee per year

Trainer: fee per trainer and per year



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Services:

- Promotion and listing of the training organization with contact details and current trainings
- Promotion and listing for trainers with contact details and current trainings

Job Role Committee Based Flow

The business flow is based on the following principles:

- The association members commit themselves (instead of contributing a financial fee annually) to 10 man days work per year.
Note: Job Role Committee members can also be Exam Committee members at the same time.
- The effort is used for
 - An annual update of the skill card
 - An annual update of the test questions
 - Reviews of new proposals of training firms which want to be certified.
- Effort is being reported to the ECQA board to be able to properly distribute the work load.



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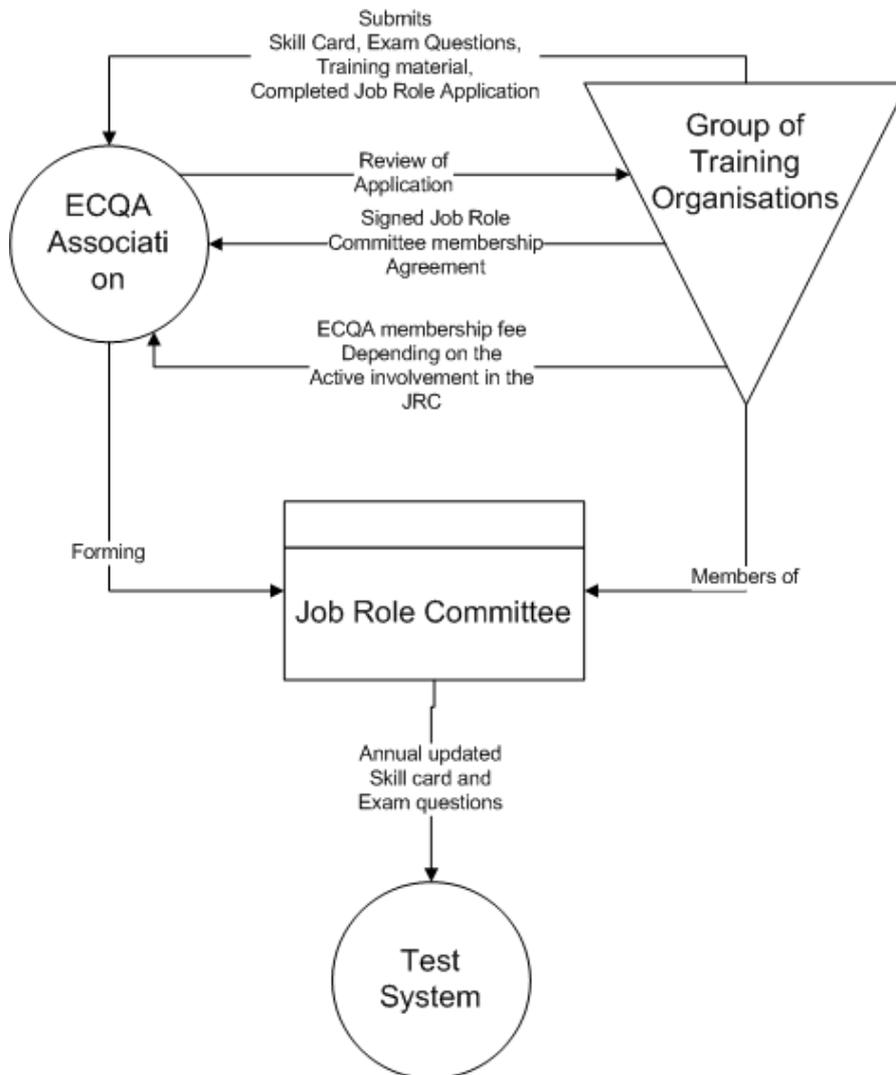


Figure 4: Job Role Committee Related Flow

Business Case Example:

See the business case example for the Training Organisation and Trainer Certification Related Flow. Here income for the Job Role Committees is generated.

Training Material License Flow

The business flow is based on the following principles:

- A training organisation / consortium developed updated / new training materials for a specific job role. They offer this material to the association.
- The job role committee needs to agree a price which is to be applied.
- The ECQA will offer the materials for an agreed price to other training organisation.

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- License agreements will be signed between the association and the training organisation.

