

Report

Curricula for validators and facilitators of Easy-to-Read texts

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ABSTRACT

This document reports on the work done during the third Intellectual Output to design a curriculum for the training of facilitators of easy-to-read texts (E2R) and a curriculum for the training of validators of easy-to-read text, based on previous projects, the data collected during IO1 and IO2, and the best practices and literature in the field.

To do so this report proposes a theoretical framework for the training of validators and facilitators; illustrates the skills, attitudes and knowledge needed by a validator and a facilitator; and provides details about learning outcomes and the corresponding credits.

In particular, it defines a possible curriculum design for both the training of validators and facilitators of E2R texts. This section includes the Pedagogical and Methodological Curriculum proposed by Safar (1992) as adapted to audiovisual translation by Hamaoui (2015); the FAME criteria successfully implemented in previous projects (see LTA project at ltaproject.eu) both curricula are going to be structured on; and a visual representation and a detailed description of the structure of each curriculum.

Moreover, the teaching materials to be used in the curricula, to be provide in IO 4 will also be illustrated, and a possible distribution of credits per each learning outcome will be attempted.

Finally, this report also discusses possible implementations of the two proposed curricula in various teaching scenarios.

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1. INTRODUCTION

Easy-to-Read (E2R) information allows people with reading and learning difficulties – also including people with intellectual disabilities and/or other cognitive difficulties – to access any text type (written or spoken), by boosting readability and legibility. Guidelines produced by the European Association of Societies of Persons with Intellectual Disabilities and their Families Inclusion Europe allow writers to produce texts that comply with the needs and expectations of the target readers of E2R texts. So far, the EU-funded project EASIT has used these guidelines to propose a curriculum for the training of E2R writers. However, with the envisaged – and very much looked forward – increase in number of E2R writers, there is a concrete risk that training courses concentrate more on writing E2R texts and disregard validation, which would mean a lack of access of such texts by the end users.

To face this challenge, the EU-funded Erasmus+ project Train to Validate (T2V) aims to create ad-hoc training materials and proposes the recognition of certified professionals whose job should be that of validating these E2R texts. These professionals include validators – people with reading and learning difficulties assessing the readability and legibility of the texts – and facilitators coordinating them. Based on previous projects, the data collected during IO1 and IO2, and the best practices and the limited literature in the field, this report will:

- propose a theoretical framework for the training of validators and facilitators;
- illustrate the skills, attitudes and knowledge needed by a validator and a facilitator;
- provide details about learning outcomes and the corresponding credit attribution.

In particular, section 2 defines a possible curriculum design for both the training of validators and facilitators of E2R texts. This section includes the Pedagogical and Methodological Curriculum proposed by Safar (1992) as adapted to audiovisual translation by Hamaoui (2015); the FAME criteria successfully implemented in previous projects (see LTA project at Itaproject.eu) both curricula are going to be structured on; and a visual representation and a detailed description of the structure of each curriculum. Section 3 defines the teaching materials that are to be used in the curricula and that we will provide in IO 4. Section 4 proposes a possible distribution of credits per each learning outcome (LO) for each of the two curricula. Finally, Section 5 will discuss possible implementations of the two proposed curricula in various teaching scenarios.

This report outlines the aims, the development and the results obtained during the Intellectual Output 3 (IO3), which is the third stage in the project's course of activities.

Output identification: IO3**Output title:** *Curricula for validators and facilitators of Easy-to-Read texts***Description:**

- While IO1 explores validation as a process and set of methods, and IO2 aims to identify and describes the skills and competences that the two professionals involved should have to perform the job by creating skills cards for facilitators and validators, IO3 designs a curriculum for the training of E2R validators and a curriculum for E2R facilitators.
- A curriculum is a programme aimed at training professional figures through either academic or vocational training. In line with the Bologna protocol and the ECQA requirements, the two curricula will be structured in Units, Elements and Learning Outcomes, each of the latter dealing with the acquisition of a specific competence (skills, knowledge, attitudes).
- The main feed will be the data collected in IO1 and IO2. The thorough description of the validation process (IO1) and the definition of the skills cards per each competence to develop to become an E2R validator and/or a facilitator, as well as the Professional and Methodological Curriculum and other best practices in the educational field will enable to design a proper training structure for both figures.
- This output will also provide a visual representation of the curricula and propose both a distribution of credits (ECTS and ECVET) in the framework of a 30 credit-course, and other possible training scenarios.
- This IO will also take into account the results of other Erasmus+ co-funded projects that have created skills cards for to define the profiles of professionals in the field of Media Accessibility. Some examples are the skills cards for experts on easy-to-understand audiovisual content and journalism (EASIT) and that for real-time intralingual and interlingual subtitlers (LTA). This step capitalises the benefits of cross-fertilisation in order to be complementary and non-redundant with other projects that have already obtained results in this field.

