



# TOOLS FOR ASSESSMENT, VALIDATION AND RECOGNITION OF COMPETENCES

ERASMUS+ PROJECT - STRATEGIC PARTNERSHIP FOR THE  
EXCHANGE OF GOOD PRACTICES IN ADULT EDUCATION  
PROMOTING DEVELOPMENT, ASSESSMENT AND  
RECOGNITION OF ADULTS' NON-FORMAL AND  
INFORMAL COMPETENCES  
(2019-1-IT02-KA204-062660)

# TOOLS FOR ASSESSMENT, VALIDATION AND RECOGNITION OF COMPETENCES

These Tools for the assessment, validation and recognition of competences were shared and collected between November 2020 and April 2021, and then experimented with the target groups of beneficiaries of the partner organizations in the frame of the project **“ProComp - Promoting Development, Assessment and Recognition of Adults' Non-formal and Informal Competences”** (2019-1-IT02-KA204-062660), co-funded by the Erasmus+ Programme of the European Union and coordinated by Travelogue Associazione di promozione sociale (Marsciano, Italy).

For further information, visit the website: <https://www.procompetences.eu/>.

## Partner organisations:

- Travelogue Associazione di promozione sociale (Marsciano, Italy)
- Asociación Iniciativa Internacional Joven (Malaga, Spain)
- Associazione Vita Indipendente Umbria APS (Terni, Italy)
- Epralima – Escola Profissional Do Alto Lima (Arcos de Valdevez, Portugal)
- IMF - Institut Méditerranéen de Formation et Recherche en Travail Social (Marseille, France)

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## **ITALY – TOOL 1**

### **CITIZEN'S TRAINING BOOKLET**

***(Il libretto formativo del Cittadino)***

# **LIBRETTO FORMATIVO DEL CITTADINO**

**RILASCIATO DA ...** (soggetto abilitato/autorizzato)

**NELLA REGIONE/PROVINCIA.....**

**DATA DI PRIMO RILASCIO .....**

**DATA DI ULTIMO AGGIORNAMENTO .....**



## SEZIONE 1

### 1. INFORMAZIONI PERSONALI

Nome e Cognome \_\_\_\_\_ Codice

Fiscale Sesso \_\_\_\_\_

Data di nascita \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Comune ( o Stato estero) di nascita \_\_\_\_\_

Provincia \_\_\_\_\_

Nazionalità \_\_\_\_\_

Comune di residenza \_\_\_\_\_ CAP \_\_\_\_\_ Provincia \_\_\_\_\_

Indirizzo di residenza \_\_\_\_\_

Comune di domicilio \_\_\_\_\_ CAP \_\_\_\_\_ Provincia \_\_\_\_\_

Indirizzo di domicilio \_\_\_\_\_

Numero di telefono cellulare \_\_\_\_\_

Numero di Telefono \_\_\_\_\_

Numero di Fax \_\_\_\_\_

Indirizzo di posta elettronica \_\_\_\_\_

### 2. ESPERIENZE LAVORATIVE / PROFESSIONALI (\*)

Tipologia contrattuale \_\_\_\_\_

Data di inizio del rapporto di lavoro \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Data di cessazione del rapporto di lavoro \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Mansione svolta (qualifica SIL) \_\_\_\_\_

Settore economico (codice ISTAT) \_\_\_\_\_

Principali attività svolte \_\_\_\_\_

Nome del datore di lavoro \_\_\_\_\_ Indirizzo del datore di lavoro \_\_\_\_\_

(\*) da ripetersi per ogni esperienza citata





### 3. TITOLI DI ISTRUZIONE E FORMAZIONE (\*)

Titolo di studio \_\_\_\_\_ (se in apprendistato, indicare se:

apprendistato per il diritto dovere

apprendistato per l'alta formazione

Anno di conseguimento \_\_\_\_\_

Nome dell'Istituto Scolastico/Ente/Università \_\_\_\_\_

Sede dell'Istituto Scolastico/Ente/Università \_\_\_\_\_

votazione conseguita (numeratore/denominatore) \_\_\_\_\_ / \_\_\_\_\_ cum laude

ultimo anno frequentato (se abbandonato) \_

anno di frequenza (se in corso) \_\_\_\_\_

nr. esami sostenuti (se abbandonato o in corso) \_\_ tirocinio/stage

Durata \_\_\_\_\_

ente/azienda ospitante \_\_\_\_\_

(\*) da ripetersi per ogni esperienza citata

### 4. ESPERIENZE FORMATIVE (\*)

Titolo attività formativa \_\_\_\_\_

se ottenuto in apprendistato indicare:

- apprendistato per il diritto dovere
- apprendistato professionalizzante
- apprendistato per l'alta formazione

indicare se ottenuto in contratto di inserimento

Soggetto che ha erogato l'attività formativa \_\_\_\_\_

Sede soggetto erogatore (comune o stato estero) \_

concluso nel \_

durata ( specificare se in ore/giorni/mesi) \_\_\_\_\_

attestazione/ certificazione rilasciata o validata dall'ente pubblico \_\_\_\_\_

altre attestazioni \_\_\_\_\_ tirocinio/stage

Durata \_\_\_\_\_

ente/azienda ospitante \_\_\_\_\_

(\*) da ripetersi per ogni esperienza citata



## SEZIONE 2 –Competenze acquisite in percorsi di apprendimento

Tipologia (*)	Descrizione	Contesto di acquisizione (in quale percorso/situazione sono state sviluppate le competenze indicate)	Periodo di acquisizione (anno/i in cui sono state sviluppate le competenze indicate)	Tipo di evidenze documentali a supporto dell'avvenuta acquisizione delle competenze descritte

(\*) In caso di competenze acquisite nell'ambito di percorsi di apprendimento formale, specificare l'articolazione in relazione alle tipologie di competenze individuate dall'accordo in Conferenza Unificata del 28.10.2004: competenze di base, competenze tecnico-professionali e trasversali. Per le Competenze di base derivanti da percorsi di istruzione e formazione si farà riferimento alle aree individuate dall'Accordo in Conferenza Unificata del 15.01.04: Area dei linguaggi, Area tecnologica, Area scientifica, Area storico-socio- economica.



## ITALY – TOOL 2

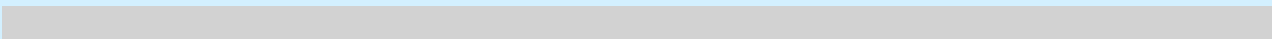
### EXAMPLE OF TRANSPARENCY DOCUMENT FORMAT ADOPTED BY UMBRIA REGION

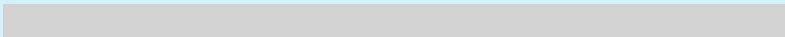
**Note: FREELY TRANSLATED FROM ARPAL Umbria - Regione Umbria - Avviso pubblico “Elenco operatori abilitati”**

#### Prior learning transparency document

According to the standards of art. 6 D.lgs 16/01/2013, n. 13 *compliant with the national law*


#### **AWARDED TO**

  
*Family name and First name*

  
*Place of birth*

  
*Date of birth*

  
*Nationality*

  
*Public personal identification code*

Done on: \_\_\_\_/\_\_\_\_/\_\_\_\_



## TRANSPARENCY OF THE SKILLS FOR WHICH CERTIFICATION IS REQUIRED

## 1. EXPERIENCES IDENTIFIED BY SIGNIFICANCE OF LEARNING

EXPERIENCE N.____	PERIOD OF DEVELOPMENT: from __/__/____ to __/__/____
EXPERIENCE NAME:	
REFERENCES:	
OBJECTIVE FEATURES:	
EVIDENCES:	
COMPETENCE UNIT/S FOR WHICH THE EXPERIENCE IS SELF-ASSESSED:	
[ ]	.....
[ ]	.....

***(repeat the identification information unit for each experience subject to transparency, with reference to what is indicated in the CV)***

## 2. TRANSPARENCY MATRIX OF SIGNIFICANT LEARNING

[illegible]



Final notes by the applicant

Applicant's signature



# TRANSPARENCY DOCUMENT

## Rules for filling in

### 1. Learning experiences subject to transparency

Analyzes the essential information relating to the learning subject to identification and transparency. Each experience is described by filling in a box, in which the following elements are indicated:

- **Duration ("from...to ..."):** temporal extension of the individual experience, taken as continuous or accompanied by an adequate indication of its real characteristics of duration;
- **Name of the experience:** summary name of what is done by the bearer of the transparency document;
- **References:** it expresses the essential coordinates of the referencing of the experience (e.g. "subject where it was carried out"), also for the purpose of its possible verification by the reader of the certificate, during the validation phase;
- **Objective characteristics:** it briefly expresses the essential characteristics for the connotation and significance of the acquired learning, based on the typology referred to in the previous field "Experience". For example, it may refer to the duration and contents of a training course, to the position and organizational role, to the tasks entrusted, etc .;
- **Evidence:** it indicates which documents / materials are attached / producible on request in support of the demonstration of experience;
- **Competence Unit:** it is pre-filled. It should be indicated which Unit (s) of competence the experience refers to

The experiences must be indicated in chronological order, from the least to the most recent

### 2. Transparency matrix of significant learning

It has to be filled in in the same order used in the previous section (one experience → one line). The cells given by the intersection of rows and columns contains the supporting texts of the specific contribution that each individual experience gives, in a subjective reading, to the possession of the elements referred to in the size described in the relevant column

### 3. Final notes by the applicant

Field addressed to the notes, by the owner of the document, describing specific aspects of the identification and transparency procedure, for purposes of greater readability of the results.



## SPAIN – TOOL 1

# ENROLLMENT APPLICATION FOR EDUCATIONAL PLANS

[IMPRIMIR](#) [RESTABLECER](#) [GUARDAR](#) [SALIR](#)

(Página de )

### JUNTA DE ANDALUCIA

### CONSEJERÍA DE EDUCACIÓN Y DEPORTE

CÓDIGO IDENTIFICATIVO

Nº REGISTRO, FECHA Y HORA

**SOLICITUD**

**MATRICULACIÓN PLANES EDUCATIVOS PARA PERSONAS ADULTAS (Código procedimiento: 1938)**

CURSO: \_\_\_\_\_

Orden 25 de mayo de 2012 (BOJA nº 117 de fecha 15/06/2012),

1 DATOS DE LA PERSONA SOLICITANTE			
PRIMER APELLIDO:		SEGUNDO APELLIDO:	
NOMBRE:		SEXO: <input type="checkbox"/> Hombre <input type="checkbox"/> Mujer	DNI/NIE:
MUNICIPIO DE NACIMIENTO:		PROVINCIA DE NACIMIENTO:	PAÍS DE NACIMIENTO:
DOMICILIO: CALLE PLAZA O AVDA. Y NÚMERO:			
LOCALIDAD/MUNICIPIO:		PROVINCIA:	CÓDIGO POSTAL:
CORREO ELECTRÓNICO:		TELÉFONO/S:	
NOMBRE DEL PADRE O TUTOR LEGAL: (solo para solicitantes menores de edad)		DNI/NIE:	SEXO: <input type="checkbox"/> Hombre <input type="checkbox"/> Mujer
NOMBRE DE LA MADRE O TUTORA LEGAL: (solo para solicitantes menores de edad)		DNI/NIE:	SEXO: <input type="checkbox"/> Hombre <input type="checkbox"/> Mujer

2 SOLICITA (se puede solicitar hasta tres planes como máximo de los ofertados por el centro. Establecer preferencia de 1 a 3, sólo se pueden inscribir finalmente en dos)	
Ser matriculado/a en el curso _____ / _____ como alumno/a, del Centro Docente: _____	
de la localidad de _____, provincia de _____, en el/los Plan/es Educativo/s que se señala/n a continuación:	
<b>1.- Plan educativo de formación básica:</b> <input type="checkbox"/> Nivel I <input type="checkbox"/> Nivel II	<b>Prioridad</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<b>2.- Planes Educativos de preparación para la obtención de titulaciones:</b> <input type="checkbox"/> Preparación pruebas para la obtención del Título de Graduado en Educación Secundaria Obligatoria para mayores de 18 años. <input type="checkbox"/> Preparación pruebas para la obtención del Título de Bachiller para mayores de 20 años: especificar prueba en página 3. <input type="checkbox"/> Tutoría de apoyo al estudio educación secundaria obligatoria. <input type="checkbox"/> Tutoría de apoyo al estudio nivel básico enseñanzas de idiomas.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<b>3.- Planes Educativos de preparación para el acceso a otros niveles del sistema educativo:</b> <input type="checkbox"/> Prueba de acceso a ciclos formativos de grado medio. <input type="checkbox"/> Pruebas de acceso a ciclos formativos de grado superior. (Especificar opción en página 3) <input type="checkbox"/> Prueba de acceso a la universidad para mayores de 25 años. (Especificar opción en página 3)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<b>4.- Planes Educativos para el fomento de la ciudadanía activa:</b> <input type="checkbox"/> Uso básico de idiomas. <input type="checkbox"/> Tecnologías de la Información y la Comunicación <input type="checkbox"/> Cultura Emprendedora. <input type="checkbox"/> Interculturalidad, Cultura y Lengua Española para personas procedentes de otros países. <input type="checkbox"/> Conocimiento y Conservación del Patrimonio Cultural Andaluz y el Medio Ambiente. <input type="checkbox"/> Hábitos de Vida Saludable y Prevención de Riesgos Laborales.	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<b>5.- Otros Planes Educativos autorizados:</b> <input type="checkbox"/> _____	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>