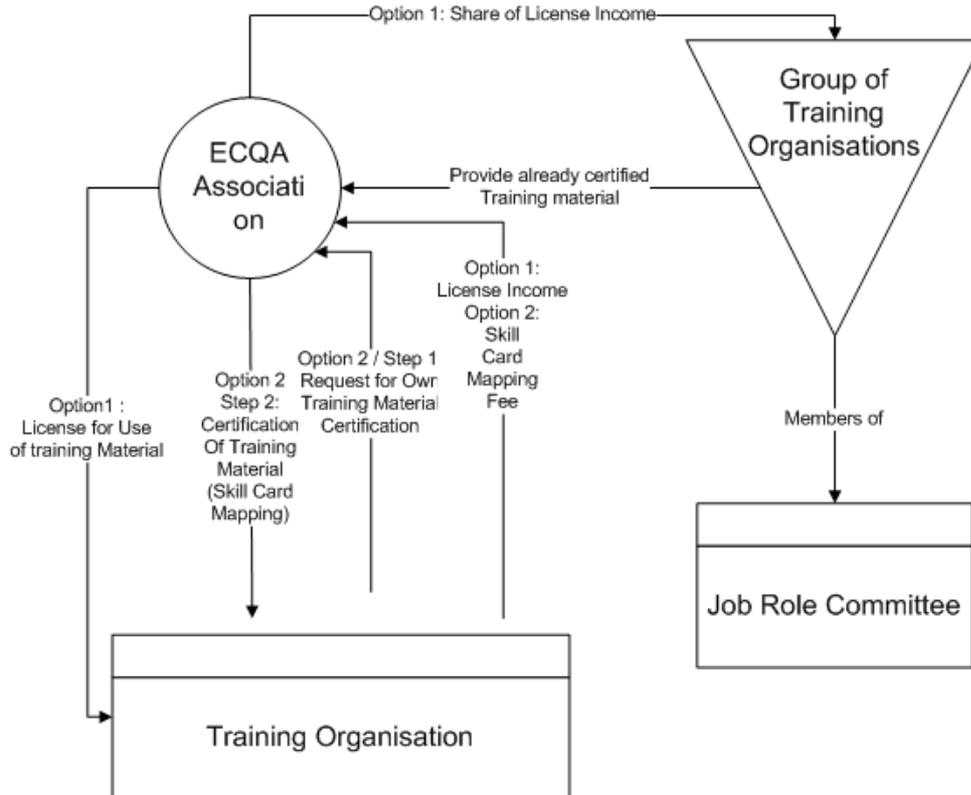


Figure 5: Training Material License Flow

The contractual Framework

Framework Contract Templates

The ECQA provides a set of standard framework contracts for:

- Training organisation contract between the ECQA and the training organisation.
- Job Role Committee and Exam Body Memorandum Agreement to ensure that all members and the ECQA have the same understanding of tasks and responsibilities for both sides.
- Proposed template for a trainer contract to be signed between the training organisation and the trainer.
- Template contract with certification bodies



The Legal Statutes of the Association

The ECQA is founded as an association under Austria law, headquartered in Krems at the IMC University of Applied Sciences (<http://www.fh-krems.ac.at/en/>) and technically maintained by ISCN, the organisation which developed the technical system architecture (www.iscn.com).

The current version of the ECQA statutes has been translated (from German to English) by an EN 15038 certified translation service provider in March 2013.

STATUTES

of ECQA (as of 2013). Currently under revision (as of August 2021).

§ 1

NAME, HEAD OFFICE AND ACTIVITIES

- (1) The Association's name is „ECQA“.
- 2 The Association has its principal place of business in Krems/Donau and operates throughout Austria.
- (3) It is (not) intended to establish branch associations.

§ 2

PURPOSE

() The Association, whose activities are of a non-profit nature, has the following purposes:

The accreditation and administration of job profiles, training organisations, trainers and examiners valid throughout the EU. The aim is to develop standardised job profiles for worldwide use by unifying training programmes. The Association's purpose is to develop job profiles and to promote their international application. To that end, the Association shall be supported by training organisations (for training trainers) and certification partners (for granting training certificates to trainees) as well as by international universities (cooperation). The Association's activities shall directly serve scientific, research and teaching purposes.

§ 3

MEANS TO ACHIEVE THE ASSOCIATION'S PURPOSES

- (1) The Association's purposes are to be achieved by the intangible and tangible resources referred to in paragraphs 2 and 3.
- (2) Intangible Resources
 - a) Presentations, meetings, social gatherings, training, hikes, discussion evenings
- (3) Tangible Resources
 - a) Subscriptions, Membership Fees
 - b) Income from events, internal activities of the Association
 - c) Donations, collections, legacies, other contributions
 - d) Contributions from training organisations (which train the developed profiles)
 - e) Contributions from certification partners (which issue certificates)

§ 4

CLASSES OF MEMBERSHIP

- (1) The Association has full, supporting and honorary members.
- (2) Full members are members that are involved in the Association's activities.



Supporting members are members that support the Association's activities mainly by paying an increased membership fee.

Honorary members are persons that are appointed honorary members on account of their special merits for the Association.

§ 5

ACQUISITION OF MEMBERSHIP

- (1) All physical and legal persons can become members of the Association.
- (2) The Executive Board decides on the admission of full and supporting members. It can reject applications for admission without reason.
- 3 Honorary members are appointed by the general meeting at the request of the executive board.
- (4) Before the Association is constituted, members are provisionally admitted by the founding member(s). Membership will not be effective before the Association is constituted.

§ 6

LOSS OF MEMBERSHIP

- (1) Membership expires in the event of the member's death, in the case of a legal person in the event of loss of its legal personality, withdrawal and exclusion.
- (2) A member can withdraw from the Association only on the 31st of December of each year. The executive board must be notified of his or her withdrawal in writing at least one month in advance. In the case of late notification, it does not become effective before the next withdrawal date, the date of posting being relevant for the timeliness of such notification.
- (3) The executive board may exclude a member if he or she is in arrears with membership fees despite having been requested twice in writing to pay them. This shall not affect the member's obligation to pay any membership fees due.
- (4) The executive board may exclude a member from the Association also in the case of a gross negligent violation of other obligations of membership by the member and if the member is guilty of dishonourable conduct.
- (5) The general meeting can suspend honorary membership at the request of the executive board for any of the reasons stated in par. 4.

