

LTA – Roco Bernabé interview

Francesca Raffi (FR): Francesca Raffi for Fred Film Radio. Today we are going to tell you more about the Live Text Access project. A strategic partnership addressing inclusion and innovation in higher education. We have virtually with us today the project coordinator, Rocío Bernabé Caro, Deputy Head of the Professional College of Translation and Interpreting of the SDI in Munich, Germany, and tenured lecturer at the SDI University of Applied Languages. Rocío, it's a great pleasure to have you here with us today.

Rocío Bernabé Caro (RB): Thank you very much for having us here.

FR: So, one of the first things to do, one of the first steps when planning to design an effective and certified curriculum for a given professional profile is defining the skills of the professionals and best practices in training. This is Intellectual Output number one of the LTA project. Can you tell us more about this, Rocío?

RB: Yes, that's right and that's going to be our first step in the project, in the implementation. The first thing we have to do is to define the competences for the intralingual respeakers and velotypists. We need to know what competences, what skills, what abilities, what knowledge they have to have and in which area in order to create the curriculum. So, this is actually going to be the first step. How are we going to do this? We're going to do a survey and we are going to ask in Europe and outside Europe as well, in Asia, and in America... We know there's a lot going on out there and there are many professionals working in this field, so we don't want to say we're creating the wheel, we're not doing that. We're collecting all this know-how and putting it together to get a clear picture of what the new professionals need to know, and need to do in order to provide a good service. So that's... defining the competences and the result is going to be a so-called skills card. A skills card is like a table where you find the competence areas like knowledge about accessibility, or linguistic knowledge, or respeaking knowledge, you know... You have the different competence areas in one card which is going to be the basis for the next step, which is designing the curriculum. Like I said, we are mapping the competences, but we are also mapping curricula, or teaching best practices. Like I said, we know there's a lot going on out there, many professionals are doing a great job, so we want to bring this know-how together also by doing a survey and creating then a repository, an online repository, which is also going to be open source for everybody to access so that other trainers can take a look at it and use for their own training.

FR: These... you said, skills cards can be used by both respeakers and trainers, is it correct?

RB: Well, a skills card is just a description of what you need to know, more or less. So, if you want to be a good respeaker, you should have knowledge about accessibility, have certain linguistic skills... All these information is going to be written down in the skills card. So, who can use this? Anybody. If you are a respeaker

and you want to see what abilities... “What competences should I have? Where do I need more training?” You can take a look at this skills card and say, “OK, I'm very good in linguistic skill, but I'm not that good in IT, informatic skill.”

FR: And so I need to focus more on this than on that. OK.

RB: Right. Another example, would be... Let's say, you are a service provider and you want to hire somebody, so you take the skills card and say, “OK, the person I'm hiring has to know what?” You take a look at the skills card and say, “OK, has to know about accessibility, linguistic knowledge...” So, it's really a very handy thing to have. For us it is important, because it sets a standard, you know.

FR: Speaking of service providers. I see that the project has a balanced participation. I mean, you have a lot of partners working together and coming from different backgrounds. So, what can you tell us about this, about the team.

RB: This is a very good point, a very good question. We are in a strategic partnership, our project is... like you were saying, it's all about bringing in players from the industry and players from the educational services, from the educational sector, and of course users associations. All players, all people interested in intralingual live subtitling. Bring them together and create something that really covers the need that are now out there in the market.

FR: Especially of the users.

RB: The users. Yes, that's why we have higher education institutes, we have Universitat Autònoma de Barcelona, Scuola Superiore per Mediatori Linguistici of Pisa, and the SDI Munich. We have companies, we have Sub-Ti Access, which is an excellent provider of subtitling. We have Velotype. Velotype is a type of keyboard. It's a technique, for creating live subtitling and real-time subtitling. They are partners as well. We have a broadcaster, ZDF Digital, which is a broadcaster in Germany. Then we have two associations: we have the European Certification and Quality Association, which is in Austria, and we also have the European Federation of Hard of Hearing People. I think we're quite balanced. We get all perspectives in the project.

FR: Yes, different angles and different perspectives. Rocío told us about the first Intellectual Output, but there will be many more. So, thank you for sharing with us the objectives of the very first step of the LTA project and thank you very much for being with us today Rocío.

RB: Thank you very much for having us here.

FR: And thank you very much to all of you. Don't miss our next guests on Fred Film Radio who will tell us more about the LTA project. This is Francesca Raffi and this is Fred Film Radio, the festival insider.

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