Coaching

Participation

operation

Innovation

consult

success

## SPAIN – TOOL 2

# DOCUMENT CERTIFYING THE COMPLETION OF THE BASIC TRAINING PLAN

**JUNTA DE ANDALUCÍA** **CONSEJERÍA DE EDUCACIÓN**

**PLANES EDUCATIVOS DE CARÁCTER NO FORMAL PARA PERSONAS ADULTAS**

**CERTIFICACIÓN DEL GRADO DE APROVECHAMIENTO**

D./Dª. \_\_\_\_\_, con DNI \_\_\_\_\_  
ostentando en la actualidad el cargo de (1) \_\_\_\_\_  
del centro educativo: \_\_\_\_\_,  
localidad de \_\_\_\_\_, provincia de \_\_\_\_\_

**CERTIFICA**

Que D./Dª. \_\_\_\_\_, con DNI \_\_\_\_\_  
ha realizado la actividad correspondiente al Plan Educativo de Carácter no Formal para Personas Adultas de:

Denominación del Plan: _____
Duración total (horas cursadas): _____
Contenidos básicos: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Grado de aprovechamiento: _____

Y para que conste y surta a los efectos oportunos, expide la presente certificación:

En \_\_\_\_\_ a \_\_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_  
Vº Bº \_\_\_\_\_ EL/LA DIRECTOR/A DEL CENTRO \_\_\_\_\_ EL/LA \_\_\_\_\_ (1)  
(Sello) (Sello)

Fdo.: \_\_\_\_\_ Fdo.: \_\_\_\_\_

(1) Atendiendo a la plantilla del centro, el cargo directivo que certifica es:

- Centros con Secretario/a. Firma: Secretario/a.
- Centro con Jefe/a de Estudios. Firma: Jefe/a de Estudios.
- Centros sólo con Director/a. Firma el mismo en el apartado Vº Bº.
- Secciones de educación permanente. Firma: Jefe/a de Estudios Delegado/a.


Available at: [juntadeandalucia.es](http://juntadeandalucia.es)





## SPAIN – TOOL 3

### EXAMPLE OF LEVEL I EVALUATION QUESTIONNAIRE

**3.1. CUESTIONARIO DE EVALUACIÓN**


1. Enumera tres características de los cuentos y las fábulas como géneros narrativos.

---



---



---



---

2. Escribe al lado de las siguientes afirmaciones si son verdaderas o falsas:

La frase es la unidad de comunicación entre las personas. \_\_\_\_

La sucesión de frases forman los discursos o textos. \_\_\_\_

En las fábulas los personajes siempre son personas y en los cuentos también, por eso se dice que usan un recurso llamado personificación. \_\_\_\_

Los cuentos y las fábulas son textos que sirven sólo para distraerse. \_\_\_\_


3. En las frases hay una palabra fundamental para que tengan sentido. Rodea a la que nos estamos refiriendo:

nombre

verbo

**Bloque 3**  
**Ámbito de Comunicación**

40



4





## SPAIN – TOOL 4

### EXAMPLE OF LEVEL I SELF-ASSESSMENT QUESTIONNAIRE

**3.2. CUESTIONARIO DE AUTOEVALUACIÓN**


1. Tu nivel de conocimiento previo sobre los contenidos que se han tratado en el bloque eran:
 


bajo	medio	adecuado	elevado
------	-------	----------	---------
  
2. Tu nivel de conocimientos sobre los textos narrativos y la construcción de frases al finalizar el bloque es:
 


bajo	medio	adecuado	elevado
------	-------	----------	---------
  
3. ¿Has podido seguir sin dificultad las orientaciones para trabajar los contenidos de este bloque? \_\_\_\_\_
  
4. El supuesto planteado te ha resultado \_\_\_\_\_
  
5. La información facilitada para realizar las tareas te ha parecido:
 

sencilla	complicada
----------	------------
  
6. Tu grado de satisfacción con lo trabajado en este bloque ha sido:
 

mínimo	normal	alto	muy alto
--------	--------	------	----------

**Bloque 3**  
**Ámbito de Comunicación**







## SPAIN – TOOL 5

# APPLICATION FOR THE CERTIFICATE OF PROFESSIONALISM FROM THE JUNTA DE ANDALUCÍA

CÓDIGO IDENTIFICATIVO	(Página 2 de 2)	ANEXO
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<b>4</b>	<b>DOCUMENTOS A APORTAR</b> (continuación)																				
<b>4.3</b>	<b>AUTORIZACIÓN DOCUMENTOS EN PODER DE OTRAS ADMINISTRACIONES</b>																				
<input type="checkbox"/> Autorizo al órgano instructor para que pueda recabar de otras Administraciones Públicas los siguientes documentos o la información contenida en los mismos disponibles en soporte electrónico.																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Documento</th> <th style="width: 30%;">Administración Pública</th> <th style="width: 20%;">Fecha emisión o presentación</th> <th style="width: 15%;">Órgano</th> <th style="width: 20%;">Procedimiento en el que se emitió o por el que se presentó</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Documento	Administración Pública	Fecha emisión o presentación	Órgano	Procedimiento en el que se emitió o por el que se presentó	1					2					3				
Documento	Administración Pública	Fecha emisión o presentación	Órgano	Procedimiento en el que se emitió o por el que se presentó																	
1																					
2																					
3																					

<b>5</b>	<b>DATOS DEL CERTIFICADO DE PROFESIONALIDAD</b>
DENOMINACIÓN:	

<b>6</b>	<b>PROVINCIA ANDALUZA EN LA QUE SOLICITA SU ENTREGA</b>

<b>7</b>	<b>SOLICITUD, DECLARACIÓN, LUGAR, FECHA Y FIRMA</b>																				
<b>SOLICITA</b> , (marque lo que proceda) <input type="checkbox"/> CERTIFICADO DE PROFESIONALIDAD <input type="checkbox"/> ACREDITACIÓN PARCIAL DE LAS SIGUIENTES UNIDADES DE COMPETENCIA:																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Código</th> <th style="width: 85%;">Denominación de la Unidad de Competencia</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>		Código	Denominación de la Unidad de Competencia																		
Código	Denominación de la Unidad de Competencia																				
<b>DECLARO</b> , bajo su expresa responsabilidad, que son ciertos cuantos datos figuran en la presente solicitud. En _____ a ____ de ____ de ____ <div style="text-align: center;">LA PERSONA SOLICITANTE</div>																					
Fdo.: _____																					

**DIRECCIÓN GENERAL DE FORMACIÓN PROFESIONAL PARA EL EMPLEO**  
**PROTECCIÓN DE DATOS**  

En cumplimiento de lo dispuesto en la Ley Orgánica 15/1999, de 13 de diciembre, de Protección de Datos de Carácter Personal, la Consejería de Empleo, Empresa y Comercio le informa que los datos personales obtenidos mediante la cumplimentación de este documento/impreso/formulario y demás que se adjuntan van a ser incorporados, para su tratamiento, en un fichero automatizado. Asimismo, se le informa que la recogida y tratamiento de dichos datos tienen como finalidad la gestión de los derechos derivados del reconocimiento de su solicitud.

De acuerdo con lo previsto en la citada Ley Orgánica, puede ejercitar los derechos de acceso, rectificación, cancelación y oposición dirigiendo un escrito a la Dirección General de Formación Profesional para el Empleo, sita en calle Conde de Ibañeta, nº 18. 41004 Sevilla.

[IMPRIMIR](#) [RESTABLECER](#) [GUARDAR](#) [SALIR](#)

(Página 1 de 2)

ANEXO

## JUNTA DE ANDALUCÍA

### CONSEJERÍA DE EMPLEO, EMPRESA Y COMERCIO

CODIGO IDENTIFICATIVO

Nº REGISTRO, FECHA Y HORA

**SOLICITUD**

#### SOLICITUD DE CERTIFICADO DE PROFESIONALIDAD Y ACREDITACIONES PARCIALES ACUMULABLES

Real Decreto 34/2008, de 18 de enero (BOE nº 27 de fecha 31/01/2008)

<b>1 DATOS DE LA PERSONA SOLICITANTE</b>					
PRIMER APELLIDO:	SEGUNDO APELLIDO:	NOMBRE:	DNI/NIE/NIF:	F. NACIMIENTO:	SEXO:
				/ /	<input type="checkbox"/> H <input type="checkbox"/> M
DOMICILIO DE LA PERSONA SOLICITANTE:					
TIPO DE VA: NOMBRE DE LA VA:					
NUMERO:	LETRA:	KM EN LA VA:	BLOQUE:	PORTAL:	ESCALERA:
					PLANTA:
PAIS:		PROVINCIA:	MUNICIPIO:		COD. POSTAL:
TELÉFONO:		FAX:	CORREO ELECTRÓNICO:		

<b>2 CONSENTIMIENTO EXPRESO DNI/NIE</b>	
<input type="checkbox"/> La persona abajo firmante presta su <b>CONSENTIMIENTO</b> para la consulta de sus datos de identidad a través del Sistema de Verificación de Datos de Identidad.	
<input type="checkbox"/> <b>NO CONSENTE</b> y aporta fotocopia autenticada del DNI/NIE.	

<b>3 AUTORIZACIÓN EXPRESA PARA NOTIFICACIONES ELECTRÓNICAS</b>	
Marque con una X lo que corresponde si desea que las notificaciones que proceda efectuar, se practiquen por medios electrónicos a través del Sistema de Notificación Notificor de la Junta de Andalucía en los términos de lo expresado en el Decreto 66/2008, de 26 de febrero, por el que se suprime la aportación de la fotocopia de los documentos identificativos oficiales y del certificado de empadronamiento en los procedimientos administrativos de la Administración de la Junta de Andalucía y se establece la sede electrónica para la práctica de la notificación electrónica.	
<input type="checkbox"/> <b>AUTORIZO</b> como medio de notificación preferente la notificación electrónica y manifiesto que dispongo de una dirección habilitada en el Sistema de Notificaciones Notificor.	
<input type="checkbox"/> <b>AUTORIZO</b> como medio de notificación preferente la notificación electrónica y NO dispongo de una dirección electrónica habilitada en el Sistema de Notificaciones Notificor, por lo que <b>AUTORIZO</b> a la Consjería/Agencia a transmitir mis datos en el referido sistema.	
Indique la dirección electrónica y/o el número de móvil donde informar sobre las notificaciones practicadas en el Sistema de Notificaciones Notificor.	
Apellidos y nombre: _____ DNI/NIE: _____ Correo electrónico: _____ Nº móvil: _____	

<b>4 DOCUMENTOS A APORTAR</b>			
<b>4.1 DOCUMENTACIÓN PRESENTADA</b>			
<input type="checkbox"/> Documento acreditativo expedido por la Administración Laboral o Educativa competente, en el que se refleje la evaluación positiva en los módulos correspondientes al conjunto de las unidades de competencia del Certificado de Profesionalidad que se solicita.			
<input type="checkbox"/> Documento acreditativo expedido por la Administración Laboral o Educativa competente, en el que se refleje la evaluación positiva en los módulos correspondientes a las unidades de competencia cuya acreditación se solicita.			
<input type="checkbox"/> Otros: _____			
<b>4.2 AUTORIZACIÓN DOCUMENTOS EN PODER DE LA ADMINISTRACIÓN DE LA JUNTA DE ANDALUCÍA O DE SUS AGENCIAS</b>			
<input type="checkbox"/> Ejercito el derecho a no presentar los siguientes documentos que están en poder de la Administración de la Junta de Andalucía o de sus Agencias, y autorizo al órgano instructor para que pueda recabar dichos documentos o la información contenida en los mismos de los lugares donde se encuentren. (Ha de tratarse de documentos correspondientes a procedimientos que hayan finalizado en los últimos cinco años).			
Documento	Consjería/Agencia emisor(a) a la que se	Fecha de emisión/autorización	Procedimiento en el que se emitió por el que se presentó
1			
2			
3			

(\*) Han de tratarse de documentos correspondientes a procedimientos que hayan finalizado en los últimos cinco años.