Period of implementation: October 2021 – April 2022**Note:** this report uses the terms “easy-to-read validators” or “validators” and “easy-to-read facilitators” and “facilitators” as synonyms along the document.

2. THE CURRICULUM DESIGN

The T2V curricula for the training of validators and facilitators of E2R texts are based on the Pedagogical and Methodological Curriculum (see section 2.a) proposed by Safar (1992) and adapted to audiovisual translation by Hamaoui (2015). It is divided into three areas: Aims and Objectives; Tools and Teaching; Assessment. The two curricula are designed according to the FAME criteria (see section 2.b).

2.1. THE PEDAGOGICAL AND METHODOLOGICAL CURRICULUM

In the last decades, in line with the Bologna process, both vocational and academic training has moved from a teacher-centred approach to competencies to be mastered and acquired by students. However, acquiring single skills one after the other does not automatically allow trainees or students to start working as a professional, as the biggest picture is to be considered. In particular, professionals have to have a wider view of the profession, understand what their role in society is, and know when and how to use the acquired skills. For example, being able to validate an E2R text does not simply mean knowing the European guidelines provided by Inclusion Europe or the national ones developed in each country. It means much more. It means knowing the needs and expectations of the target audience when confronted with a multitude of text types and try to watch such texts the way they see it.

To move towards a competence-based curriculum, we have analysed Safar (1992) and Hamaoui's proposals (2015) for the training of university students to audiovisual translation. Though the aim of the T2V project is to produce materials for both the vocational and academic training of validators and facilitators of any type of E2R texts (not just audiovisual texts), this theoretical framework still seems to be the most suitable contribution in the field of didactics as it has proved successful in previous similar projects (see LTA project). The two analysed works are in line with each other and refer to the proposal made in 1975 by Belgian pedagogist Louis D'Hainaut to structure a curriculum on 3 levels: Aims and objectives, Teaching methods and tools, and Evaluation methods and tools. These levels are further subdivided into 14 subcategories. For each subcategory, a brief explanation will be provided (in italics) before moving to its application to the creation of curricula for validators and facilitators.

Aims and Objectives

- *Defining and analysing educational policy to make sure that the teaching fits the societal framework, to avoid and create teaching pathways that are useless or inadequate in the professional world.*

The design of the trainings for facilitators and validators have been created under the ECQA scheme, which proposes a can-do strategy and is aligned with the vocational and academic training in the European Union. The curricula for both profiles satisfy the educational policy in the EU, because it is inspired by the concept of skills cards promoted by the European Centre for the Development of Vocational Training Cedefop. This means that this learning structure is adequate and useful to be transferred to educational institutions or educational programmes, as it is created under standardised procedures.

- *Implementing Aims and Objectives to let trainees know what they will learn during the course and know already what their role will be in the professional world.*

Trainees will receive clear objectives and aims about the purpose of the training and their relevance in the professional world. Introduction materials will lead to a clear overview of the professional development of both profiles (validators and facilitators). Additionally, the structure of the training sets different levels of introductions (general introductions, introductions to the units, and introductions to the learning outcomes) so that the trainee has always an understanding of the contents to learn. The structure of the curricula includes specific contents to explain the profiles, the connection between both in the professional development of E2R, and how to acquire entrepreneurial skills.

- *Understanding trainees' background so that psychological, pedagogical, cultural and linguistic aspects of their background are considered as the basis for the training of such students (what is to be added to this core).*

Trainers must be aware of the special characteristics of the trainees that will become validators. As the validators' curriculum is specifically designed for people with reading difficulties, with very heterogeneous specificities, the training for validators has to include complementary materials. The methodology and materials will be adapted for the special needs of the trainees, but trainers need to also learn about their characteristics and how to further adapt the methodology and the materials to specific cases. The Trainers' guide will be key for the success of the trainees. Although the training could be developed as a self-

learning one, the trainees with reading difficulties will require a support from a trainer that can help in a real interaction, i.e. if the training is developed in a classroom.