§ 7

RIGHTS AND DUTIES OF THE MEMBERS

- (1) The members are entitled to take part in all events of the Association and to use the Association's facilities. Only ordinary members and honorary members are entitled to vote at the general meeting and to vote and stand for appointment.
- 2 The members will use their best efforts to promote the interests of the Association and to omit everything that could damage the reputation and purpose of the Association. They undertake to comply with the statutes of the Association and with the resolutions passed by its bodies. The full and supporting members are obliged to timely pay the entrance fee and the membership fees at the amount determined by the general meeting.

§ 8

BODIES OF THE ASSOCIATION

The Association has the following bodies: general meeting (§§ 9 and 10), the executive board (§§ 11 to 13), the auditors (§ 14) and the Association's conciliation panel (§ 15).

§ 9

THE GENERAL MEETING

- (1) The ordinary general meeting is held once a year.

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- (2) An extraordinary general meeting is held within four weeks upon decision of the executive board, the ordinary general meeting or upon a written and reasoned application of at least one tenth of the members entitled to vote (§ 7(1) and § 9(6)) or at the request of the Auditors.
- (3) All members must be invited in writing to both the ordinary and the extraordinary general meetings at least two weeks before the meeting. The members shall be invited to the general meeting by notice in writing which shall state the agenda of the meeting. The general meeting is convened by the executive board.
- (4) Applications to the general meeting shall be submitted in writing to the executive board at least three days before the date on which it is held.
- (5) Valid resolutions – except resolutions passed on a request that an extraordinary general meeting be convened – may only be passed on the agenda.
- (6) All members are entitled to take part in the general meeting. Only the full members and honorary members are entitled to vote. Each member shall have one vote. Legal entities are represented by an agent. The voting right may be delegated to another member by written authorisation.
- (7) The general meeting is quorate if half of all members entitled to vote or their proxies (par. 6) are present. If the general meeting is not quorate at the scheduled hour, it will be held 30 minutes later with the same agenda and considered quorate irrespective of the number of the persons appearing.
- (8) Elections and resolutions at the general meeting are normally passed with a simple majority. Resolutions by which the Statutes of the Association are amended or the Association is dissolved may be passed only with a qualified majority of two thirds of the votes cast.
- (9) The general meeting is chaired by its chairperson, or, if he or she is prevented from attending the meeting, by its deputy. If also the deputy is prevented from attending the meeting, it shall be chaired by the oldest member of the executive board present.

§ 10

SCOPE OF RESPONSIBILITIES OF THE GENERAL MEETING

The following tasks are reserved for the general meeting:

- a) Receipt and approval of the audit report and the annual accounts;
- b) Resolution on the budget;
- c) Election, appointment and removal of members of the executive board and the auditors; approval of transactions entered into by members of the executive board and auditors with the Association;
- d) Giving discharge to the executive board;
- e) Determination of the amount of the entrance fee and the membership fees for full members and supporting members;
- f) Conferring and withdrawing honorary membership;
- g) Adopting resolutions on amendments to the statutes of the Association and the voluntary dissolution of the Association;
- h) Consultation and resolution on other items on the agenda.

§ 11

THE EXECUTIVE BOARD

- (1) The executive board consists of five members, i.e. the chairperson and his or her two deputies, the secretary and the treasurer.
- (2) The executive board is appointed by the general meeting. In the event of withdrawal or removal of an appointed member, the executive board shall be entitled to co-opt another member eligible for election, for which it shall obtain subsequent approval from the next general meeting. If the executive board is not available at all or if it suspends its activities for a period of unforeseeable duration, each auditor shall immediately call an extraordinary general meeting for electing a new executive board. If the auditors are incapacitated or if there are no auditors available, each full member aware of the emergency situation shall immediately request the competent court to appoint a curator who shall promptly convene an extraordinary general meeting.
- (3) The executive board's term of office expires after three years. Its appointment shall be renewable.



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- (4) The executive board is called in writing or orally by its chair, or if he or she is prevented from doing so by his/her deputy. If also the deputy is prevented from calling the executive board for a period of unforeseeable duration, each other executive board member may call the executive board.
- (5) The executive board is quorate if all its members have been invited and at least half of them are present.
- (6) The executive board passes its resolutions with a simple majority. In the case of a parity of votes, the vote of the chairman shall decide the issue.
- (7) It is chaired by its chairperson, or, if he or she is prevented from doing so, by his or her deputy. If also the deputy is prevented from chairing the executive board, it shall be chaired by the oldest member of the executive board present.
- (8) Apart from death and expiry of his or her term of office (para. 3), the function of an executive board member expires upon his or her removal (para. 9) and his or her resignation (par. 10).
- 9 The general meeting may remove the entire executive board or individual members of the executive board from office at any time, such removal becoming effective upon appointment of the new executive board or executive board member.
- 10 Members of the executive board may hand in their resignation at any time. The letter of resignation must be sent to executive board; if the entire executive board resigns from office, their letters of resignation must be addressed to the general meeting, such resignation not becoming effective before the appointment and/or co-opting (par. 2) of a successor.

§ 12

SCOPE OF RESPONSIBILITIES OF THE EXECUTIVE BOARD

The executive board is responsible for the management of the Association. It has all responsibilities that are not assigned to another body of the Association by the Statutes. Most notably, the following matters fall within its sphere of responsibility:

- a) Preparation of the annual budget and the audit report;
- b) Preparation of the general meeting;
- c) Convocation of ordinary and extraordinary general meetings;
- d) Administration of the Association's assets;
- e) Admission and exclusion of members of the Association;
- f) Hiring of and giving notice to employees of the Association.