## SPAIN – TOOL 6

### YOUTHPASS



**EUROPEAN SOLIDARITY CORPS**

**Youthpass**

**VOLUNTEER'S FIRST AND LAST NAME**

born on 07/07/1997

volunteered in  
**Title of the Volunteering project**  
in the organisation **Name of the organisation**  
in (name of the project's venue) Warsaw, Poland  
from 19/12/2018 to 18/12/2019

INFORMATION ABOUT THE PROJECT:  
obligatory

THE TASKS OF VOLUNTEER'S FIRST AND LAST NAME IN THE PROJECT:  
Participant's tasks (obligatory)

VOLUNTEER'S FIRST AND LAST NAME TOOK PART IN THE FOLLOWING TRAINING ACTIVITIES:  
Volunteer's training activities (optional)

The European Solidarity Corps is a European Union programme, which provides volunteering, traineeship and job opportunities to young people who want to bring positive change to communities across Europe and beyond. It allows young people to develop themselves and gain valuable competences through an enriching experience abroad or in their home country, while promoting the value of solidarity, citizenship and social cohesion.

Warsaw, 10/05/2020

**Signature**  
Legal representative

Youthpass is a Europe-wide validation system for non-formal learning within the European Solidarity Corps.  
For further information, please have a look at <http://www.youthpass.eu>

The ID of this certificate is H5UQ-X0NY-6N6S-V2NP.  
If you want to verify the ID, please go to the web site of Youthpass: <https://www.youthpass.eu/verify/certificate>



Available at: [youthpass.eu](http://youthpass.eu)



## PORTUGAL – TOOL 1

### APPLICATION FORM

#### 1. PERSONAL INFORMATION

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Gender:

☐ Female

☐ Male

#### Type of Identification Documentation: (adapted to each country)

- |  |                          |                    |
|--|--------------------------|--------------------|
| <input type="radio"/> Civil Identification nº: | Issued by (if military): | Validity:          |
|  | _____                    | ____ / ____ / ____ |
| <input type="radio"/> Residence Permit nº:     | Doc type:                | Validity:          |
|  | _____                    | ____ / ____ / ____ |
| <input type="radio"/> Passport nº:             | Entry Visa:              | Validity:          |
|  | _____                    | ____ / ____ / ____ |

Address: \_\_\_\_\_

Postal Code: \_\_\_\_ - \_\_\_\_ E-mail: \_\_\_\_\_

Mobile phone: \_\_\_\_\_ Telephone: \_\_\_\_\_

#### Information to be collected if necessary (adapt in accordance to country regulations):

Fiscal Number: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Nationality: \_\_\_\_\_ Place of Birth: \_\_\_\_\_ District: \_\_\_\_\_

#### 2. EMPLOYMENT INFORMATION

**Social Security Discounts:** 0      1 year      3 years      + de 3 years

#### Employed

☐ Self-employed

☐ Employee:

Company Name: \_\_\_\_\_

Company address: \_\_\_\_\_

Occupational sector: \_\_\_\_\_

Professional: \_\_\_\_\_ Work Schedule: \_\_\_\_\_

- |   |               |  |
|---|---------------|--|
| <input type="checkbox"/> <b>Unemployed</b>                | <b>Since:</b> | <input type="checkbox"/> Long Term Unemployed (over 12 months) |
| <input type="checkbox"/> Unemployed (less than 12 months) |               | <input type="checkbox"/> 1 <sup>st</sup> job                   |
| <input type="radio"/> Other (specify): _____              |               |  |





Employment office referral:

- ☐ Yes
- ☐ No

### 3. EDUCATION AND TRAINING PATHS

☐ < 4°      ☐ 4°      ☐ 6°      ☐ 9°      ☐ 12°      ☐ 12° incomplete  
(indicate completed grade)

☐ Other (Specify): \_\_\_\_\_

Year of Conclusion: \_\_\_\_\_ School: \_\_\_\_\_

Modules/Subjects to be completed (if you have not completed the education level mentioned above):

### 4. CERTIFICATION/ QUALIFICATION OPTION

#### 1.1. Certification

☐ 4°    ☐ 6°    ☐ 9°    ☐ 12°

☐ Educational Certification:  
(indicate grade)

☐ Vocational Certification:  
(indicate field in order of  
preference)

1- \_\_\_\_\_  
2- \_\_\_\_\_  
3- \_\_\_\_\_

☐ Double Certification  
(indicate grade and field in  
order of preference)

☐ 4°    ☐ 6°    ☐ 9°    ☐ 12°

Vocational Field:

1- \_\_\_\_\_  
2- \_\_\_\_\_

#### 4.2. Certification Pathway:

- |   |  |
|---|--|
| <input type="checkbox"/> RVCC - Educational                           | <input type="checkbox"/> Modular Training  |
| <input type="checkbox"/> RVCC - Vocational                            | <input type="checkbox"/> Other: Vocational |
| <input type="checkbox"/> RVCC - Double                                | <input type="checkbox"/> Training Further  |
| Certification <input type="checkbox"/> <input type="checkbox"/> Adult | Education                                  |
| Education/Training Course   | Other (Specify): _____                     |

### 5. RVC PROCESS (indicate number of plausible hours available and preferred schedule.)

Number of hours: \_\_\_\_\_

Schedule:    ☐ Morning      ☐ Afternoon      ☐ Late Afternoon      ☐ Evening      ☐ Indifferent

## 6. MAIN REASONS FOR ENROLLMENT

- |  |  |
|--|--|
| <input type="checkbox"/> Increase educational qualifications | <input type="checkbox"/> Change educational and training field |
| <input type="checkbox"/> Employment Obligation               | <input type="checkbox"/> Make it easier to get a new job       |
| <input type="checkbox"/> Vocational Reconversion             | <input type="checkbox"/> Increase occupational skills          |
| <input type="checkbox"/> Create your own job                 | <input type="checkbox"/> Personal fulfillment                  |
| <input type="checkbox"/> Continuing Education                | <input type="checkbox"/> Professional achievement              |
| <input type="checkbox"/> Obtaining 1 <sup>st</sup> Job       | <input type="checkbox"/> Career Development                    |
| <input type="checkbox"/> Other (Specify): _____              |  |

## 7. COMMENTS:

## 8. MANDATORY DOCUMENTATION

Qualifications/Training Certificate

Proof of employment/unemployment status (if applicable)

Other Certificates (optional)

## Exclusion of Liability and Signature

I declare that the information provided, by me, is true and complete. I authorize the use of my personal information for the sole purpose of receiving additional information regarding training courses or other products/services provided by this school, or the disclosure of information to Funding Program Managers or Accreditation and Certification Systems.

Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Location: \_\_\_\_\_



## **PORTUGAL – TOOL 2**

### **EXPLORATION CARDS**

When choosing a job, it is important to consider its prestige	
<b>PRESTIGE</b>	<b>LEADERSHIP</b>
It is important to choose a stable job	For me it is very important to work in a place that is comfortable and in good conditions
<b>STABILITY</b>	<b>COMFORT</b>



I would never choose a high-risk job risk or where my safety could be concerned	I am a person that quite easily adapts to new tasks or situations
<b>SAFETY</b>	<b>ADAPTABILITY</b>
For good job performance it is essential to have a good work environment	To succeed at a job, it is critical to work toward goals
<b>RELATIONSHIP WITH COLLEAGUES</b>	<b>ACHIEVEMENT</b>
When performing my duties, it is important to always be the best	I prefer jobs or tasks with clear indications of what I must do, not those that require a lot of autonomy
<b>COMPETITION</b>	<b>AUTONOMY</b>



I prefer to work individually  
than as a team

GROUP WORK

Source: Lifelong Guidance at Qualifica Centres - Activity Bank - ANQEP, IP, 2018





## **PORTUGAL – TOOL 3**

### **LIFE PROJECT**

**1. What do you think of your current personal and employment situation?**

--

**2. Set medium and long-term life goals.**

**2.1. Think about your Life Project, in personal terms and consider educational qualifications and/or future employment, what job do you think you will have in:**

December 2020	
December 2025	
December 2030	

**2.2. What tasks would you like to be performing in?**

December 2020	
December 2025	
December 2030	

**3. Define the measures you want to apply to achieve your objectives.**

--



#### 4. Identify your current situation in relation to your Life Project

Favourable	Unfavourable
Strengths:	Weaknesses:
Opportunities:	Threats:

#### 5. What steps will you have to take?

#### 6. What obstacles will you have to overcome and how?



## PORTUGAL – TOOL 4

### INDIVIDUAL CAREER PROJECT

**Definition of the Career Project** (Indicate your personal and/or work-related interest: future objective)

*Think about your goals, for example: I intend to acquire vocational training in the field of quality.*

**Reasons and Motives for choosing the Career Project** (What led you to make this choice?)

*Justify why?*

*Example: To perform the tasks associated with my job option, I believe that it is necessary to update my knowledge and acquire other skills that will help me to be an excellent professional.*

**Ways of Implementing the Career Project** (What do you have to do to achieve your objective?)

*Examples:*

*Search for vocational training*

*Improve my educational qualifications*

*(...)*

**Identification of constraints and strategies to overcome the constraints** (What can help or hinder the progress and achievement of your objective?)

*Examples:*

*Inability to manage personal life and work schedule; Lack of time  
Inability to find the required Vocational Training (...)*



**Elaborate a timetable for the implementation of the project** (What is your set goal?)

*Define a goal to achieve the objective, for example: in March 2020 I intend to have acquired more knowledge and skills at a professional level, through vocational training*

Source: ANQEP



## PORTUGAL – TOOL 5

### TRAINING REFERENCES

Competence Dimension I: Cognitive Competences		
Nuclear Generator: Rights and Duties		
Reference Domain (RD)	Theme	
1-Private Context	Freedom and personal responsibility	
2-Professional Context	Rights and job duties	
3-Institutional Context	Representative and participatory democracy	
4-Macrostructural context	Rights, duties and global contexts	
Nuclear Generator: Complexity and Change		
Reference Domain (RD)	Theme	
1-Private Context	Lifelong learning	
2-Professional Context	Innovation processes	
3-Institutional Context	Associative and social movements	
4-Macrostructural context	Globalization	
Nuclear Generator: Reflexivity and Critical Thinking		
Reference Domain (RD)	Theme	
1-Private Context	Preconceptions, stereotypes and social representations	
2-Professional Context	Professional and organizational retraining	
3-Institutional Context	Institutions and institutional models	
4-Macrostructural context	Public opinion and critical reflection	
Competence Dimension II: Ethical Competences		
Nuclear Generator: Identity and Alterity		
Reference Domain (RD)	Theme	
1-Private Context	Institutional and community codes	
2-Professional Context	Professional and organizational collectives	



3-Institutional Context	Public policy	
4-Macrostructural context	Identities and cultural heritage	
<b>Nuclear Generator: Conviction and Ethical Firmness</b>		
<b>Reference Domain (RD)</b>	<b>Theme</b>	
1-Private Context	Ethical and cultural values	
2-Professional Context	Professional ethics and standards	
3-Institutional Context	Codes of institutional conduct	
4-Macrostructural context	Communitarian moral choices	
<b>Nuclear Generator: Moral Openness</b>		
<b>Reference Domain (RD)</b>	<b>Theme</b>	
1-Private Context	Tolerance and diversity	
2-Professional Context	Negotiation processes	
3-Institutional Context	Pluralism and plural representation	
4-Macrostructural context	Intercultural mediation	
<b>Competence Dimension III: Social Skills</b>		
<b>Nuclear Generator: Argumentation and Assertiveness</b>		
<b>Reference Domain (RD)</b>	<b>Theme</b>	
1-Private Context	Argumentative capacity	
2-Professional Context	Assertiveness	
3-Institutional Context	Deliberative mechanisms	
4-Macrostructural context	Debates and public intervention	
<b>Nuclear Generator: Programming</b>		
<b>Reference Domain (RD)</b>	<b>Theme</b>	
1-Private Context	Personal and family projects	
2-Professional Context	Work management	
3-Institutional Context	Collective projects	
4-Macrostructural context	Prospective capacity	

## Competence Units and Evidence Criteria

**Competences Unit I:** Identify personal, collective and global rights and duties and understand their emergence and application as tension expressions or convergence.

### Nuclear Generator: Complexity and Change

Competences	Evidence Criteria	
<b>RD1:</b> Recognize constraints and spaces of personal freedom	<ul style="list-style-type: none"> <li>Identify situations of autonomy and shared responsibilities.</li> <li>Understand the dimensions inherent in the construction and maintenance of the Common Good: Individual good vs. Public good in the community.</li> <li>Explain situations of freedom and personal responsibility.</li> </ul>	
<b>RD2:</b> Take responsibility for inalienable labour rights and issues demanded by the worker	<ul style="list-style-type: none"> <li>Identify labour rights in relation to economic and/or market rights.</li> <li>Interpret rights through the Labour Code</li> <li>Recognize the expression of social and labour rights.</li> </ul>	
<b>RD3:</b> Recognize the essential fundamental rights typical of a contemporary democratic state	<ul style="list-style-type: none"> <li>Identify fundamental rights.</li> <li>Interpret rights through the Constitution of the Portuguese Republic.</li> <li>Explore relevant rights through the presentation of articulated proposals between representativeness and participation.</li> </ul>	
<b>RD1:</b> List rights and duties in the global community	<ul style="list-style-type: none"> <li>Identify the sustainability of the global community.</li> <li>Reflect on fundamental rights through the Universal Declaration of Human Rights and other key documents.</li> <li>Be able to dialogue, argue and participate in a vast social universe of recognized situations.</li> </ul>	

**Competences Unit II:** Relate confidently to the complexity of information, identifying different reading angles and different scales of reality.