- *Determining and analysing the contents that will be “transferred” to trainees so as to train students to the real world and avoid training them to something useless or inadequate in the professional world.*

The development of these curricula is based on skills cards that have been built from evidence. The first type of evidence was a survey conducted across six European countries to gather information about the structure and contents of similar trainings for validators and facilitators. The second one was made of direct experience observing real validation sessions and interviewing validators and facilitators. The third one was a comparison with other skills cards that had common skills and abilities. Skills cards are based on the idea of obtaining competences to better adapt in the professional world. That is why these curricula are appropriate and don't contain unnecessary, inadequate or useless contents.

- *Processing learning outcomes to understand the right way to concretely go towards the direction of the aims and objectives. This step will allow for determining (or self-determining) the learning goal has been met or not and how much.*

Learning outcomes refer to what a student is able to do as a result of having attended a course. While some trainees already possess some of these abilities (skills, attitudes, knowledge) prior to the course, all trainees should have acquired them upon completion. Conversely to the assumption that learning outcomes lead to standardisation, they provide measurable hallmarks of mastery that can be reached through many paths and assessed objectively. By understanding the expectations behind single learning outcomes (i.e., targets, skills, products, methods, or proficiency levels), prospective trainees will understand what they are aiming at, how they are going to be assessed and what they need to practice. In this process, trainers can offer manifold learning strategies, even individual ones, to help students in their learning journey.

Teaching methods and tools

- *Determining resources and limits, which will make it clear how the course will be held. This includes understanding who the trainer(s) should be, how they should train, where and how administratively all this is to be managed.*

The expected training will be developed with digital resources that can be applied for self-study and for training in a more traditional teaching way. Each learning outcome will contain the resources to acquire the knowledge. The time needed to acquire each learning outcome will determine the duration during the course and the ECTS/ECVET. The trainers' guide will detail the experience that the trainer needs. While it is not special for the training of facilitators, it is relevant when it comes to training validators, as it will be recommended to have certain experience in dealing with trainees with reading or comprehension difficulties in order to be aware of the adaptations that the materials and the methodology require. Additionally, the training methodology should be adapted to students needing more support. Additional resources can be added to adapt into special needs. Concerning administrative issues, the training will be developed so that it can be taught as a unique training course, but combinations with other types of vocational or academic training will also be explored, to guarantee cross-fertilisation.

- *Tools and methods that will be adopted to allow trainees to meet the goals that have been set, with the resources and limits that have been spotted.*

The main tools that a trainee will have available are digital resources. These will be videos with the explanations of the main contents, factsheets with a summary of the main contents and task sheets with exercises. Additionally, other resources will be included, as extra readings. The methodology considers accessibility as key for inclusion of the trainees in both profiles. Subtitles, transcriptions of the videos, accessible PowerPoint presentations, factsheets, and task-sheets in an accessible Word and/or PDF-format will be uploaded in an online platform which will be tested to check its accessibility. Accessibility will be taken into account for sensory and intellectual disabilities to widen the possibilities of participation. E2R adaptations in the native language of the validator trainee will be necessary for a successful end.

- *Teaching conditions and trainer roles implementing the tools available by personalising teaching methods depending on students and conditions.*

The trainers' guide will include proposals to adapt the methodology and tools so that certain trainees with more difficulties can attend and participate in the training. The teaching environment will be relevant as students should have computers available with the specific applications to interact with the resources. Trainers will also need some experience with

specific software and accessibility guidelines to adapt the methodology and resources when needed.

- *Determining learning conditions to better target learning outcomes, as the learning environment is fundamental to acquire skills and competencies with the tools and resources available.*

Facilitator trainees can develop the training on their own, through digital devices and obtain assessment and support from trainers in the same way. Face-to-face training is also possible in equipped teaching rooms with digital devices. In the case of validators, although all resources will be uploaded in a digital platform, we recommend creating a teaching strategy where trainees attend face-to-face, so that support from trainers is more accessible. Also, the resources will be created with E2R and accessibility guidelines to ease their use and application. Rooms should be technologically equipped and trainers should have experience in teaching groups with comprehension difficulties.

