Unit number	Unit name	Elements	Topic	Learning outcomes	Description
LTA.Unit1	UNDERSTANDING ACCESSIBILITY	LTA.U1.E1	Accessibility, multimodality and universal design.	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 groups and 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.
		LTA.U1.E3	How to embed accessibility in a 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 contexts.
				LTA.U1.E3.LO2	The trainee can classify real-time working settings according to the LTA trained working contexts.
				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, health, other) and settings (face-to-face, online, and by relay).
LTA.U2	LINGUISTIC COMPETENCE	LTA.U2.E1	Functionality: Accuracy, readability and legibility.	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.	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.
				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?	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	LTA.U3.E1	Input tools	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	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) for real-time intralingual subtitling.

		LTA.U3.E2	Output tools	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) for real-time intralingual subtitling.
				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?	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.U.4	**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.
				LTA.U4.E3.LO3	The trainee can evaluate a critical situation, identify the problem, and find solutions.
LTA.U5	**RESPEAKING**	**LTA.U5.E1**	Psycho-cognitive approach: How to listen and speak 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 respeaking 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	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 type 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.	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 can have a MARS (Most Accurate and Rapid Speech-to-Text rate) above 120 English wpm (500 characters ca.) (see Intersteno comparison table for other languages).
	LTA.U5.E4	Editing skills	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 (i.U. in these cases, typing can be preferable to uttering potentially problematic words).
			LTA.U5.E4.LO3	The trainee is able to do post-editing before target text by correcting own typing mistakes (either spotting and correcting the mistakes after the text goes live, or before the text goes live in the case of live editing).
	LTA.U5.E5	Factors for high performance	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	LTA.U6.E1	Psycho-cognitive approach: How to listen and type 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	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.
			LTA.U6.E2.LO3	The trainee is able to type punctuation while keeping the pace of the speaker.
	LTA.U6.E3	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 balance finger position and key combinations to support typing at the necessary speed rate without spelling mistakes (less than 1%) during a minimum of 10 to 15 minutes.
			LTA.U6.E3.LO3	The trainee is able to reach a MARS (Most Accurate and Rapid Speech-to-Text rate) above 500 characters per minute (see Intersteno comparison table for other languages).
	LTA.U6.E4	Editing skills	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	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.
			LTA.U6.E5.LO3	The trainee is able to implement strategies or techniques for training and enhancing concentration on he long run.