§ 13

SPECIAL OBLIGATIONS OF INDIVIDUAL EXECUTIVE BOARD MEMBERS

- (1) The chairperson shall represent the Association externally. Written declarations of the Association must be signed by the chairperson and secretary, in financial matters (financial transactions) by the chair and the treasurer. Legal transactions between executive board members and the Association must be approved by the general meeting to be valid.
- (2) Any authorisation to externally represent the Association and/or to sign on its behalf may be exclusively granted by the officers referred to in par. 1.
- (3) In the event of imminent danger, the chair shall be entitled to make provisional orders also in matters falling within the scope of responsibilities of the general meeting or the executive board, such orders requiring the subsequent approval by the Association's appropriate body.
- (4) The general meeting and the executive board are chaired by the chairperson.
- (5) The secretary shall assist the chairperson in the management of the Association's business. He or she shall be responsible for drawing up the minutes of the general meeting and the executive board.
- (6) The treasurer is in charge of the Association's proper financial management.
- (7) If the chairperson, the secretary and the treasurer are prevented from performing their tasks, they shall be performed by their deputies.

§ 14

THE AUDITORS



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- (1) Two auditors are appointed by the general meeting for the term of office of the executive board. Their appointment shall be renewable.
- (2) The auditors are responsible for checking the Association's current business management and for auditing the Association's annual accounts. They shall report on the result of the audit at the general meeting.
- (3) § 11(3), (8), (9) and (10), and § 13(1) last sentence apply accordingly to auditors.

§ 15

THE CONCILIATION PANEL

- (1) All disputes arising from the relationship between the members of the Association shall be settled by the conciliation panel.
- (2) The conciliation panel consists of three full Association members. One party to the dispute shall appoint a member of the Association as conciliator to the conciliation panel in writing. Upon the executive board's request to be made within 7 days, the other party to the dispute shall appoint a member to the conciliation member. 7 After notification by the executive board within seven days, the named arbitrators shall elect a third full member as chairperson to the conciliation panel within another fourteen days. In the event of a tie of votes, the chairperson shall be chosen by lot from the persons suggested.
- (8) The conciliation panel renders its decision in the presence of all its members with a simple majority. It shall pass its decision to the best of its knowledge and conscientiously. Its decisions shall be binding on the Association.

Article 16

DISSOLUTION OF THE ASSOCIATION

- (1) The voluntary dissolution of the Association may be decided upon only at an extraordinary general meeting called for this purpose and only with a majority of two thirds of the votes validly cast.
- (2) This general meeting shall also decide on the Association's liquidation, provided the Association has assets. In particular, it shall appoint a liquidator and decide whom the assets of the Association remaining after all liabilities have been paid shall be transferred to. If the Association is dissolved or if its former purpose has been fulfilled, its remaining assets shall be used for not-for-profit, charitable or ecclesiastical purposes in accordance with §§ 34ff. BAO.
- (3) The last executive board of the Association shall notify the Association's voluntary dissolution to the appropriate Security Directorate in writing within four weeks after the extraordinary general meeting has passed the resolution leading to the Association's dissolution. It shall also publish the Association's voluntary dissolution in an official gazette within the same period.



7.3 Annex 3 – ECQA Skill Card of LTA: Intralingual Real-Time Subtitler

LTA.U1	UNDERSTANDING ACCESSIBILITY	This unit consists of 3 elements: LTA.U1.E1: Accessibility, multimodality and universal design, LTA.U1.E2: Target groups and their needs, LTA.U1.E3: How to embed accessibility in a working environment?	
	LTA.U1.E1	Accessibility, disability, multimodality and Universal Design.	This element is about concepts and terms of accessibility and multimodality, and about designing accessible working settings for the provision of real-time intralingual subtitles.
		LTA.U1.E1.LO1	The trainee can explain the differences between the medical and social model of disability.
		LTA.U1.E1.LO2	The trainee can explain the concepts of disability, accessibility, Universal Design and multimodality, and the differences among them from the perspective of the social model of disability.
		LTA.U1.E1.LO3	The trainee is able to 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 users and their needs.	This element is about target groups of real-time intralingual subtitles, and about their needs.
		LTA.U1.E2.LO1	The trainee can explain the needs and cultural preferences of the hard-of-hearing, deaf, and deaf-blind community, and other end users of real-time subtitles.
		LTA.U1.E2.LO2	The trainee can 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.LO3	The trainee can communicate in sign language in basic job-related situations.