- *Determining the feasibility of tasks, which depend on background, previous learning outcomes and material resources available.*

Skills cards connected with the curricula have been designed with Bloom's Taxonomy in mind, requiring the use of measurable action verbs when creating learning objectives, depending on the level of understanding. The aim is to set the stage required for trainees to obtain the expected skills. The levels of understanding are to be considered when designing tasks, though the trainer' guide will include specific recommendations about adapting to certain students in need of more support. Finally, the curriculum has been designed so that trainees acquire the knowledge, skills and attitudes in a connected way. This means the first units propaedeutically pave the way to the following ones, as it also happens with the elements and learning outcomes.

- *Creation and implementation of missing tools, which is the last step before the go, as testing all materials and resources allows for understanding possible weaknesses in the teaching and learning processes.*

The training of validators will be tested in four stages: the platform, the resources, the training methodology and the evaluation. To this purpose, the consortium will conduct tests with people with reading difficulties that comply with the expected profile as validators. These tests will provide information about accessibility, appropriateness of methodology,

comprehension of resources and global satisfaction about the training. Results will be considered to implement the necessary adjustments and amendments to create a final successful training path. In the case of facilitators, tests will be developed in multiplier events that disseminate the results, to gather information about extension of training, quality of resources and satisfaction with the proposed course.

Teaching methods and tools

- *Designing assessment plan, which includes assessment criteria and variables. Meeting learning outcomes is of course one step, but an overall view of how the single learning outcome fits the overall structure is also fundamental.*

Here we propose an overall assessment plan that consists of

- > Pre-assessment: an evaluation or self-evaluation based on prerequisites that the trainee should possess to undergo the course. These consist of soft skills, like a given command of the language to use in the profession (native for facilitators, compulsory schooling for facilitators), general knowledge, basic computer skills, the capacity to adapt to changing contexts and text types, and empathy, particularly important for would-be facilitators;
- > Peri-assessment: standard formative assessment with open questions and multiple-choice questions when it comes to facilitators, while for validators true/false questions are more adequate. Peri-assessment should be regularly carried out after every element and every unit. It also includes a simulation of the post-assessment so that they are emotionally prepared for that. To this aim it is also important that trainees know the context where they are going to pass the assessment, who is going to be there, where they are going to be sitting and similar sociolinguistic information;
- > Post-assessment: the standard summative assessment with open questions and multiple-choice questions when it comes to facilitators, while for validators true/false questions are more adequate. It should also reflect the simulation done during the peri-assessment as much as possible to avoid unpredictable reactions by the trainees. Other possibilities, as oral descriptions, group tasks or practical activities are to be explored.

- *Selection and creation of assessment tools capable of measuring as objectively as possible the progress of trainees.*

In consistency with the can-do proposal of the methodology, assessment tools will be aligned with a practical point of view. In the case of the facilitators, it can combine more classical tools (multiple-choice tests) with practical exercises and case studies. In the case of the validators, assessment tools will avoid multiple-choice tests and will prefer practical activities under objective criteria. That will happen, because it is part of the adaptation of the training for their specific needs. Another reason is that multiple-choice tests promote memorisation and abstraction. It is counter-productive when the trainees can have comprehension difficulties. For this reason, assessment tools aligned with can-do results will be more effective to measure the progress of the trainees. Assessment with real situations (for instance, the participation in a validation process) and oral tests to avoid written assessment if the person has difficulties or writes very slowly, or again tests assisted by a facilitator will be considered as alternatives.

- *Implementation of assessment methods and tools before starting the course on a focus group so as to be able and avoid epic fails.*

In consistency with the above-mentioned assessment, the latter will be extended to the assessment tools, to prove that they work or that adjustments should be implemented. The assessment will create real simulations of the training, where testers will play the role of real trainees. Observers will conduct the tests and write down barriers, difficulties, and any unsatisfactory results.

