PETRA-E Framework of Reference for the Education and Training of Literary Translators

Levels (5)	LT1 beginner	LT2 advanced learner	LT3 early career professional	LT4 advanced professional	LT5 expert
Competences (8)	*Descriptors*	*Descriptors*	*Descriptors*	*Descriptors*	*Descriptors*

1. Transfer Competence

The transfer competence consists of the knowledge, the skills and the attitude needed to translate texts into the main language at a required level. It comprises the ability to recognize problems of textual understanding and text production and the ability to solve these problems in an appropriate way, and to account for the final result.

	LT1	LT2	LT3	LT4	LT5
understanding of source texts	can understand source texts	can understand literary source texts	can understand literary source texts in a detailed way		
identification of translation problems	can identify translation problems	can identify literary translation problems	can solve literary translation problems in several ways		
familiarity with translation strategies	knows several translation strategies	can see the implications of translation strategies and can adopt them	can apply strategies in a purposeful way		
production of target texts	can produce a target text	can produce a literary target text	can produce literary target texts that meet publication standards		
justification of translations		can justify individual choices and decisions	can outline their own translation approach	can justify their translations as a whole	
translation approach		can distinguish between different translation approaches	can adopt a translation approach	can adopt a translation approach	can reflect on their own approach in a preface or a commentary to a translation
literary creativity			develops ability to find solutions and make choices beyond learned procedures and methods	can find solutions and make choices beyond learned procedures and methods	optimal creative ability

2. Language Competence

Language competence refers to the grammatical, stylistic and pragmatic mastering of the source language and the target language especially in the domains of reading and writing.

	LT1	LT2	LT3	LT4	LT5
source language competence	CEF B2 for reading	CEF C1 for reading			
target language competence	CEF C1 for reading and writing	CEF C2 for reading and writing			
literary language	can recognize (features of) literary language	can adopt literary styles	can adopt an appropriate literary style	can master several types of literary style appropriately	
language variation	can recognize language varieties	can apply language varieties	can adopt an appropriate language variety		

3. Textual competence

Textual competence consists of the knowledge of literary genres and styles and the ability to apply this knowledge in the analysis of source texts and the production of target texts.

	LT1	LT2	LT3	LT4	LT5
analyzing texts	can analyze source texts	can analyze literary source texts	can make translation-relevant analyses of literary texts		
familiarity with literary genres	knows genre tradition of the target literature	knows genre tradition of the source literature	can handle specific genres and text types	specializes in at least one specific genre	
familiarity with the stylistic features of a source text		can recognize stylistic features of source texts	can evaluate different stylistic features		
application of literary techniques		can respond to specific textual challenges creatively	can apply literary techniques	can apply complex literary techniques	
production of target texts with stylistic features		can produce a target text in a certain style	can find solutions and make choices creatively	can produce target texts in different styles	
editorial skills		can revise own texts	can revise texts up to publication standards	can edit texts up to publication standards	
machine-translated / AI-generated output		is familiar with developments in machine translation (including AI) for literary texts	can evaluate machine-translated / AI-generated output		

4. Heuristic competence

Heuristic competence covers the ability to gather in an efficient way the linguistic and thematic knowledge needed for translation; the ability to develop strategies for an efficient use of (digital) information sources; the ability to apply textual criticism and to differentiate between text editions.

	LT1	LT2	LT3	LT4	LT5
searching for reference material	can find reference material	can find specific reference material	can use reference material in a way relevant for translation		
accessing online resources	can apply digital search strategies	can apply digital search strategies relevant for translation			
differentiating between text editions		can distinguish between text editions	can use text editions in a translation-relevant way		
applying critical apparatus		can use critical apparatus			
using CAT tools		is familiar with CAT tools	can use CAT tools		can contribute to the development of CAT tools for literary translation

5. Literary-cultural competence

Literary-cultural competence is the ability to apply knowledge about the source and target literature and culture while making a literary translation; it also includes the ability to handle cultural differences and the ability to distinguish between literary movements and schools, periods and styles.

	LT1	LT2	LT3	LT4	LT5
situation of source text	can situate a source text within source culture	has a general knowledge about literary traditions in source culture	knows literary tradition of the source culture well		
situation of target text		develops ability to situate a target text within the literary system of the target culture	can situate their own translation in the target culture	knows literary translation tradition in the target culture	contributes to the literary translation tradition in target culture
understanding of culture-specific elements	can recognize culture-specific elements	can recognize culture-specific elements in a way relevant for translation	can effectively deal with culture-specific elements		
intercultural skills	can recognize differences between source culture and target culture		can effectively deal with differences between source culture and target culture		
intertextual skills		can recognize intertextual references	can effectively deal with intertextual references		

6. Professional competence

Professional competence is the ability to gather knowledge about the working field and to show the appropriate attitude expected by the working field.

	LT1	LT2	LT3	LT4	LT5
familiarity with professional associations		knows professional associations	meets the criteria to join a professional association	can take an active role in professional associations	
familiarity with publishing		has broad familiarity with the publishing landscape and the publishing process	knows publishers of literary translations; knows editorial imprints/lines (literary publishing, children's books, etc.); can write publishing reports	knows editorial policies and selection and programming criteria	knows the criteria and can contribute to the creation of an editorial imprint/line
familiarity with literary funds		is familiar with literary funds	can apply for assistance from literary funds	can regularly apply for assistance from literary funds	
familiarity with legal aspects	is aware of legal aspects	knows the basic rules concerning copyright, contractual law, legal liabilities, fees, etc. for translators	can negotiate contracts		
familiarity with ethical aspects	is aware of ethical aspects	can reflect on ethical issues	knows and can apply professional ethical codes and standards in target and source culture	can contribute to the development of professional ethical codes and standards	can express authoritative ethical opinions
familiarity with current translation approaches	knows literary criticism in the source culture	knows models and traditions of translation criticism of the target culture	can keep up with the translation debate	takes part in the translation debate	
networking skills		can initiate networking activities	can establish a network and use the benefits of it	can actively use a network to promote translators and translation	
didactic skills			has basic didactic skills	has full didactic skills	can teach teachers
further education			takes refresher courses		
entrepreneurial skills		is familiar with business models for translation	can implement a business model as a professional literary translator		
professional skills		can meet deadlines	can organize their own work	can acquire translation tasks and write paratexts	

7. Evaluative competence

Evaluative competence is the ability to assess and evaluate translations, the proficiency of translators and the translation process.

	LT1	LT2	LT3	LT4	LT5
evaluative skills	can justify choices made in translations	can estimate quality of translations by others	can judge quality of translations by others	can systematically assess translations	
selection of types of assessment			knows types of assessment	can select appropriate types of assessment	can apply appropriate types of assessment
comparison of translations	can recognize differences between translations	can interpret differences between translations of the same text	can evaluate differences between translations	can practise translation criticism	
assessment of translators' proficiency			develops ability to assess translators' proficiency	can assess translators' level	can pass on knowledge
self-reflection	can reflect on own translations		can make an estimation of their own literary translation competence		makes an optimal assessment of their own level of competence

8. Research competence

Research competence is the ability to conduct methodical research in order to inform translation practice.

	LT1	LT2	LT3	LT4	LT5
research methodologies		can apply research methodologies			
familiarity with translation techniques		can distinguish and name existing translation techniques			
familiarity with translation theories		knows several theories of translation			
academic skills		can analyze translations on an academic level			
familiarity with schools of thought in translation studies		knows schools of thought in translation studies	begins to make original contributions to the disciplinary debate	makes complex contributions to the disciplinary debate	makes innovative contributions to the disciplinary debate