### Nuclear Generator: Complexity and Change

Competences	Evidence Criteria	
<b>RD1:</b> Contextualize situations and problems of everyday life and integrate the different dimensions	<ul style="list-style-type: none"> <li>Identify conflict situations and distinguish conflicting positions.</li> <li>Organize, reformulate and manage diverse information considering a given reality.</li> <li>Interact with diverse actors in the domestic context, by integrating a variety of information and resolving conflicts.</li> </ul>	



<b>RD2:</b> Exercise initiative and creativity in new work processes	<ul style="list-style-type: none"> <li>Identify new work processes.</li> <li>Report the inadequacy of technical/organizational support in work processes and adaptation to unexpected situations.</li> <li>Explore and use ICT for data access and screening.</li> </ul>
<b>RD3:</b> Identify constraints in the construction of associative dynamics and to act critically when faced with these obstacles	<ul style="list-style-type: none"> <li>Decode and distinguish opinions at different levels of analysis.</li> <li>Analyse the weak associative mobilization or institutional rigidity and ways to overcome these.</li> <li>Understand the organization and dynamism of different groups.</li> </ul>
<b>RD4:</b> Recognize globalization factors and dynamics	<ul style="list-style-type: none"> <li>Identify globalization factors and dynamics.</li> <li>Describe cases of intervention on a macro-social scale.</li> <li>Recognize/know supranational instances and forms of participation/intervention.</li> </ul>

<b>Competences Unit III:</b> Question and deconstruct personal prejudices and social stereotypes.		
<b>Nuclear Generator: Reflexivity and Critical Thinking</b>		
<b>Competences</b>	<b>Evidence Criteria</b>	
<b>RD1:</b> Take on personal prejudices regarding the representation of others and Demonstrate the Ability to Deconstruct these ideas	<ul style="list-style-type: none"> <li>Identify experiences in which there was a need to overcome adverse situations.</li> <li>Explore the ability to question.</li> <li>Recognize stereotypes and social representations and propose alternatives.</li> </ul>	
<b>RD2:</b> Recognize personal limits within professional performance and question its culture of rigor	<ul style="list-style-type: none"> <li>Identify and critically compare organizational dynamics.</li> <li>Explain practical situations of professional ethical posture.</li> <li>Explore and question the impact of organizational models on professional performance.</li> </ul>	
<b>RD3:</b> Map different institutional models on a local and national scale and recognize their functional content	<ul style="list-style-type: none"> <li>Identify different institutional models.</li> <li>Critically compare various institutional models.</li> <li>Explore functional content at different institutional scales.</li> </ul>	



<p><b>RD4:</b>Identifycultural and social stereotypes, understanding the mechanisms of their creation and revealing critical distance</p>	<ul style="list-style-type: none"> <li>• Identify cultural stereotypes in the media.</li> <li>• Evidence of detachment and reflection considering differentcultural perspectives.</li> <li>• Understand the foundation of public opinion considering thediverse perspectives present.</li> </ul>
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Competences Unit IV: Value diversity and act in accordance to personal convictions		
Nuclear Generator: Identity and Alterity		
Competences	Evidence Criteria	
<b>RD1:</b> Recognize principles of conduct based on institutional and community loyalty codes	<ul style="list-style-type: none"> <li>• Demonstrate empathy and a compassionate and supportive reaction towards each other.</li> <li>• Interpret deontological codes.</li> <li>• Report principles of conduct and issue a rational opinion.</li> </ul>	
<b>RD2:</b> Express a sense of belonging and loyalty to the working community	<ul style="list-style-type: none"> <li>• Identify belonging and loyalty in different contexts.</li> <li>• Explain professional relationship situations with multicultural challenges.</li> <li>• Express yourself and act towards people, groups or organizations with a multicultural scope according to an inclusive logic.</li> </ul>	
<b>RD3:</b> Identify and evaluate public reception policies in view of the diversity of identities	<ul style="list-style-type: none"> <li>• Identify the diversity of public policies in society.</li> <li>• Relate political and associative rights.</li> <li>• Take a stand against the inclusion of the migrant population.</li> </ul>	
<b>RD4:</b> Relate common heritage of humanity to interdependence and solidarity	<ul style="list-style-type: none"> <li>• Reflect on the social implications of humanity's common heritage.</li> <li>• Discuss and evaluate the role of citizens in the current world: legal relationships within the framework of supranational integration and the supranational dimension of state powers vis-à-vis citizens.</li> <li>• Express and demonstrate respect and solidarity for different cultural identities.</li> </ul>	

Competences Unit V: Assess reality in view of a consistent order of values and act accordingly.		
Nuclear Generator: Conviction and Ethical Firmness		
Competences	Evidence Criteria	
<b>RD1:</b> Distinguish the various hierarchies of values, choose and retain ethical and cultural references	<ul style="list-style-type: none"> <li>Identify different cultural values.</li> <li>Argue and counter-argue in contexts of cultural tension.</li> <li>Intervene in contexts of cultural tension.</li> </ul>	
<b>RD2:</b> Adopt ethical and professional standards as non-tradable reference values in professional contexts	<ul style="list-style-type: none"> <li>Identify professional ethics and standards.</li> <li>Recognize reference values in different organizations.</li> <li>Act critically on social practices/attitudes articulating personal and professional responsibility.</li> </ul>	
<b>RD3:</b> Identify conviction and ethical firmness as necessary values for institutional development	<ul style="list-style-type: none"> <li>Identify necessary values for institutional development.</li> <li>Explore valuable attitudes in an organizational context.</li> <li>Contribute to the construction of an ethical code of conduct.</li> </ul>	
<b>RD4:</b> List basic moral choices for the global community: dignity vs. inhumanity, development vs. poverty, justice vs. asymmetry, ...	<ul style="list-style-type: none"> <li>Identify solidary behaviours.</li> <li>Take a stand through informed judgment about different moral choices.</li> <li>Commit to preserving the cultural heritage of humanity.</li> </ul>	

Competences Unit VI: Adopt tolerance, listening and mediation as principles of social insertion.		
Nuclear Generator: Moral Openness		
Competences	Evidence Criteria	
<b>RD1:</b> Identify tolerance requirements and act accordingly	<ul style="list-style-type: none"> <li>Identify democratic values.</li> <li>Recognize the demand tolerance in personal conduct.</li> <li>Demonstrate availability to accept/tolerate different ways of being.</li> </ul>	
<b>RD2:</b> Assume negotiation principles, active listening and respect for diverse ideas and interventions	<ul style="list-style-type: none"> <li>Identify negotiation and intervention processes.</li> <li>Adopt attitudes of openness and cooperation in professional contexts.</li> <li>Intervene with assertiveness in professional contexts.</li> </ul>	
<b>RD3:</b> Assuming pluralism as a value of the political community	<ul style="list-style-type: none"> <li>Identify plural forms from an institutional point of view.</li> <li>Relate political community and plural representation.</li> <li>Mobilize an intervention project.</li> </ul>	





<b>RD4:</b> To relate to cultural diversity according to a logic of interaction and mediation	<ul style="list-style-type: none"> <li>• Identify and overcome difficulties considering concrete situations of stereotyping and social prejudice.</li> <li>• Recognize and explore disparate critical judgments.</li> <li>• Contribute towards the construction of a guide for good practices in intercultural mediation.</li> </ul>
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**Competences Unit VII:** Capacity for public intervention within contexts of opposing views.

**Nuclear Generator: Argumentation and Assertiveness**

Competences	Evidence Criteria	
<b>RD1:</b> Calibrate an individual argumentative initiative with the acceptance of divergent points of view	<ul style="list-style-type: none"> <li>• Identify the need for critical reflection in view of different points of view.</li> <li>• Recognize internal talents of receptivity and openness towards other viewpoints.</li> <li>• Explore argumentative interaction situations.</li> </ul>	
<b>RD2:</b> Identify and understand the interaction of the various daily problematic areas	<ul style="list-style-type: none"> <li>• Identify professional and personal processes in controversial interaction.</li> <li>• Recognize the need for assertive participation in different areas of life.</li> <li>• Ability to develop a personal action plan in complex professional and personal situations.</li> </ul>	
<b>RD3:</b> Actively participate in deliberative institutions of different scales	<ul style="list-style-type: none"> <li>• Identify different institutional scales.</li> <li>• Understand multiple deliberative mechanisms.</li> <li>• Explore the willingness to participate in diverse projects.</li> </ul>	
<b>RD4:</b> Intervene in public debates	<ul style="list-style-type: none"> <li>• Identify ways to resolve conflicts on a public intervention scale.</li> <li>• Distinguish democratic forms of public intervention.</li> <li>• Explore intervention in public debates.</li> </ul>	





Competences Unit VIII: Conceive and develop personal and social projects.		
Nuclear Generator: Programming		
Competences	Evidence Criteria	
<b>RD1:</b> Thinking prospectively about your personal life	<ul style="list-style-type: none"> <li>Identify ways of managing personal life.</li> <li>Plan and optimize personal and family projects.</li> <li>Explore resources for personal strategic management.</li> </ul>	
<b>RD2:</b> Mobilize various types of knowledge to solve complex professional problems	<ul style="list-style-type: none"> <li>Identify ways of managing professional life.</li> <li>Mobilize new knowledge and develop alternatives considering professional problems.</li> <li>Plan, propose and work differently in contexts that involve reduced or enlarged teams.</li> </ul>	
<b>RD3:</b> Conceive, develop and cooperate in collective projects	<ul style="list-style-type: none"> <li>Identify collective projects.</li> <li>Plan project development strategies.</li> <li>Cooperate in non-formal and non-directive contexts.</li> </ul>	
<b>RD4:</b> Position oneself respectively in macro-social contexts of uncertainty and ambiguity	<ul style="list-style-type: none"> <li>Identify macro-social contexts of uncertainty and ambiguity.</li> <li>Select behavioural options that take change as a desirable challenge in view of global changes.</li> <li>Adopt lifestyle changes driven by global risks (ex: climate change).</li> </ul>	

Nuclear Generator: Equipment and Technical Systems		
Reference Domain (RD)	Theme	
1-Private Context	Domestic equipment	
2-Professional Context	Professional equipment	
3-Knowledge, Power andInstitutions	Users, consumers and complaints	
4-Stability and Change	Transformations and technical evolutions	
Nuclear Generator: Environment and Sustainability		
Reference Domain (RD)	Theme	
1-Private Context	Energy efficiency and consumption	
2-Professional Context	Waste and recycling	
3-Knowledge, Power andInstitutions	Natural resources	
4-Stability and Change	Climate	
Nuclear Generator: Health		
Reference Domain (RD)	Theme	
1-Private Context	Basic care	
2-Professional Context	Healthy risks and behaviours	
3-Knowledge, Power andInstitutions	Medicines and medication	
4-Stability and Change	Pathologies and prevention	
Nuclear Generator: Management and Economics		
Reference Domain (RD)	Theme	
1-Private Context	Budgets and taxes	
2-Professional Context	Companies, organizations and managementmodels	
3-Knowledge, Power and Institutions	Monetary and financial systems	
4-Stability and Change	Time Management and use	
Nuclear Generator: Information and Communication Technologies		
Reference Domain (RD)	Theme	
1-Private Context	Radio Communications	
2-Professional Context	Micro and macro electronics	
3-Knowledge, Power andInstitutions	Media and information	
4-Stability and Change	Networks and technologies	



Nuclear Generator: Urbanism and Mobility		
Reference Domain (RD)	Theme	
1-Private Context	Construction and architecture	
2-Professional Context	Rurality and urbanity	
3-Knowledge, Power andInstitutions	Administration, security and territory	
4-Stability and Change	Local and global mobility	
Nuclear Generator: Fundamental Knowledge		
Reference Domain (RD)	Theme	
1-Private Context	The Element	
2-Professional Context	Scientific processes and methods	
3-Knowledge, Power andInstitutions	Science and public controversies	
4-Stability and Change	Laws and scientific models	

## Competence Units and Evidence Criteria

**Competence Unit 1:** Intervene in relationship situations with technical systems and equipment based on the identification and understanding of principles and knowledge of good use standards, leading to the reinforcement of efficiency and the ability to understand social relations.