2.2. THE FAME CRITERIA

On top of the main structure described above, the two T2V curricula for the training of validators and facilitators of E2R texts respectively need to have some special characteristics that fit skills-oriented and web-based teaching as well as the trainees' learning needs. In particular the FAME criteria developed by Eugeni, Gerbecks and Bernabé (2021) can be of help, as they proved successful while implementing the courses derived by the EU-funded Erasmus+ project LTA. The FAME criteria for an effective 30 ECTS/ECVET curriculum for the training of facilitators and validators of E2R texts are the following:

- **Feasibility and Flexibility:** the T2V curriculum should be progressive to avoid discouraging trainees. Instead, they will gradually build their skills one after the other in various steps for the whole duration of the course.
- **Adaptability:** the course should adapt to changing teaching and learning needs via an assessment system including pre-assessment prior to training, peri-assessments after completion of each unit/element, post-assessment upon completing all units.
- **Modularity:** the curriculum should organise course subjects in self-contained units. Each unit must be composed of elements aimed at acquiring well-defined learning outcomes (LO). Each LO will match a specific skill to acquire.
- **Effectiveness:** the T2V curricula will be designed to fit the needs of the job market, thus bridging an existing gap in training. To do so, the ECQA certification will allow both materials and trainees to effectively match the market needs, by explicitly mentioning the skills acquired.

2.3. CURRICULA STRUCTURE AND VISUAL REPRESENTATION

The T2V courses proposed in the project address professional and theoretical aspects in line with ECQA certification requirements (Nájera Villar 2011). Each curriculum is divided into Units, divided into Elements. In turn, the Elements describe the knowledge, skills and competences that learners should acquire by means of Learning Outcomes. This structure maps the skills cards for facilitators and validators, as proposed in the Intellectual Output number 2 (García Muñoz, Hortal Rubio, González Sabín 2021).

To facilitate understanding of the overall structure of our courses, we have sketched a visual representation of the course and imagined the two courses as trains, each coach representing a Unit, and the locomotive being the certification (Figures 1 and 2):



Figure 1. Simplified visual representation of T2V curriculum for facilitators

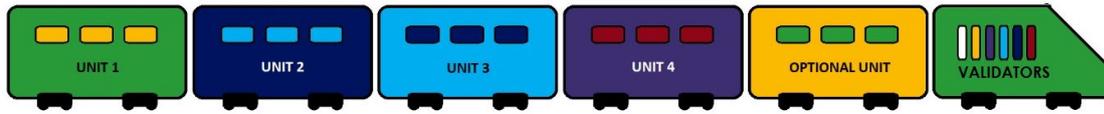


Figure 2. Simplified visual representation of T2V curriculum for validators

There are 4 Units in the curriculum for facilitators and 5 in the one for validators. The Units for facilitators (see Annex 1 for details) are:

- **Accessibility and end-users:** Trainees will acquire specific knowledge of inclusion and accessibility, and understand the target-users needs and how accessibility can be embedded in working environments according to Universal Design.
- **Easy-to-Read methodology:** the necessary basic linguistic knowledge and text knowledge to create E2R texts via existing E2R guidelines and text simplification recommendations.
- **Easy-to-read facilitation:** the steps to follow in the profession, meaning identifying the professional figures involved, their specific and cross-functional skills concerning hygiene in the work environment and equal opportunities for all, the teamwork skills required, the E2R facilitation strategies to apply and the quality and reporting characteristics to consider.
- **Management skills:** planning and coordinating teamwork, using computer skills in the work environment, acquiring entrepreneurial skills in the market and general cross-functional skills.

The units in the course for validators are similar but not equal to the above, as they are addressed to people with reading and learning difficulties (see Annex 2 for details):

- **Accessibility and end-users:** the content of this unit is the same as “Accessibility and end-users” for facilitators. However, the proficiency level is to be different.
- **Easy-to-Read methodology:** aims at providing an understanding of the necessary linguistic knowledge and text knowledge to create E2R texts, and how to use existing E2R guidelines.
- **Easy-to- Read validation:** this unit aims at providing an understanding of the steps to follow in the profession, like identifying the professional figures involved, their skills, and the E2R validation strategies to apply in the validation process.
- **Management skills:** the main computer-related skills in the validation process, like analysing the text to validate, using online dictionaries, software and communication tools, and applying cross-functional skills about hygiene in the work environment and equal opportunities for all.
- **Optional Unit:** the extra skills for those who want and can develop secondary non-essential skills for a validator like text analysis, advanced computer skills and entrepreneurial skills.