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	LTA.U1.E3	How to embed accessibility in real-time intralingual subtitling working environments.	This element is about communicating, classifying and recommending an accessible real-time working environment.
		LTA.U1.E3.LO1	The trainee can explain the role and competences of the real-time translator as communication mediators for each LTA trained working context.
		LTA.U1.E3.LO2	The trainee can classify real-time intralingual working contexts according to transversal accessibility features that facilitate participation for all.
		LTA.U1.E3.LO3	The trainee can advise customers about how to best set up an accessible real-time working environment for persons with hearing loss in the trained working contexts (education, broadcasting services, cultural events, at work, parliamentary assemblies) and settings (face-to-face and online).
LTA.U2	LINGUISTIC COMPETENCE	This unit consists of 3 elements: LTA.U2.E1: Functionality: Accuracy, readability and legibility, LTA.U2.E2: Strategies to acquire and develop specific thematic knowledge, LTA.U2.E3: How to cope with speech-related challenges?	
	LTA.U2.E1	Functionality: Accuracy, readability and legibility.	This element is about accurate, legible and readable transcriptions, and about non-verbal elements.
		LTA.U2.E1.LO1	The trainee can produce accurate transcriptions in terms of spelling, grammar and meaning.
		LTA.U2.E1.LO2	The trainee can identify when non-verbal elements need to be described for each working contexts.
		LTA.U2.E1.LO3	The trainee can produce legible and readable transcriptions both while creating the transcripts and after the live situation by applying readability and legibility indicators.
	LTA.U2.E2	Strategies to acquire and develop specific thematic knowledge.	This element is about searching terminology and generating specific glossaries.
		LTA.U2.E2.LO1	The trainee can search terminology, identify reliable sources, manage the terminology, and implement it in real-time working situations.
		LTA.U2.E2.LO2	The trainee can generate specific glossaries according to the topic of the real-time job and implement them according to the techniques by creating shortcuts.



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		LTA.U2.E2.LO3	The trainee can generate specific glossaries according to the topic of the real-time job and implement them according to the techniques by creating shortcuts.
	LTA.U2.E3	How to cope with speech-related challenges?	This element is about coping with speech-related challenges.
		LTA.U2.E3.LO1	The trainee can identify speech-related challenges when producing verbatim and sensatim subtitling in compliance with readability standards and when exit strategies (e.g. reformulation) are called for.
		LTA.U2.E3.LO2	The trainee can simplify the structure of a text by for readability reasons due to complex structures by applying Plain Language strategies.
		LTA.U2.E3.LO3	The trainee can adjust delay by means of simplification according to the working context, particularly in TV working contexts (due to standards and guidelines).
LTA.U3	IT COMPETENCE	This unit consists of 3 elements: LTA.U3.E1: Input tools, LTA.U3.E2: Output tools, LTA.U3.E3: How to set up the working environment?	
	LTA.U3.E1	Input tools	The trainee can adjust delay by means of simplification according to the working context, particularly in TV working contexts (due to standards and guidelines).
		LTA.U3.E1.LO1	The trainee can explain the differences, advantages and disadvantages of the different input tools available on the market for both respeaking and typing techniques.
		LTA.U3.E1.LO2	The trainee can implement strategies to rapidly produce text (macros, house styles, shortcuts) during a real-time job by means of using respeaking software and velotyping/typing software.
		LTA.U3.E1.LO3	The trainee can use editing software for both verbatim and sensatim.
	LTA.U3.E2	Output tools	This element is about different output tools available on the market, for real-time intralingual subtitling.
		LTA.U3.E2.LO1	The trainee can explain the differences, advantages and disadvantages of the output tools available on the market (TV subtitling software, other software) for real-time intralingual subtitling.



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		LTA.U3.E2.LO2	The trainee can explain the advantages of output software by the provision of the real-time services and in the different LTA working contexts.
		LTA.U3.E2.LO3	The trainee can explain the differences, advantages and disadvantages of the different language tools, machine translation and crowdsourcing tools available on the market for real-time subtitles.
	LTA.U3.E3	How to set up the working environment?	This element is about setting up, recommending and testing appropriate working environments.
		LTA.U3.E3.LO1	The trainee can set up the hardware and software for each type of trained setting and solve problems.
		LTA.U3.E3.LO2	The trainee can advise clients on technical aspects concerning the provision of subtitles for persons with hearing loss.
		LTA.U3.E3.LO3	The trainee can test a setting before real-time captioning starts.
LTA.U4	ENTREPRENEURSHIP AND SERVICE COMPETENCE	This unit consists of 3 elements: LTA.U.4.E1: Management and interpersonal skills, LTA.U.4.E2: Stress management and personal skills, LTA.U.4.E3: Business strategies.	
	LTA.U4.E1	Management and interpersonal skills	This element is about managing clients, costs, resources and related risks.
		LTA.U4.E1.LO1	The trainee knows how to plan job-related tasks by considering other dependencies such as schedule, costs, human and physical resources and related risks.
		LTA.U4.E1.LO2	The trainee explain strategies to identify possible clients and sponsors in his/her country of real-time intralingual subtitling service.
		LTA.U4.E1.LO3	The trainee can timely and effectively respond to customer's requests to ensure accessibility.
	LTA.U4.E2	Stress management and personal skills	This element is about dealing with stress, feedback and personal emotions.