Nuclear Generator: Equipment and Technical Systems		
Competences	Evidence Criteria	
<b>RD1:</b> Operate with technical equipment and systems within domestic contexts, identifying and understanding standards of good use and different users	<ul style="list-style-type: none"> <li>• Act in the modes of usage of technical equipment within the domestic context, addressing the inequalities between men and women and exploring ways of overcoming them.</li> <li>• Act in the modes of usage of technical equipment within domestic life, in order to improve efficiency and avoid damage.</li> <li>• Act considering the scientific principles of which the operation of domestic equipment (electricity, heat, power, etc.) is based.</li> </ul>	



<p><b>RD2:</b> Operate technical equipment and systems in professional contexts, identifying and understanding their standards of good use and their impact on organizations</p>	<ul style="list-style-type: none"> <li>• Act within the framework of professional qualifications to deal with equipment and technical systems, in order to reconvert the hierarchical positions occupied by workers in organizations.</li> <li>• Act to clarify the properties and limitations of the equipment and technical procedures available, or that may be made available, within a professional context or through the interaction with specialized professionals.</li> <li>• Act, in interaction with specialized professionals, based on the scientific principles underlying the operation of technical systems and equipment (mechanics, heat, etc.), considering the mathematical relationships between the notions involved.</li> </ul>
<p><b>RD3:</b> Interact with institutions, in diverse situations, based on the rights and duties of users and consumers of technical systems and equipment</p>	<ul style="list-style-type: none"> <li>• Act as an informed user and responsible consumer of technical systems and equipment, recognizing the diversity of institutions, skills and power relationships that exist in this area, in contemporary societies.</li> <li>• Act, based on technical knowledge, in the relationship with manufacturers, vendors and suppliers, in questions about guarantees, quality of products and services provided, etc.</li> <li>• Act, using scientific foundations, specifically mathematical models, when making decisions about equipment and technical systems considering consumer rights.</li> </ul>
<p><b>RD4:</b> Mobilize knowledge and practices aimed at the understanding and appropriation of technical and social transformations and evolutions</p>	<ul style="list-style-type: none"> <li>• Act in accordance to the changes and evolutions of equipment and technical systems considering their consequences on social structures and interactions.</li> </ul> <p>Act in accordance to the use of equipment and technical systems, considering their technological evolution, in order to improve performance, reduce the number of hours per task, etc.</p> <ul style="list-style-type: none"> <li>• Act despite the technical transformations and evolutions of the equipment, relating them to the historical evolution of scientific principles, with special emphasis on the physical and chemical sciences, supported by the evolution of mathematics, in terms of differential calculus.</li> </ul>



**Competence Unit II:** Identify and intervene in situations of tension between the environment and sustainability, supporting positions related to safety, preservation and exploitation of resources, improvement of environmental quality and influence on the future of the planet.

**Nuclear Generator: Environment and Sustainability**

Competences	Evidence Criteria
<b>RD1:</b> Promote the preservation and improvement of environmental quality through daily practices involving consumption and energy efficiency concerns	<ul style="list-style-type: none"> <li>Act despite the energy consumption and efficiency within the private context, by identifying different social practices and correlating scientific and technical knowledge with modes of action.</li> <li>Act in everyday life situations by applying techniques, procedures and equipment that avoid energy waste (for example, low energy lamps, thermal insulation of houses, etc.) or promote the local profitability of renewable and alternative energy resources (for example, energy for heating sanitary water, etc.).</li> <li>Act taking into account the physical, chemical, biological processes that underlie the optimization of energy resources (for example, explaining the dependencies of the efficiency of a system in its variables or, the fundamental principles that regulate the transmission of heat and energy, etc.).</li> </ul>
<b>RD2:</b> Include waste recovery and treatment processes for safety and environmental preservation measures	<ul style="list-style-type: none"> <li>Act on an individual level, considering the different professional occupations related to the collection and treatment of waste and the positions occupied within the social structure, in order to increase trajectories of upward social mobility.</li> <li>Act on the production, treatment and recovery of waste on a technical-professional basis in order to detect possible improvements and ways of achieving them, in order to reducing pollution and energy consumption, and increasing safety.</li> <li>Act on the chemical, physical and biological scientific principles on which recycling, and the treatment and recovery of waste are based.</li> </ul>
<b>RD3:</b> Diagnose the institutional tensions between development and sustainability considering the exploitation and management of natural resources	<ul style="list-style-type: none"> <li>Act despite the multiplicity of institutions with different knowledge and powers within management of natural resources in contemporary societies.</li> <li>Act in technical debates on the environment and specifically the management processes of natural and energy resources, etc., distinguishing conflicting positions, interests involved, and discussing the possibilities of consensus (water policy, etc.).</li> <li>Act despite the environmental debates, by highlighting the role of rigorous scientific reasoning and recognizing its relative validity.</li> </ul>





<p><b>RD4:</b> Mobilize knowledge about climate change over time and its influence in population, social and regional dynamics</p>	<ul style="list-style-type: none"> <li>• Act in interaction with climatic variables, recognizing that social groups, regions and modes of production may have different ways of relating to the environment.</li> <li>• Act in connection with the technological evolution process and the consequences on environmental stability and particularly climate change.</li> <li>• Act taking into account scientific knowledge regarding the history and evolution of the Earth, and also the role of human intervention (for example, relating climate dependence to major volcanic eruptions, with the industrial revolution, etc.) being able to recognize statistical correlations between the various factors involved.</li> </ul>
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<p><b>Competence Unit III:</b> Understand that life quality and well-being imply the ability to reasonably and adequately trigger bi-behavioural interventions and changes, by identifying risk and protective factors, and recognizing health and rights in situations of individual and collective intervention.</p>		
<p><b>Nuclear Generator: Health</b></p>		
Competences	Evidence Criteria	
<p><b>RD1:</b> Adopt basic health care according to different needs and life situations</p>	<ul style="list-style-type: none"> <li>• Act on social behaviours regarding basic health care, considering their association with socio-cultural contexts, sociability practices and specific cultural and economic processes.</li> <li>• Act according to basic health needs (exercise, food and leisure) by regularly adopting products and procedures that adjust to specific situations and way of life.</li> <li>• Act in accordance to the knowledge on the specific needs of the body according to age, type of activity and health status, avoiding inappropriate behaviour.</li> </ul>	
<p><b>RD2:</b> Promote healthy behaviours and safety measures and risk prevention in a professional context</p>	<ul style="list-style-type: none"> <li>• Act in view of the social protection systems as elements of the welfare state, identifying the different consequences on citizens' access to healthcare, considering the risks of certain professions.</li> <li>• Act consciously in the handling of equipment and materials and in the preservation and improvement of environmental conditions in the workplace, considering the preservation and promotion of health.</li> <li>• Act in the prevention of illnesses and occupational accidents, based on the knowledge of how the body reacts to factors that enhance imbalance and how work is adapted to the worker's characteristics and capabilities.</li> </ul>	



<b>RD3:</b> Recognize the rights and duties of citizens and the role of the scientific and technical component in making rational decisions regarding health	<ul style="list-style-type: none"> <li>• Act in the field of health, understanding it as a field composed of institutions with specialized competences in the production and distribution of medicine, but also including areas of freedom, inequality and conflict.</li> <li>• Act in the relationship with health services and systems, recognizing the possibilities of choice and the limits of self-medication, as well as intervening in order to distinguish the reliability of health products and techniques.</li> <li>• Act in the promotion and safeguarding of health using scientific knowledge to take a position in debates of public interest on health problems (family planning, natural therapies, drug addiction, etc.), supporting the positions in mathematical analyses that envisage measures consistently.</li> </ul>
<b>RD4:</b> Properly prevent pathologies due to the evolution of social, scientific and technological realities	<ul style="list-style-type: none"> <li>• Act in the prevention or resolution of pathologies, understanding that the risks, means and conceptions of health vary between social groups and between historical times.</li> <li>• Act considering the evolution of prevention rules and its application in appropriate situations, showing the ability to improvise means of protection.</li> <li>• Act by recognizing the evolution of scientific knowledge in order to better face disease-causing agents, the variants and the appearance of new diseases, considering inference as an important process in this domain.</li> </ul>

**Competence Unit IV:** Identify, understand and intervene in management and economic situations, from private and family budgets to more general levels, through the influence of monetary and financial institutions in a specific economy and considering principles of the economic sciences.

Nuclear Generator: Management and Economics		
Competences	Evidence Criteria	
<b>RD1:</b> Organize family budgets considering the influence of taxes and the financial products and services available	<ul style="list-style-type: none"> <li>• Act in the elaboration of family budgets according to the characteristics and compositions of the household, identifying expense and revenue items and understanding their use in order to reduce the indebtedness of families and individuals.</li> <li>• Act in the management of family assets, using heavily technical means and differentiated financial products suitable for optimizing disposable income.</li> <li>• Act in situations of family budget management using accounting knowledge and mathematical applications.</li> </ul>	



<p><b>RD2:</b> Interact with companies, institutions and organizations by mobilizing knowledge of resource management</p>	<ul style="list-style-type: none"> <li>• Act in an innovative way in different professional contexts, identifying different management models and organizational structures and applying them towards the productive and relational efficiency of organizations and the well-being of workers.</li> <li>• Act in situations of professional management or litigation with outside institutions, using the practical experience of accounting and tax law.</li> <li>• Act in situations of work life that involve the management of technical and human resources, as well as new strategies for implementing organizational effectiveness, considering the role that linear programming and optimization can play in this context.</li> </ul>
<p><b>RD3:</b> Envision the influence of monetary and financial systems on the economy and society</p>	<ul style="list-style-type: none"> <li>• Act in the economic, monetary and financial system, recognizing new problems and opportunities generated by the interactions established at a global level, and, in the context of the European Union, and its effects on welfare and social progress.</li> <li>• Act at the technological level related to the knowledge and safety of different means of transaction and in communication with economic and financial institutions.</li> <li>• Act in accordance to the knowledge of macroeconomic indicators considering that economic problems involve monetary policies and the use of mathematical models that allow to simulate and predict different situations.</li> </ul>
<p><b>RD4:</b> Diagnose the impacts of social, technological and scientific developments on uses and time management</p>	<ul style="list-style-type: none"> <li>• Act on uses and time management, understanding that the different elements of the economic system vary according to the sectors of activity and are constantly evolving over time.</li> <li>• Act considering existing technologies in time management (for example, air transport versus video conferencing).</li> <li>• Act in terms of time management cost, including evolution throughout history and considering various factors such as the cost of hourly wages, social charges and equipment amortization, once again considering the potential of mathematics in simulating alternative situations in view of finding optimal solutions.</li> </ul>



**Competence Unit V:** Identify, understand and intervene in situations where ICTs are important in supporting daily management, the ease of transmission and diffusion of socially controlled information, recognizing that the relevance of ICT has consequences in the globalization of relationships.

## Nuclear Generator: Information and Communication Technologies (ICT)

Competences	Evidence Criteria	
<b>RD1:</b> Understand the use of radio communications in different family and social contexts	<ul style="list-style-type: none"> <li>• Act in the framework of predispositions for the uses and exploitation of new functionalities in technologically advanced objects that make use of radio communications, relating them to the social profiles of individuals.</li> <li>• Act in domestic life situations by solving problems related to remote communications (radio, television, mobile phone, landline, etc.).</li> <li>• Act in the use of ICT, within private life, with knowledge of the basic scientific elements in radiocommunications: electromagnetic waves, electronics, etc.</li> </ul>	
<b>RD2:</b> Envision the interaction between technological evolution and changes in professional contexts and qualifications	<ul style="list-style-type: none"> <li>• Act in new ways of acquiring skills in relation to ICT, understanding their uses in organizations and relating them to the literacies and qualifications required of professionals in the information society.</li> <li>• Act in the sphere of work life by promoting the use of ICT support technologies (microelectronics, screens, etc.).</li> <li>• Act in work life, with basic scientific knowledge of the functioning of ICT support equipment (for example, the computer, LCD screens, binary arithmetic, etc.).</li> </ul>	
<b>RD3:</b> Discuss the impact of the media in the construction of public opinion	<ul style="list-style-type: none"> <li>• Act using the mass media, understanding the different actors and interests involved in their production and the power of information in modern societies.</li> <li>• Act in relation to technology supporting the means of communication and the dissemination of information (for example, television stations, radio stations, information agencies, satellites, etc.).</li> <li>• Act considering the evolution of the means of information and mass communication, recognizing some new scientific concepts and procedures used in the production of information.</li> </ul>	



<b>RD4:</b> Relate the evolution of technological networks with social networks	<ul style="list-style-type: none"> <li>• Act in the information society, identifying new opportunities for participation, as well as mechanisms of inequality, resulting from the (dis)articulation between technological networks and social networks.</li> <li>• Act considering the development of means of information transmission throughout history, relating it to the evolution of social structures, the occupation of the territory, etc. (for example, the television network, the internet, etc.).</li> <li>• Act in relation to the evolution of scientific knowledge in the construction of networks (for example, the cellular structure of mobile phones, the use of the binary base on the internet).</li> </ul>	
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**Competence Unit VI:** Identify, understand and intervene in issues related to housing, incomes, social relationships and mobility in rural or urban environments, by contributing towards harmonization and improving the quality of life.