The T2V curricula for facilitators and validators of E2R texts are not only certified because they meet the ECQA standards but also because they offer trainees the opportunity of undergoing a certification process. The ECQA-certified materials for both vocational and academic students allow T2V to meet the goal of providing a recognized international status for facilitators and validators of E2R content.

3. THE TRAINING MATERIALS

For each unit mentioned above, we have defined specific Learning Outcomes (LOs). The training materials for facilitators will be created in English, while training materials for validators will be in E2R English and in the languages of the consortium partners. We will try to cover all possible text types starting from the most useful ones.

Overall, training materials may vary in nature and in number according to their role in the different implementation pathways identified:

- Class-work material – core material to be used “in class” (face-to-face or online) to acquire the knowledge, skills and attitudes described in an LO. The course will provide at least
 - > An introduction explaining the structure of the unit;
 - > An explanation of what the learning outcomes for each Element are;
 - > Per each LO:
 - a subtitled short video lecture (as a narrated PPTX) in English for facilitators
 - a text in E2R English for validators
 - classwork complying with the number of hours needed to achieve it
 - > A reading list including all references made in the video-lectures to any sources, and suggested readings related to curricula which may help both trainers and trainees in further developing one’s competence;
- Self-study material: to be used outside classes by trainees to further develop a skill. These are normally exercises we propose during the video-lectures, but it may also be core readings like academic papers, websites, interviews, etc.;
- Accompanying material: the subtitles of lectures in .srt format, the PowerPoint presentations as .ppt files, the transcripts of lectures as .pdf or .docx files and all other materials (surveys, reports, etc.) created during the project;

- Suggested readings: websites, academic papers, laws, etc. providing information which can be useful in diverse settings and contexts, though not essential to acquire the skills of an LO;
- Tasks: material used to both assess the trainees' background (pre-tests), results achieved after a Unit (peri-tests) and after the full course (post-tests). Post-tests can also serve as a model for the certification. Trainers can also use them to develop ad-hoc assessment materials.

4. ACADEMIC AND VOCATIONAL CREDITS

The T2V consortium has allowed the project to capitalise on both emerging literature in the field and on best practices and technological solutions. This means that the course will consider the following:

- Applications: practices may change from country to country, as per the IO1 (see Annex 3);
- Technologies: different Human-Machine Interaction solutions are used worldwide, allowing for specific tasks in specific contexts to be automated;
- Professions: facilitators and validators work together to validate an E2R text, but they may need to interact with other professional figures as well.

All these best practices have been merged into a training course whose materials comply with ECQA requirements. ECQA recommends that a course should deliver 30 credits, be they academic (ECTS) or vocational (ECVET). 30 credits correspond to 750 training hours (1 training hour equals 45 minutes), meaning 25 training hours per credit. These 750 training hours are to be distributed into 270 class hours (contact hours during which the student undergoes a class) and 480 independent self-study hours (independent study hours during which students either accomplish tasks, do homework or read literature or other materials which allow them to consolidate their skills and acquire knowledge).

To translate these hours into materials, we have distributed the total amount of 30 credits into the different units. This has not been easy. The easiest solution would have been to divide the total number of hours by the number of units in each module (facilitators and validators), but units cannot be attributed the same amount of training hours because they are different. Additionally, some skills might be easier or quicker to acquire than others, though they have the same importance, didactically speaking. For example, it may take longer to acquire managerial skills compared to knowledge related to safety and hygiene. This is the reason why we have attributed more credits to some skills and less to others. This also explains the need for what we call peri-assessment, or

“formative assessments” along the course to guarantee a gradual training and to avoid demotivating trainees.

The following tables (Table 1 for facilitators and Table 2 for validators) show the suggested amount of credits to be attributed within each 30-credit course to each learning outcome. The criterion used to attribute credits to each LO is the amount of time that is normally required to trainees to become professionals in the field. Though we understand that a lot of practice is the only guarantee for a successful validator or facilitator, the following constitute a pondered distribution of the time to be dedicated to the development of each skill, knowledge or attitude we deem necessary for a would-be professional. This is also in line with ECQA recommendations and mirrors the structure of both the IO2 skills card and the IO5 certificate.