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		LTA.U4.E2.LO1	The trainee can explain the main causes of stress derived from the job and different working contexts, and list coping techniques before, during, and after live situations, and develop personal resilience.
		LTA.U4.E2.LO2	The trainee can deal with feedback as well as provide feedback and solutions in conflictive situations.
		LTA.U4.E2.LO3	The trainee can remain objective, neutral and follow a code of conduct in the interaction with end-users and costumers at work.
	LTA.U4.E3	Business strategies	This element is about communication with clients, about marketing and sales, and about learning from critical situations.
		LTA.U4.E3.LO1	The trainee can prepare himself/herself to conduct professional interviews with customers and potential customers.
		LTA.U4.E3.LO2	The trainee can develop an own service portfolio and adapt it to the market needs.
		LTA.U4.E3.LO3	The trainee can evaluate a critical situation, identify the problem, and find solutions.
LTA.U5	RESPEAKING	This unit consists of 5 elements: LTA.U5.E1: Psycho-cognitive approach, LTA.U5.E2: Metalinguistic skills, LTA.U5.E3: Dictation skills, LTA.U5.E4: Editing skills, LTA.U5.E5: Factors for high performance.	
	LTA.U5.E1	Psycho-cognitive skills: How to listen and speak simultaneously	This element is about techniques of listening and speaking simultaneously.
		LTA.U5.E1.LO1	The trainee can reformulate, edit and correct the respoken text during listening (spelling, lexis, grammar, punctuation, proper nouns and numerals).
		LTA.U5.E1.LO2	The trainee can remember full sentences while lagging behind because of editing/quick speech/other difficulties.
		LTA.U5.E1.LO3	The trainee can activate exit strategies while respoking if she/he realises the speaker is challenging (confuse/too intricate grammar, too quick speech-rate, background noise, other).
	LTA.U5.E2	Metalinguistic skills: Turning non-verbal elements into verbal	This element is about skills to turn non-verbal elements into verbal elements.

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		LTA.U5.E2.LO1	The trainee can produce coherent text while respeaking by extracting and combining the information conveyed with the speakers' material: slides, videos, and other types of material.
		LTA.U5.E2.LO2	The trainee can implement non-verbal elements for each LTA trained working context by applying different techniques as changing colours or font-size, or by inserting labels.
		LTA.U5.E2.LO3	The trainee can type/dictate punctuation while keeping the pace of the speaker.
	LTA.U5.E3	Dictation skills: speaking fluently, quickly, and unambiguously.	This element is about speaking fluently, quickly, and unambiguously.
		LTA.U5.E3.LO1	The trainee demonstrates command of voice projection, pacing, articulation and modulation to support dictation (e.g. when dictating homophones).
		LTA.U5.E3.LO2	The trainee uses breathing to support dictation and endurance.
		LTA.U5.E3.LO3	The trainee has a MARS (Most Accurate and Rapid Speech-to-Text rate) of 140 wpm (700 characters) with a 98% accuracy (see Intersteno comparison table for other languages).
	LTA.U5.E4	Editing skills	This element is about pre-editing, peri-editing and post-editing.
		LTA.U5.E4.LO1	The trainee is able to pre-edit the source text before it is displayed by applying strategies such as uploading glossaries on the topic, adding new words to vocabulary, inserting the names of the speakers, and adding shortforms for difficult words.
		LTA.U5.E4.LO2	The trainee is able to peri-edit the middle text by typing, editing or rephrasing the text in difficult situations or by avoiding a word when spelling is unsure, such as in proper names or acronyms.
		LTA.U5.E4.LO3	The trainee is able to do post-editing by correcting own typing mistakes and creating a usable text for a later access (transcript, report, pre-recorded subtitles, etc.).



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	LTA.U5.E5	Factors for high performance	This element is about self-motivation, quality, discipline and concentration.
		LTA.U5.E5.LO1	The trainee can implement strategies or techniques for self-motivation, trying to reach the best quality of work at all time and in all job circumstances.
		LTA.U5.E5.LO2	The trainee can use strategies to discipline himself/herself, to practice and improve skills daily, to reach higher speed and accuracy during the real-time situation.
		LTA.U5.E5.LO3	The trainee can implement strategies or techniques for training and enhancing concentration.
LTA.U6	VELOTYPING	This unit consists of 5 elements: LTA.U6.E1: Psycho-cognitive approach, LTA.U6.E2: Metalinguistic skills, LTA.U6.E3: Typing skills, LTA.U6.E4: Editing skills, LTA.U6.E5: Factors for high performance.	
	LTA.U6.E1	Psycho-cognitive skills: How to listen and type simultaneously	This element is about techniques of listening and typing simultaneously.
		LTA.U6.E1.LO1	The trainee is able to type, edit and correct the text during the listening (spelling, lexis, grammar, punctuation, proper nouns and numerals).
		LTA.U6.E1.LO2	The trainee can remember full sentences while lagging behind because of editing/quick speech/other difficulties.
		LTA.U6.E1.LO3	The trainee can activate exit strategies while velotyping if she/he realizes the speaker is challenging (confuse/too intricate grammar, too quick speech-rate, background noise, other).
	LTA.U6.E2	Metalinguistic skills: Turning non-verbal elements into verbal	This element is about coherent text and non-verbal elements.
		LTA.U6.E2.LO1	The trainee is able to produce coherent text while velotyping by extracting and combining the information conveyed with the speakers' material: slides, videos, and other types of material.
		LTA.U6.E2.LO2	The trainee is able to implement non-verbal elements for each LTA trained working context by applying different techniques as changing colors or font-size, or by inserting labels.