**Nuclear Generator: Urbanism and Mobility (UM)**

Competences	Evidence Criteria	
<b>RD1:</b> Associate concepts of construction and architecture with social integration and the improvement of individual well-being	<ul style="list-style-type: none"> <li>• Act considering the construction and architecture of physical spaces, identifying different types of family housing associated with lifestyles, in order to improve social well-being, life quality and socio-cultural integration.</li> <li>• Act at the innovative construction technology level to optimize living conditions and adjusted architecture (e.g. thermal and acoustic insulating materials, ecological architectures, etc.).</li> <li>• Act at the material properties level, traditional and modern, depending on the construction needs and quality (e.g. ecological paints, recycled insulators, etc.) and/or the quantity of these materials depending on the required areas or volumes</li> </ul>	





<p><b>RD2:</b> Promote quality of life through territorial harmonization in rural or urban development models</p>	<ul style="list-style-type: none"> <li>• Act at the local and regional development dynamics level, in urban and rural contexts, including the evolution of economic activities and the processes of socio-cultural transformation of a given territory, relating them to occupational changes and the population's lifestyles.</li> <li>• Act on the exploitation of natural resources (agricultural, fishing, mining areas), or in commercial and consumption places (urban centres), thru the knowledge of appropriate traditional or innovative technical means.</li> <li>• Act by using knowledge of how chemical, biological and technical production processes work, in rural or urban areas, in order to safeguard and maintain balance in the environment and the well-being of different communities.</li> </ul>	
<p><b>RD3:</b> Mobilize information on the role of different institutions in the area of administration, security and territory</p>	<ul style="list-style-type: none"> <li>• Act vis-à-vis regulatory institutions in the administration and safety of the territory, including fields of action and methods of regulation.</li> <li>• Act in the technical organization of administrative systems linked to the management of services related to prevention and safety in mobility.</li> <li>• Act using scientific knowledge that supports norms and regulatory safety codes for territory administration (e.g. road/highway code: speed control, minimum distance between cars, etc.) and, at a more sophisticated level, evaluate the justice of that regulation taking into account the statistical and mathematical models that regulate it.</li> </ul>	
<p><b>RD4:</b> Recognize different forms of territorial mobility - local and global - and their evolution</p>	<ul style="list-style-type: none"> <li>• Act in intercultural contexts, considering the migratory flows of the populations and rural exodus as a result of economic, cultural, and/or political inequalities, but also generators of identity (re)construction processes and the "<i>discovery of the other</i>".</li> <li>• Act in accordance to the role of technological evolution as a condition for mobility, in terms of transport and communications and the possibilities for professional development.</li> <li>• Act taking into account the conditions that lead to mobility in the animal kingdom in general (environmental, reproductive and other conditions) and the human population in particular (economic, ethnic, political and other conditions), in order to recognize the different flows and relationships between variables through the statistical treatment of information.</li> </ul>	



**Competence Unit VII:** Identify, understand and act critically on issues related to the scientific view of the individual, society and the universe.

**Nuclear Generator: Fundamental Knowledge (SF)**

Competences	Evidence Criteria	
<b>RD1:</b> Mobilize formal knowledge to recognize the element as a structural and organizational unit	<ul style="list-style-type: none"> <li>• Act effectively in processes of social integration of the elements of a given society, understanding the concept of social action (in the Weberian sense) as attributing meaning to individual practices and characteristics.</li> <li>• Act at the technological intervention level in the understanding or use of elementary structures (e.g. the role of the proton in MRI imaging, current uses of DNA analysis, etc.).</li> <li>• Act in order to understand the scientific basis of different elementary structures (e.g. the atomic nucleus, the atom, the molecule, DNA, the cell, the unit as the principle that forms numbers, the processes that generate sequences, etc.).</li> </ul>	
<b>RD2:</b> Use scientific processes and methods to act in different areas of social life	<ul style="list-style-type: none"> <li>• Act in different professional contexts based on rationalistic and scientific attitudes, identifying and relating different processes, methods and techniques for producing knowledge about the reality in social sciences.</li> <li>• Act in the context of work seeking to find technical solutions that improve processes and procedures (experiment and improve efficiency).</li> <li>• Act in order to value the role of the various components in scientific practice, such as, experimentation and theory, while simultaneously valuing the role of mathematical representation as a support for the explanation and prediction of the facts.</li> </ul>	
<b>RD3:</b> Intervene rationally and critically in public issues based on scientific and technological knowledge	<ul style="list-style-type: none"> <li>• Act in contemporary societies in a context of institutional plurality, recognizing that scientific and technical arguments interact with the interests and specific and differentiated powers.</li> <li>• Act in a reasoned and consistent manner in public debates on technological issues.</li> <li>• Act considering the role of science, recognizing its potential and limitations, in public debates and despite different power games, creating evidence for this action based on mathematical models.</li> </ul>	



<b>RD4:</b> Mobilize formal knowledge in the interpretation of laws and scientific models in a context of coexistence of stability and change	<ul style="list-style-type: none"> <li>• Act despite the complex social phenomena, conceiving them as a result of historical developments and adopting different configurations depending on societies and/or social groups.</li> <li>• Act in order to understand that technical solutions have limited validity and that they tend to change, just as science and society itself changes.</li> <li>• Act taking into account that we live in a world where scientific laws of invariance (which value stability) and scientific laws of evolution (which point to change) coexist, recognizing, in particular and in the case of mathematics, this duality in geometric invariants and in the dynamic aspects associated with the notion of derivative.</li> </ul>
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## 1.2 Guidance for Culture, Language and Communication (CLC)

Nuclear Generator: Equipment and Technical Systems		
Reference Domain (RD)	Theme	
1-Private Context	Domestic equipment	
2-Professional Context	Professional equipment	
3-Knowledge, Power andInstitutions	Users, consumers and complaints	
4-Stability and Change	Transformations and technical evolutions	
Nuclear Generator: Environment and Sustainability		
Reference Domain (RD)	Theme	
1-Private Context	Energy efficiency and consumption	
2-Professional Context	Waste and recycling	
3-Knowledge, Power andInstitutions	Natural resources	
4-Stability and Change	Climate	
Nuclear Generator: Health		
Reference Domain (RD)	Theme	
1-Private Context	Basic care	
2-Professional Context	Healthy risks and behaviours	
3-Knowledge, Power andInstitutions	Medicines and medication	
4-Stability and Change	Pathologies and prevention	

Nuclear Generator: Management and Economics		
Reference Domain (RD)	Theme	
1-Private Context	Budgets and taxes	
2-Professional Context	Companies, organizations and managementmodels	
3-Knowledge, Power andInstitutions	Monetary and financial systems	
4-Stability and Change	Time Management and use	
Nuclear Generator: Information and Communication Technologies		
Reference Domain (RD)	Theme	
1-Private Context	Radio Communications	
2-Professional Context	Micro and macro electronics	
3-Knowledge, Power andInstitutions	Media and information	
4-Stability and Change	Networks and technologies	
Nuclear Generator: Urbanism and Mobility		
Reference Domain (RD)	Theme	
1-Private Context	Construction and architecture	
2-Professional Context	Rurality and urbanity	
3-Knowledge, Power andInstitutions	Administration, security and territory	
4-Stability and Change	Local and global mobility	
Nuclear Generator: Fundamental Knowledge		
Reference Domain (RD)	Theme	
1-Private Context	The Element	
2-Professional Context	Scientific processes and methods	
3-Knowledge, Power andInstitutions	Science and public controversies	
4-Stability and Change	Laws and scientific models	



## Competence Units and Evidence Criteria

**Competence Unit I:** Identify and explore the various functionalities of equipment and technical systems, mobilizing linguistic and cultural skills, in order to maximum use and obtain more effective and participatory performances.

## Nuclear Generator: Equipment and Technical Systems

Competences	Evidence Criteria
<b>RD1:</b> Deal with equipment and technical systems in a private context by accessing the multiplicity of functions and recognizing their creative dimension	<ul style="list-style-type: none"> <li>• Act, despite the use of equipment and technical systems in the domestic context, by identifying their creative potential and favouring the connection between art, culture and lifestyle, creating the opportunity of more active public participation (cultural practices and consumption).</li> <li>• Act in the domestic context, using technical equipment and correctly interpreting the instructions contained in the user manual in Portuguese and in a foreign language.</li> <li>• Act in the domestic context considering the technical equipment that enables communication between individuals, understanding their role and recognizing different functions (telephones, mobile phones, intercoms, televisions, radios, computers, etc).</li> </ul>
<b>RD2:</b> Use technical equipment and systems in a work context, combining specialized knowledge and making the most of a variety of resources in establishing and developing contacts	<ul style="list-style-type: none"> <li>• Act to master work equipment and its operation, in order to be able to articulate individual skills with those of other specialized professionals.</li> <li>• Act despite the technical equipment within the work context by correctly interpreting instructions contained in user manuals in Portuguese and another foreign language.</li> <li>• Act, within the work context, in view of the different technical equipment that enables communication between individuals, understanding its functions (telephones, mobile phones, internal and external networks, extensions, microphones, etc.).</li> </ul>



<p><b>RD3:</b> Use knowledge about equipment and technical systems to facilitate integration, communication and intervention in institutional contexts</p>	<ul style="list-style-type: none"> <li>• Act to be able to deal with some of the more innovative aspects in the operation of cultural equipment and understanding its virtuositities.</li> <li>• Act in an institutional relationship by writing and/or presenting orally, in Portuguese and a foreign language, a complaint and/or suggestion, elaborated in an argumentative manner.</li> <li>• Act in a private or public institutional relationship by understanding the changes that occurred in the forms of communication through the development of technical equipment and contextualizing its intervention considering the range of possible choices (electronic mail, fax, telephone, internet, etc.).</li> </ul>
<p><b>RD4:</b> Relate transformations and technical evolutions with new forms to access information, culture and knowledge provided, in addition by the new technological communication supports</p>	<ul style="list-style-type: none"> <li>• Act considering that the incorporation of technical systems and equipment in terms of cultural and artistic consumption promoted more widespread access to goods and led to changes in the relationship between different artistic genres.</li> <li>• Act in broader social contexts through the oral and/or written formulation of a reasoned opinion, in Portuguese and/or a foreign language, on the role and consequences of the evolution of technical equipment in the organization of life in society and in the uses of language.</li> <li>• Act, despite evolutions and transformations in technical equipment, by understanding the relationship with changes in the different media (TV, radio and cinema)</li> <li>• Act civilly, appropriating the individual and/or collective rights and duties that regulate life in society, and in particular, the protection of natural resources.</li> </ul>
<p><b>RD4:</b> Act in accordance with the understanding of the various impacts of climate change on human activities</p>	<ul style="list-style-type: none"> <li>• Act by perceiving the importance and impact of climate change on lifestyles and on the use of leisure time.</li> <li>• Act by giving oral and/or written opinions on the importance of climate change for human life.</li> <li>• Act critically considering the role that information and public debate programs, transmitted by the mass media, have in shaping the opinion of individuals on climate change worldwide.</li> </ul>

**Competence Unit III:** Intervene in health-related situations, applying skills of expression, decoding and communication in the development of a preventative culture, in compliance with safety rules and resources and by being receptive to the diversity of therapies in order to solve pathologies.

## Nuclear Generator: Health

Competences	Evidence Criteria
<b>RD1:</b> Interpret and communicate contents with prevention objectives in the adoption of basic health care, in a domestic context	<ul style="list-style-type: none"> <li>• Act everyday considering leisure activities - from sociability to amateur practices - contribute to improving the quality of life.</li> <li>• Act in private situations, understanding the importance of Portuguese and foreign languages as a means of communicating different supports for the adoption of basic health care (interpersonal conversations, leaflets, posters, consultation of scientific articles and / or magazines generalists.)</li> <li>• Act in a private context, considering the information transmitted by the mass media on basic health care, and according to technically specialized opinions.</li> </ul>
<b>RD2:</b> Intervene in the work context by apprehending and communicating safety rules and resources and developing a culture of prevention	<ul style="list-style-type: none"> <li>• Act recognizing the specific status of some occupations in the cultural sector with regard to working conditions, professionalization and social security.</li> <li>• Act by establishing compliance with rules and means of prevention and safety in the performance of tasks of a work nature, interacting, orally and in writing, in Portuguese and a foreign language.</li> <li>• Act with different speakers, in communication situations and in work contexts, considering the implementation and control of security rules.</li> </ul>
<b>RD3:</b> Relate the multiplicity of therapies to cultural diversity, respecting different options	<ul style="list-style-type: none"> <li>• Act in the field of health with a comprehensive position, able to relate the variety of therapeutic practices with cultural diversity.</li> <li>• Act by expressing, orally and in writing, in Portuguese and a foreign language, in a correct and appropriate manner, within the scope of counselling, prescription and/or practice of activities of a therapeutic nature.</li> <li>• Act in various situations of communication and facing different speakers, including institutions, in order to develop a receptivity attitude towards different therapies.</li> </ul>
<b>RD4:</b> Mobilize cultural, linguistic and communicational knowledge to deal with pathologies and preventive care related to aging and increased life expectancy	<ul style="list-style-type: none"> <li>• Act recognizing that extending the life cycle of individuals has changed representations and attitudes towards old age, identity, lifestyles, health, prevention.</li> <li>• Act by expressing, orally and in writing, and using different types of texts, on the theme of aging, as a biological process and/or as a social experience.</li> <li>• Act, despite new information and communication technologies, as an additional resource of technical and specialized information on pathologies related to aging.</li> </ul>

**Competence Unit IV:** Intervene in situations related to management and the economy by decoding terminologies, knowing how to talk about various financial topics and applying cultural skills and procedures in different contexts that contribute to streamline work organization and time management.