Table 1. Details of the T2V 30-ECTS/ECVET course for Facilitators

T2V_F.U1.E1.LO1	0.5	T2V_F.U3.E3.LO1	0.25
T2V_F.U1.E1.LO2	0.5	T2V_F.U3.E3.LO2	1
T2V_F.U1.E1.LO3	0.5	T2V_F.U3.E3.LO3	1
		T2V_F.U3.E2.LO4	1
T2V_F.U1.E2.LO1	0.5	T2V_F.U3.E4.LO1	0.5
T2V_F.U1.E2.LO2	0.5	T2V_F.U3.E4.LO2	1
T2V_F.U1.E2.LO3	0.5	T2V_F.U3.E4.LO3	1
TOTAL U1	3 credits 27 hours	TOTAL U3	10 credits 90 hours
T2V_F.U2.E1.LO1	0.25	T2V_F.U4.E1.LO1	0.25
T2V_F.U2.E1.LO2	0.25	T2V_F.U4.E1.LO2	0.5
T2V_F.U2.E1.LO3	0.25	T2V_F.U4.E1.LO3	0.5
T2V_F.U2.E1.LO4	0.25	T2V_F.U4.E1.LO4	0.25
T2V_F.U2.E2.LO1	1	T2V_F.U4.E2.LO1	0.5
T2V_F.U2.E2.LO2	0.5	T2V_F.U4.E2.LO2	0.5
T2V_F.U2.E2.LO3	1.5	T2V_F.U4.E2.LO3	0.5
T2V_F.U2.E3.LO1	0.5	T2V_F.U4.E3.LO1	0.125
T2V_F.U2.E3.LO2	0.5	T2V_F.U4.E3.LO2	0.25
T2V_F.U2.E3.LO3	1.5	T2V_F.U4.E3.LO3	0.125
		T2V_F.U4.E3.LO4	0.125
T2V_F.U2.E4.LO1	1	T2V_F.U4.E4.LO1	0.5
T2V_F.U2.E4.LO2	1	T2V_F.U4.E4.LO2	0.5
T2V_F.U2.E4.LO3	1	T2V_F.U4.E4.LO3	0.5
T2V_F.U2.E4.LO4	1.5	T2V_F.U4.E4.LO4	0.25
TOTAL U2	11 credits 99 hours	T2V_F.U4.E5.LO1	0.125
		T2V_F.U4.E5.LO2	0.5
T2V_F.U3.E1.LO1	0.5	TOTAL U4	6 credits 54 hours
T2V_F.U3.E1.LO2	0.25		
T2V_F.U3.E1.LO3	0.25		
T2V_F.U3.E2.LO1	0.25	TOTAL T2V_F	30 credits 270 hours
T2V_F.U3.E2.LO2	1		
T2V_F.U3.E2.LO3	1		
T2V_F.U3.E2.LO4	1		