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		LTA.U6.E2.LO3	The trainee is able to type punctuation while keeping the pace of the speaker.
	LTA.U6.E3	Typing skills	This element is about relevant typing skills.
		LTA.U6.E3.LO1	The trainee is able to produce content using all keyboard combinations.
		LTA.U6.E3.LO2	The trainee is able to reproduce any type of written and spoken text by using all key combinations with a speed of 100 wpm (500 cpm).
		LTA.U6.E3.LO3	The trainee has a MARS (Most Accurate and Rapid Speech-to-Text rate) of 100 wpm (500 characters) with a 99% accuracy by using correct grammar and spelling).
	LTA.U6.E4	Editing skills	This element is about pre-editing, peri-editing and post-editing.
		LTA.U6.E4.LO1	The trainee is able to do pre-editing before source text by strategies such as adding shortcuts for difficult words, by applying strategies such as uploading glossaries on the topic, adding new words to vocabulary, inserting the names of the speakers, etc.
		LTA.U6.E4.LO2	The trainee is able to do peri-editing before middle text by coping, editing or rephrasing the text in difficult situations or by avoiding a word when spelling is unsure, such as in names.
		LTA.U6.E4.LO3	The trainee is able to do post-editing before target text by correcting own typing mistakes.
	LTA.U6.E5	Factors for high performance	This element is about self-motivation, quality, discipline and concentration.
		LTA.U6.E5.LO1	The trainee is able to implement strategies or techniques for self-motivation, trying to reach the best quality of work at all times and in all job circumstances.
		LTA.U6.E5.LO2	The trainee is able to discipline themselves to practice and improve their skills daily, to reach higher speed and accuracy during the real-time situation.



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		LTA.U6.E5.LO3	The trainee is able to implement strategies or techniques for training and enhancing concentration on he long run.
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7.4 Annex 4 – ECQA JRC agreement for LTA

Agreement on Job Role Committee Membership

1. Scope of the Contract

The scope of this contract refers to the collaboration between the European Certification and Qualification Association (ECQA®) and a Job Role Committee (JRC) member. The contract is a proof that ECQA® has officially granted the member a position in the JRC **ECQA® Certified Intralingual Real-Time Subtitler**

2. Duties of ECQA®

1. ECQA® acts as independent certification body for the testing and certification of professionals (training and exam participants).
2. ECQA® determines the framework of re-certification of ECQA® certified professionals, trainers, training material, training organisations and exam organisations. The life-cycle of ECQA® certificates is recommended to be 3 years and re-certification should be based on either an exam or experience evidences or combination of both.
3. ECQA® allocates shares of exam fees (EUR 15,00 per exam) to the Job Role Committee for supporting the JRC activities and duties. These shares belong to the entire JRC and are administered by the JRC Manager. The JRC decides by voting when and how to spend these shares. No single JRC member and no organisation the JRC member is representing has the right to dispose of these shares.
4. ECQA® supports the JRC members with a web-based teamwork environment so that job role committees can exchange information on the set of skills and competences.
5. ECQA® manages the test and exam portals and maintains the testing services.
6. ECQA® ensures that information about actual sets of skills and competences is available to all JRC members.
7. ECQA® manages the annual updates of exam questions and sets of skills and competences as well as the test portals and registration functions in cooperation with the technology partners.
8. ECQA® forwards the task for reviewing the applications of trainers and training organizations to JRC Managers and Co-Ordinators.
9. ECQA® is a registered, protected brand. ECQA® grants the JRC members the right to use the ECQA® logo in their information materials.
10. ECQA® keeps all communication with job role committee members confidential.



3. Duties of the LTA Job Role Committee Members

1. All job role committee members are active ECQA® members. They apply for ECQA® associate membership (free of charge). Associate members support the association with their knowledge and networks. The JRC member has the rights and duties for:
 - a. Developing and annually updating the set of skills and competences, as well as the exam and self assessment questions of the Job Role to be delivered to ECQA®.
 - b. Determining applicable conditions and requirements of re-certification in compliance with the general framework of ECQA® re-certification.
 - c. Providing needs, requirements and inputs for improvement of ECQA® strategy and position on the market.
 - d. Selecting and voting for JRC managers and co-ordinators of related JRCs according to ECQA® strategies, standards and guidelines¹.
 - e. Managing integration aspects and set of skills and competences of related JRCs.
2. The JRC member fully commits to using and promoting the defined set of skills and competences of the job role.
3. The JRC member meets at least quarterly per year with other JRC members to discuss JRC related tasks and to agree on updates of the set of skills and competences. The JRC meetings can take place virtually using teleconference and web-based teamwork systems.
4. The JRC member is obliged to promote the set of skills and competences and the exam servers of ECQA®.
5. The JRC member keeps all communication and data exchanged with ECQA® and the JRC confidential.

4. Liability

1. Each contracting party shall release the other from any civil liability in respect of damages resulting from the performance of this agreement, suffered by itself or by its personnel, to the extent that these damages are not due to the serious or intentional negligence of the other party or its personnel.
2. If ECQA®s registered, protected name, logo or certificate has intentionally been misused by a JRC member, ECQA® will take any necessary legal action to re-establish its reputation.

¹ For ECQA Guidelines and Quality Standards please refer to the [Download Center](#) of www.ecqa.org



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5. Changes / Duration

1. Changes to the contract require a written form, purely verbal agreements cannot be accepted.
2. The contract is valid from the date of signature to end of the year. The membership is prolonged automatically for one year unless the JRC member sends a written authorized request for termination of membership.

6. Cancellation

1. ECQA® may cancel the contract in case the JRC member does not work according to the agreement. The Executive Board of ECQA® decides about termination of contract.
2. The contract can be cancelled at any time from either side with a 3 months notice. A cancellation requires a written form.