**Nuclear Generator: Management and Economics**

Competences	Evidence Criteria
<b>RD1:</b> Set family budgets and fill out tax forms by mastering terminology and applying technologies that facilitate calculations, forms and shipments	<ul style="list-style-type: none"> <li>Act in the organization of family budgets, seeking to include items related to leisure and cultural consumption, according to the interests of the various elements that make up the household.</li> <li>Act, despite budgets and taxes, using the terminology used for technical issues (expenses, income, balances, etc.) and understanding the meaning within the private context.</li> <li>Act through new information and communication technologies for filing tax returns or preparing private budgets.</li> </ul>
<b>RD2:</b> Know how to adapt to organizational and management models that value teamwork in conjunction with another specialized knowledge	<ul style="list-style-type: none"> <li>Act in work contexts understanding that the organization of teamwork is essential in some cultural occupations and that the development of projects in this format enhances, in general, specializations.</li> <li>Act in different professional contexts, understanding the ways of using language and the different types of text that can be used for organizational communication (notes, letters, circulars, memos, directives, etc.)</li> <li>Act in a work context through information and communication technologies to establish organizational communication (fax, telephone, e-mail, intranet, face-to-face communication, etc.).</li> </ul>
<b>RD3:</b> Act according to the understanding of the functioning of the monetary and financial systems (as an element of cultural and communicational configuration of current societies)	<ul style="list-style-type: none"> <li>Act towards culture and the arts recognizing the economic dimension of its operation.</li> <li>Act individually or collectively, understanding the role of language in the economic system and in transactions worldwide (geo-strategic economic interests, cooperation agreements).</li> <li>Act vis-à-vis the mass media, understanding how economic objectives are distinguished from public service objectives, in the context of national financial systems</li> </ul>
<b>RD4:</b> Identify the impacts of technical developments in time management while recognizing the effects on ways of processing and transmitting information	<ul style="list-style-type: none"> <li>Act towards time management considering the impact of technical developments in the ways of experiencing time, communication and information sharing.</li> <li>Act in broad and transversal social contexts, understanding how the different uses of language and its forms of management intersect with the element of time (distance, face-to-face, verbal, non-verbal).</li> <li>Act, despite the different social media, in accordance to the time management implicit to each and the relationship with the type of programs and languages used.</li> </ul>



**Competence Unit V:** Intervene, despite the information and communication technologies in diverse contexts, mobilizing linguistic and cultural skills to enhance the functionalities, identifying the relationship between the technologies, the media power and the respective effects on institutional regulation processes.

**Nuclear Generator: Information and Communication Technologies**

Competences	Evidence Criteria
<b>RD1:</b> Operate with radio communications in a domestic context, adapting them to the needs of daily organization and understanding how they incorporate and elicit different uses of the language	<ul style="list-style-type: none"> <li>Act, despite the new communication technologies, recognizing the multiple functionalities and understanding the applications in the organization of daily life.</li> <li>Act in the private context, understanding and distinguishing the different ways of using the language and respective symbols and codes considering the emerging information and communication technologies.</li> <li>Act by communicating through the technological means available in a private context, including the different symbols and communication devices used.</li> </ul>
<b>RD2:</b> Deal with micro and macro electronics in socio-professional contexts, identifying their advantages in the systematization of information, that result from the specificity of programming languages used	<ul style="list-style-type: none"> <li>Act before ICT considering the virtualities in the processes of communication, systematization and treatment of information and being able to relate micro and macro electronics to new trends in the organization of work.</li> <li>Act, despite the computer technology devices recognizing linguistic resources in the use of specific programming languages (binary, visual basic, ASCII, etc.).</li> <li>Act in relation to the different media, understanding their development and relating it to the evolution of information technologies within an occupation context.</li> </ul>
<b>RD3:</b> Relate to the mass media, recognizing their impacts on the constitution of media power and having a perception of the effects on institutional regulation	<ul style="list-style-type: none"> <li>Act in cultural practices recognizing the importance of the media for the processes of diffusion and reception of cultural and artistic goods.</li> <li>Act vis-à-vis the different media, identifying the different forms of text used and their construction (news for television or radio, entertainment programs, advertising, etc.), in their Portuguese and a foreign language.</li> <li>Act, despite the different media, understanding how information technologies have enabled the emergence of a power equivalent to the legislative or executive – media power, and simultaneously need it to be regulated through proper institutions.</li> </ul>
<b>RD4:</b> Understand the impacts of internet networks on perceptual habits, developing a critical attitude towards the content available there	<ul style="list-style-type: none"> <li>Act, despite the new information technologies, identifying ways of appropriating artistic production and understanding how circulation in cyberspace changes perceptual habits.</li> <li>Act in relation to content made available on the internet network, through the production and/or interaction with those same contents, in Portuguese and a foreign language.</li> <li>Act critically considering the confidence that can be developed in relation to content available on the internet network and its enjoyment.</li> </ul>





**Competence Unit VI:** Intervene in issues related to mobility and urbanism, mobilizing linguistic and communicational resources in the recognition of the functionality of the various planning systems, the existence of urban planning, job opportunities in rural and urban contexts and the cultural enrichment that migratory flows generate, interpreting them as factors that reinforce the quality of life.

**Nuclear Generator: Urbanism and Mobility**

Competences	Evidence Criteria	
<b>RD1:</b> Participate in the planning and construction of buildings using proper terminology and seeking to guarantee conditions for leisure practices	<ul style="list-style-type: none"> <li>Act in the planning and construction of housing spaces, identifying conditions that allow the development of various leisure practices and contribute to a better quality of life.</li> <li>Act in a private context considering the specific terminology and meanings in situations related to construction and architecture.</li> <li>Act in situations of construction and architecture, of a private nature, through the establishment of effective communication with workers and specialized technicians, by clarifying requests or solving non-compliance situations.</li> </ul>	
<b>RD2:</b> Intervene in professional contexts considering the rurality or urbanity that surround them and seeking to derive benefits for socio-professional integration	<ul style="list-style-type: none"> <li>Act considering the potential for job opportunities resulting from the progressive attention given by local policies to the enhancement of rural and urban heritage as a territorial development and qualification factor.</li> <li>Act in differentiated regional work contexts, identifying accents or regionalisms, using Portuguese and a foreign language, to improve socio-professional integration.</li> <li>Act, comparing recent utilitarian and literary texts from other times, in debates that reinforce the interest in the preservation, balance and dynamics of rural and urban spaces, considering the historical evolution, the current situation and a reflection on the future.</li> </ul>	
<b>RD3:</b> Identify territorial administration systems and the integrated operations	<ul style="list-style-type: none"> <li>Act on issues related to the administration of the territory, understanding that the different national networks of cultural facilities promote territorial ordering and cohesion.</li> <li>Act individually and/or collectively through the decoding of institutional information about issues of territorial administration (maps, signs, legislation, etc.).</li> <li>Act civically, understanding the different forms and contents of communication between the State and its citizens, in matters of territorial administration.</li> </ul>	





<p><b>RD4:</b> Relate mobility and migratory flows to the dissemination of linguistic and cultural heritage and its impacts</p>	<ul style="list-style-type: none"> <li>• Act by understanding the economic, political and cultural causes of migratory flows of populations and recognizing the importance of multiculturalism for the diversity of cultural resources.</li> <li>• Act individually and collectively in the defence of a common linguistic heritage of the Portuguese language and its role and place in the world, understanding its economic, historical and cultural importance, alongside other languages.</li> <li>• Act in the global world, considering that language is an essential element for the functioning of societies and for the relations between people of different social and cultural origins, and an indisputable factor of integration.</li> </ul>	
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**Competence Unit VII:** To act in diverse contexts, being able to identify the main factors that affect both social change and the evolution of individual paths and being able to mobilize knowledge related to science and institutional dynamics in order to be able to formulate critical opinions on various issues.

**Nuclear Generator: Fundamental Knowledge**

Competences	Evidence Criteria	
<p><b>RD1:</b> Intervene considering that individual pathways are affected by the possession of several resources, including skills in terms of culture, language and communication</p>	<ul style="list-style-type: none"> <li>• Act considering that individual paths are affected by social conditions and that the trajectories are (re)constructed by the experience of different contexts and the reconfiguration of the possession of different resources.</li> <li>• Act according to texts, identifying the constituents and organizational elements and ensuring the correct use of the Portuguese and another foreign language.</li> <li>• Act, despite the models of the public communication process, identifying the different intentions of the sender and the effects produced on the receiver.</li> </ul>	
<p><b>RD2:</b> Act in professional contexts, using knowledge in culture, language and communication</p>	<ul style="list-style-type: none"> <li>• Act in work contexts identifying scientific procedures and different methods of producing knowledge on topics related to culture.</li> <li>• Act in different professional contexts, considering the different types of text and the characteristics (literary/ non-literary, autobiographical, argumentative, expository, descriptive, etc.) and the correct use in Portuguese and a foreign language.</li> <li>• Act in the global world, understanding how the different devices and means of communication helped employment evolve and ways of working and producing wealth.</li> </ul>	



<p><b>RD3:</b> Formulate critical opinions by mobilizing various types of knowledge and cultural, linguistic and communicational skills</p>	<ul style="list-style-type: none"> <li>• Act before public debates recognizing the multiplicity of institutions, agents and interests present.</li> <li>• Act individually and/or collectively by understanding language and its use - Portuguese and a foreign language - as a form of civic and social intervention and a field of scientific knowledge.</li> <li>• Act in contemporary societies recognizing the central role of communication systems in the forms of intervention and construction of world public opinion.</li> </ul>	
<p><b>RD4:</b> Identify the main factors that influence social change, recognizing in that change the role of culture, language and communication</p>	<ul style="list-style-type: none"> <li>• Act recognizing that the evolution of societies results from processes of social change and identifies the main factors that influence it.</li> <li>• Act in contemporary societies, considering that language is a constituent element of the universe in which we live and understanding its role in the expression of the evolution of thought and mentalities as well as scientific and technological evolution.</li> <li>• Act in contemporary societies, identifying the fundamental theories of communication systems (one to one, one to many, many to many, and in a network) and being aware of the instrumental character of the media and the effectiveness of their power.</li> </ul>	

Source: ANQEP 2006



## **FRANCE TOOL 1**

### **APPLICATION VALIDATION FOR ACQUIRED EXPERIENCE**

The main purpose of these instructions is to help you fill in the portfolio booklet presenting your experience (Booklet 2).

It consists of two main parts:

- 1 - A set of general information relating to educational instructors and the validation of prior learning
- 2 - A practical guide to fill in your portfolio booklet presenting the acquired experience (Booklet 2).

You can also, and optionally, obtain guidance and support to help you in the process of validating your acquired experience.

## **GENERAL INFORMATION**

### **THE EDUCATIONAL INSTRUCTOR**

The educational instructor participates in the educational action, the activities and the organisation of the daily life of people in difficulty or in a situation of disability, for the development of their capacities regarding socialisation, independence, integration and inclusion, according to their personal history and their psychological, physiological, affective, cognitive, social and cultural possibilities.

He/she develops his/her work with the team and his/her supervisors as part of the organisation's mission in response to an educational social directive issued by various decision-makers and funders, according to the scope of their authority: individual (for administrative or judicial directives), council, regional or national directives.

He/she works within this ethics-based approach which helps create the conditions for the children, adults, families and groups with whom he/she works to obtain the means to be actors in their own development and to strengthen social links and mutual support in the places where they live.

The educational instructor ensures an educational relationship within collective spaces and promotes access to environmental resources (sports, cultural, civic, etc.). He/she can thus set up and supervise educational mediation and support activities for schooling, professional integration or leisure activities. He/she ensures the quality of the activities of the institutions in which people live.



The acts of daily life are an essential support for his/her work. Within multi-professional teams, he/she contributes to the daily implementation of personalised or adapted projects with the people being helped. Thanks to his/her knowledge of individual situations, he/she contributes to the development of these personalised projects and participates in the institutional system.

The educational instructor works in different contexts:

He/she may contribute to the education of children or adolescents or to the support of adults with sensory, physical or mental deficiencies or behavioural disorders. In this context, he/she ensures an educational relationship with these people, organises and helps run their daily life, guiding and supporting them in the performance of daily tasks. In this way, he/she contributes to establishing, restoring or preserving their independence.