Table 2. Details of the T2V 30-ECTS/ECVET course for Validators

Learning Outcome	ECTS/ECVET	Learning Outcome	ECTS/ECVET
T2V_V.U1.E1.LO1	0.5	T2V_V.U4.E1.LO1	0.5
T2V_V.U1.E1.LO2	0.5	T2V_V.U4.E1.LO2	0.5
T2V_V.U1.E1.LO3	0.5	T2V_V.U4.E1.LO3	0.5
T2V_V.U1.E2.LO1	0.5	T2V_V.U4.E2.LO1	0.25
T2V_V.U1.E2.LO2	0.5	T2V_V.U4.E2.LO2	0.25
T2V_V.U1.E2.LO3	0.5	T2V_V.U4.E2.LO3	0.25
TOTAL U1	3 credits 27 hours	T2V_V.U4.E3.LO1	0.25
T2V_V.U2.E1.LO1	0.5	T2V_V.U4.E3.LO2	0.5
T2V_V.U2.E1.LO2	0.5	TOTAL U4	3 credits 27 hours
T2V_V.U2.E1.LO3	0.5	T2V_V.UOPT.EA.LO1	0.75
T2V_V.U2.E1.LO4	0.25	T2V_V.UOPT.EA.LO2	0.75
T2V_V.U2.E1.LO5	0.25	T2V_V.UOPT.EA.LO3	1.50
T2V_V.U2.E2.LO1	0.5	TOTAL U5 – EA	3 credits 27 hours
T2V_V.U2.E2.LO2	0.5	T2V_V.UOPT.EB.LO1	0.5
T2V_V.U2.E2.LO3	1.5	T2V_V.UOPT.EB.LO2	0.5
T2V_V.U2.E4.LO1	1	T2V_V.UOPT.EB.LO3	0.5
T2V_V.U2.E4.LO2	1	TOTAL U5 – EC	1.5 credits 13.5 hours
T2V_V.U2.E4.LO3	1	T2V_V.UOPT.EC.LO1	0.25
T2V_V.U2.E4.LO4	1.5	T2V_V.UOPT.EC.LO2	0.25
TOTAL U2	9 credits 81 hours	T2V_V.UOPT.EC.LO3	0.75
T2V_V.U3.E1.LO1	0.5	T2V_V.UOPT.EC.LO4	0.25
T2V_V.U3.E1.LO2	0.5	TOTAL U5 – EC	1.5 credits 13.5 hours
T2V_V.U3.E1.LO3	0.25	TOTAL T2V_V	30 credits 270 hours
T2V_V.U3.E1.LO4	0.25		
T2V_V.U3.E2.LO1	1		
T2V_V.U3.E2.LO2	0.5		
T2V_V.U3.E2.LO3	1		
T2V_V.U3.E2.LO4	1		
T2V_V.U3.E3.LO1	0.5		
T2V_V.U3.E3.LO2	1.5		
T2V_V.U3.E3.LO3	1.5		
T2V_V.U3.E2.LO4	0.5		
TOTAL U3	9 credits 81 hours		

5. CONCLUSIONS

The proposed curricula for validators and facilitators of Easy-to-Read texts have been drafted on the basis of the best practices in the field, in line with the ECQA standards, and approved by the Advisory Board. Based on the Pedagogical and Methodological Curriculum developed for the training of audiovisual translation disciplines by Hamaoui (2015), the skills cards (result of Intellectual Output number 2) resulting from the survey about the current status of facilitators and validators in Europe (Dejica, García-Muñoz, Şimon, Fărcaşiu, Kilyeni 2022) (result of Intellectual Output number 1), and the illustrated FAME criteria (section 2b), the proposed curriculum for the training of E2R facilitators and the proposed curriculum for the training of E2R validators have been designed with a 30-ECTS/ECVET programme in mind, entirely dedicated to the academic and vocational training of such professional figures. 30 credits correspond to 750 training hours (one training hour corresponds to 45 minutes), meaning 25 training hours per credit. These 750 training hours are to be distributed into 270 class hours (contact hours when students undergo a class) and 480 independent self-study hours (independent study hours when students either accomplish tasks, do homework or read literature or other materials which allow them to consolidate their skills and attitudes and acquire knowledge).

To translate these hours into materials, we have distributed the total amount of 30 credits into the different modules. This has not been easy. Then, we have gathered E2R facilitators and validators and asked their opinion about a realistic view of the time needed to acquire each competence. Finally, we have come to the distribution above (section 4), which reflects such a realistic workplan.

Last but not least, as happens in the framework of previous Erasmus+ programmes (Eugeni, Gerbecks, Bernabé, 2021), the proposed curricula for the training of E2R facilitators and validators can be applied to other educational contexts as well, like programmes with a different distribution of credits, or modules dedicated to the training of other profiles. Examples of the latter are a BA in Translation - E2R is a form of “Diastratic Translation” (Gottlieb, 2007) for a given type of citizens - but also in Journalism, Communication, Social sciences, Accessibility and Accessible communication studies, Education, Pedagogy, Medicine and so on. In this scenario, credits are to be reallocated where necessary according to the first set of axes of the PMC. In this context, our distribution of credits will serve to understand the importance of each topic. Outside academia, this course can be adapted for the training of people working in public administrations, web-content providers, and developers as well as all professions related to direct intervention with people with reading difficulties like social workers, occupational therapists, special educators and so on.

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LIST OF ANNEXES

ANNEX 1: Units, Elements and LOs for facilitators

ANNEX 2: Units, Elements and LOs for validators

ANNEX 3: IO1 Survey results