7. Law

1. Austrian law applies.
2. The law court of Krems, Austria, applies.

We hereby agree to all clauses of the **ECQA® Job Role Committee Membership Agreement / Duties of the Job Role Committee Member**

for the Job Role Committee: **ECQA® Certified Intralingual Real-Time Subtitler**

Organization

Short Name			
Organization			
Address:			
Street + Nr.			
Post Code/City			
Country			
Phone		Fax.	



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Website	
Bank Address	
IBAN	
Bank Account	
VAT No.	

Contact Person

	Legal representative	Expert
Title		
First Name		
Surname		
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other
e-mail		
Street + Nr.		
Post Code		
City		
Country		
Phone		Fax. <input type="text"/>

Date:

Date:

<Signature and name of authorized person>
Function within Organisation

Prof. (FH) Mag. Michael Reiner
President of ECQA®

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7.5 Annex 5 – LTA Developer Certificate

All LTA partners who actively participated in the development of the LTA training material, self assessment questions and exam questions, qualified as ECQA/Intersteno Certified Intralingual Real-Time Subtitlers. Their ECQA/Intersteno certificate is called a Developer Certificat.

Certificate
of
INTRALINGUAL REAL-TIME SUBTTLER
(RESPEAKER AND VELOTYPEPIST)

Sauberer, Gabriele

has successfully passed
the examination for

ECQA Certified
INTRALINGUAL REAL-TIME SUBTTLER
(RESPEAKER AND VELOTYPEPIST)

07. July 2021
Date

Prof. (FH) Mag. Michael Reiner
ECQA GmbH

ECQA-Indiv-05482021

LEGEND

AE.U1 UNDERSTANDING ACCESSIBILITY

- AE.U1.E1 Accessibility, disability, multimodality and Universal Design.
- AE.U1.E2 Target users and their needs.
- AE.U1.E3 How to embed accessibility in real-time intralingual subtitling working environments

AE.U2 LINGUISTIC COMPETENCE

- AE.U2.E1 Functionality: Accuracy, readability and legibility.
- AE.U2.E2 Strategies to acquire and develop specific thematic knowledge.
- AE.U2.E3 How to cope with speech-related challenges?

AE.U3 IT COMPETENCE

- AE.U3.E1 Input tools
- AE.U3.E2 Output tools
- AE.U3.E3 How to set up the working environment?

AE.U4 ENTREPRENEURSHIP AND SERVICE COMPETENCE

- AE.U4.E1 Management and interpersonal skills
- AE.U4.E2 Stress management and personal skills
- AE.U4.E3 Business strategies

AE.U5 RESPEAKING

- AE.U5.E1 Psycho-cognitive skills: How to listen and speak simultaneously.
- AE.U5.E2 Metalinguistic skills: Turning non-verbal elements into verbal
- AE.U5.E3 Dictation skills: speaking fluently, quickly, and unambiguously.
- AE.U5.E4 Editing skills
- AE.U5.E5 Factors for high performance

AE.U6 VELOTYPEPIST

- AE.U6.E1 Psycho-cognitive skills: How to listen and type simultaneously
- AE.U6.E2 Metalinguistic skills: Turning non-verbal elements into verbal
- AE.U6.E3 Typing skills
- AE.U6.E4 Editing skills
- AE.U6.E5 Factors for high performance

issued by
ECQA GmbH, Reichs Krennstraße 62, A-3500 Krems, Austria
www.ecqa.org

The first page of the certificate contains the logos of Intersteno and ECQA, the name of the job role, the name of the certified developer, the name of the certificate, date and signature of the current president of ECQA and CEO of the ECQA GmbH.



7.6 Annex 6 – Checklist for ECQA Trainer Certification

ECQA Trainer Certification Rules	yes	no
<p><i>ECQA Trainer Rule 1:</i> The trainer can prove experience in the specific domain related to the job role/profession (for which he/she will do the training).</p>		
<p><i>ECQA Trainer Rule 2:</i> The trainer has run through the certification process and has reached a summary certificate concerning the certain job role/profession.</p>		
<p><i>ECQA Trainer Rule 3:</i> The trainer has to been coached (or acting as a co-trainer for an already ECQA certified trainer) at least once in the teaching of the learning elements of the skills card of the job role/profession.</p>		
<p><i>ECQA Trainer Rule 4:</i> The trainer can prove former consulting, development or trainer experiences.</p>		



7.7 Annex 7 – LTA Confidentiality Agreement: Exam Questions

CONFIDENTIALITY AGREEMENT about the use of exam questions for the ECQA-Intersteno certificate

I, (NAME), a partner of the Erasmus+ co-funded project LiveTextAccess, hereby agree to treat all exam questions for the ECQA-Intersteno certificate highly confidential.

I will not share them with third parties or publish them on the Internet or similar platforms within or outside my institution.

By signing, I acknowledge the importance of this action for the integrity and quality of the future ECQA-Intersteno certificate exam for real-time intralingual subtitlers, which will be available at the ECQA platform after the completion of the Erasmus+ Project LiveTextAccess.

I agree to inform my institution and colleagues that sharing or publishing the exam questions or using them in training is forbidden and falls under this confidentiality agreement.

Austrian law applies.

The law court of Vienna, Austria, applies.

Date:

Date:

<Signature, name, organization>

Prof. (FH) Mag. Michael Reiner
President of ECQA