He/she can also work with children, teenagers or adults with integration difficulties. Through daily support, aimed at socialisation and integration, the educational instructor helps to improve the social adaptation of these people.

The educational instructor works mainly, but not exclusively, in institutions in the disability, child protection, health and social-inclusion sectors that provide collective care for the public. He/she is employed by local authorities, the civil service and private associations and organisations.

## **ACCESS TO THE STATE DIPLOMA FOR EDUCATIONAL INSTRUCTORS THROUGH THE VALIDATION OF ACQUIRED EXPERIENCE**

The State diploma for educational instructors is accessible through the Validation of Acquired Experience.

A professional reference document for educational instructors is appended to the general regulations for the diploma.

It is an essential working document to help you compile your application file for the Validation of Acquired Experience, particularly in the choice of experiences and situations to be described.

It gives an account of the main functions that holders of the State diploma must be able to carry out:

- ☐ Function 1 - Exercising an educational relationship within a collective space.
- ☐ Function 2 - Running and organising daily life with a view to socialisation and integration.
- ☐ Function 3 - Participating in the institutional system.

The skills required to perform these functions are divided into 4 areas of competence, the mastery of which is required for effective practice as an educational instructor.



### **Area of competence 1: Specialist in social and educational support**

- ☐ Establishing a relationship
- ☐ Supporting identity building and capacity development
- ☐ Providing a reference and support function in an ethic-based approach
- ☐ Helping run daily life within the establishment or service
- ☐ Designing and conducting group activities

### **Area of competence 2: Participation in the development and management of the special education projects**

- ☐ Observing, reporting and contributing to the evaluation of educational situations
- ☐ Participating in the implementation of an educational project

### **Area of competence 3: Multi-professional teamwork**

- ☐ Working successfully in a team
- ☐ Developing, managing and transmitting information

### **Area of competence 4: Involvement in institutional dynamics**

- ☐ Establishing a professional relationship with partners
- ☐ Knowing where your actions fit as part of the organisation's mission and project
- ☐ Professional Watch activity: remaining aware of knowledge and skills to develop the organisation

It is with regard to these areas of competence that the selection panel will validate the experience acquired.





## WHAT IS THE VALIDATION OF ACQUIRED EXPERIENCE?

The Validation of Acquired Experience (VAE, also called Recognition of Prior Learning) is defined in the French Law No. 2002-73 of 17 January 2002 on social modernisation and its implementing decrees:

*“Any person engaged in working life has the right to have their experience validated, in particular professional qualifications, with a view to acquiring a diploma, a professional title or a certificate of qualification (...) registered in the national register of professional qualifications (...).*

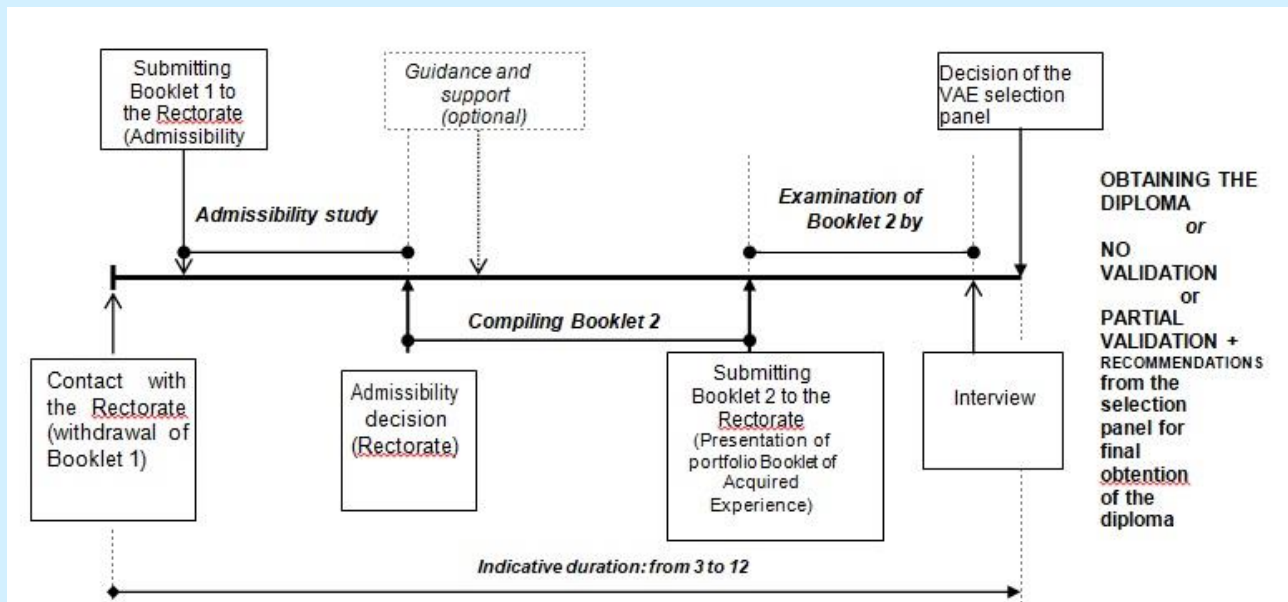
*“For the purposes of validation, all professional skills acquired in the exercise of an employed, self-employed or voluntary activity directly related to the content of the diploma or title may be taken into account. The minimum duration of activity required may not be less than three years.*

*“Validation is carried out by a selection panel (...) which may award the entire title or diploma. Otherwise, it shall decide (...) on the nature of the knowledge and skills that should be subject to further examination.*

*“The selection panel makes its decision on the basis of a file compiled by the candidate after an interview (...).”*



## WHAT ARE THE MAIN STEPS IN THE PROCESS FOR VALIDATION OF ACQUIRED EXPERIENCE?



## WHAT ARE THE MAIN SUPPORT MATERIALS?

Two booklets are the main supports of your application for Validation of Acquired Experience.

- Booklet 1, which aims to study the admissibility of your request with regard to regulatory requirements.

In order for your application for VAE with a view to obtaining the State diploma for educational instructors to be declared admissible by the rectorate's services, you must prove that you have carried out an activity, whether salaried, self-employed or voluntary, directly related to the content of the diploma. The total period of activity is three years.

- Booklet 2, which is designed to analyse your experience in relation to the requirements of the State diploma for educational instructors.

On the basis of Booklet 2, you will be invited to an interview with the selection panel. This interview will above all give the panel the opportunity to go into more detail about aspects of your experience which have not been sufficiently explained in your written work or illustrated by appended documents.



## WHAT USE WILL THE SELECTION PANEL MAKE OF YOUR BOOKLET 2?

The panel will identify the skills you have mastered on the basis of the presentation you have made of your experience.

Your Booklet 2 must therefore provide the panel with sufficiently precise information to compare your experience with the professional reference system and to identify the skills, aptitudes and knowledge you have mastered. It will also be the basis for your interview with the selection panel.

## PRACTICAL GUIDE TO FILLING BOOKLET 2

### FIRST STEP - GET TO KNOW BOOKLET 2 AND THE PROFESSIONAL REFERENTIAL

Read Booklet 2 carefully, in order to fully understand its structure.

Read carefully the professional standards of the state diploma of educational instructor, in order to:

- gain a complete picture of the functions and activities that can be carried out by an educational instructor.
- identify the skills required to carry out these functions successfully

### SECOND STEP - ANALYSE YOUR EXPERIENCE

Make an initial analysis of your experience as a whole, in order to identify the most enlightening experiences that you will describe in Booklet 2.

To do this, we suggest the following these steps.

- ☐ Go back over your experience

List the different jobs (and voluntary functions) you have carried out to date, even if they do not relate directly to the state diploma for educational instructors.

- ☐ Identify your experiences that have a direct link with the state diploma of educational instructor.



This initial work should enable you to identify, by comparison with the professional reference system, the experiences (job or voluntary function) which are relevant to the diploma.

## **THIRD STEP - COMPILE BOOKLET 2**

Booklet 2 has 5 chapters.

### **1 Your reasons (page 5)**

Expressing your reasons should enable the selection panel to understand the reasons for your application and your choice of this diploma, by referring to your professional or personal plans.

### **2 Your experiences (pages 7 and 8)**

The aim will be to provide an overview of your experiences, distinguishing in the proposed tables between your professional pathway and any voluntary activities you may have carried out.

### **3 Your training path (page 9)**

You should also provide the selection panel with an overview of the various educational courses you have taken, mentioning in particular the diploma(s) obtained and providing the necessary supporting documents. Some diplomas allow you to benefit from the automatic validation of one or more fields of competence. A table (in Booklet 2) lists, for each diploma, the validation(s) granted automatically. Only the diplomas listed give you this right.



*You can write Booklet 2 by hand.*

*However, if you choose to use a computer, you should make sure that you use the layout proposed in the original booklet to make it easier for the selection panel to understand it.*

*Whichever format you choose, we recommend that you follow these instructions:*

- Insist on your personal involvement (you can use first person writing in the singular)*
- Highlight your personal contribution in the context of activities carried out collectively*
- Use mainly the present tense: I realise, rather than I realised*
- Describe your activity in as much detail and as accurately as possible (adding pages to the booklet if necessary)*
- Choose, whenever possible, a chronological description from the beginning to the end of the activity, without forgetting the evaluation*
- Absolutely avoid work sheets or anonymous project sheets, to-do lists, etc.*

Please note: if the documents to be attached are written in a language other than French, you must have them translated by a sworn translator before sending your application.





## FRANCE – TOOL 2

### VAE TUTORING – LEARNER PROGRESS REPORT

Progress report for MS.....

Qualification sought: .....

The proposed tutoring provides for arrangements that are:

☐ **collective**

☐ **individual**

TUTORING FOR THE WRITING STAGES is carried out by

.....

**1ST STAGE**

**DATE:**     /     /

COMMENTS:

CRITERIA	INDICATORS	--	-	+	++
<b>Understanding of the issues</b>	Has sufficient experience				
	Realises the scope of the work to be done				
	Formulates relevant work situations				
	Sets realistic goals				
<b>Oral expression</b>	Expresses him/herself without any particular				



	difficulty				
	Expresses him/herself in a structured way				
	Interacts in a relevant way in response to what the counsellor says				
<b>Written expression</b>	Wrote what was required/ expected subjects				
	Fully understands the syntax				

**2ND STAGE**
**DATE:**    /    /

**COMMENTARY ON THE PROGRESS OF THE ASPECTS CONSIDERED:**

.....

CRITERIA	INDICATORS	--	-	+	++
<b>Understanding of the methodological framework</b>	Follows the instructions given previously				
	Respects the set deadlines (sent before appointment)				
	Ensures he/she has the means to produce work				
<b>Conformity of written work</b>	The choice of situations is relevant				
	Situations are well described in writing				
	The situations show that skills are being implemented.				
<b>Levels of writing</b>	The candidate uses a descriptive register				
	The candidate uses a narrative register				



	The candidate uses a reflexive register				
	The candidate uses references to theory in support of his or her statements				
<b>Professional posture of the candidate</b>	The situation reveals professional distance				
	The situation reveals a professional who lacks focus				
	The candidate adopts a reflective posture				

**3RD STAGE**
**DATE:**     /     /

**COMMENTARY ON THE PROGRESS OF THE ASPECTS CONSIDERED:**

.....

CRITERIA	INDICATORS	--	-	+	++
<b>Understanding of the methodological framework</b>	Follows the instructions given previously				
	Resists stress, pressure and anxiety				
<b>Conformity of written work</b>	The majority of situations have been written				
	Situations bring out the skills put into practice.				
<b>Levels of writing</b>	The candidate uses a descriptive register				
	The candidate uses a narrative register				
	The candidate uses a reflexive register				
	The candidate uses references to theory in				



	support of his or her statements				
<b>Professional posture of the candidate</b>	The situation reveals professional distance				
	The candidate adopts a reflective posture				
	The situation reveals a professional who lacks focus				

The production of Booklet 2		NA(1)	NE(2)	--	-	+	++
Reasons							
Context of the experience	Written and in line with expectations						
Situation 1	Written and in line with expectations						
Competence area 2	Written and in line with expectations						
Competence area 3	Written and in line with expectations						
Competence area 4	Written and in line with expectations						
Competence area...	Written and in line with expectations						
Competence area...	Written and in line with expectations						
Transversal evaluation	Written and in line with expectations						

(1) NA: not applicable in relation to the structure of Booklet 2

(2) NE: not evaluable

Abandonment:      yes <input type="checkbox"/> no <input type="checkbox"/>	Date:
<input type="checkbox"/>	
Suspension:      yes <input type="checkbox"/> no <input type="checkbox"/>	Postponed to:



SUBMISSION:    yes <input type="checkbox"/> no <input type="checkbox"/>	Date:
postponed:    yes <input type="checkbox"/> no <input type="checkbox"/>	to:

<b>OPINION OF THE</b>	<b>DATE:</b> /    /
<b>OVERALL</b>	







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