

Appendix 2

Chek-list

What the individual should know and understand		
<input type="checkbox"/> 1, 2	Basic	Depth of knowledge
<input type="checkbox"/> 3, 4	Fundamental	
<input type="checkbox"/> 5	Fundamental and Specialized	
<input type="checkbox"/> 1	Factual	Type of knowlwdge (predominant)
<input type="checkbox"/> 2	Factual and Conceptual	
<input type="checkbox"/> 3, 4	Factual, Conceptual and Procedural	
<input type="checkbox"/> 5	Conceptual, Procedural and Metacognitive	
<input type="checkbox"/> 1	Interpret information to apply in a family context	Cognitive Process (predominant)
<input type="checkbox"/> 2	Interpret information to apply in a work or study context	
<input type="checkbox"/> 3, 4	Interpret, select, relate, adapt information to apply to an area of study or work.	
<input type="checkbox"/> 5	Interpret, select, relate, adapt information to apply it to a specialised area of study or work. Demonstrate awareness of the boundaries of their knowledge.	
What the individual should be able to do		
<input type="checkbox"/> 1, 2	To carry out tasks and solve simple and common problems (implementation tasks)	Complexity of tasks
<input type="checkbox"/> 3	To perform tasks and solve simple and current problems or of intermediate complexity (planning, execution and control tasks).	
<input type="checkbox"/> 4	To perform tasks and solve specific problems (design, planning, execution and control tasks).	
<input type="checkbox"/> 5	To perform tasks and solve specific problems, some of an abstract nature (tasks of design, planning, execution and control, evaluation and improvement)	
<input type="checkbox"/> 1, 2	Applying simple rules and tools	Application of knowledge
<input type="checkbox"/> 3	Apply information, rules, methods, tools and materials	
<input type="checkbox"/> 4	Apply information, rules, methods, tools, materials and design solutions to specific problems in the area of study or work	
<input type="checkbox"/> 5	Apply information, rules, methods, tools, materials and design creative solutions to specific problems, some of an abstract nature, in a specialised area of study or work	
<input type="checkbox"/> 1, 2	Range of cognitive and material skills of restricted breadth and basic depth	Depth and Breadth of skills to be used
<input type="checkbox"/> 3, 4	Range of fundamental and broad cognitive and material skills	
<input type="checkbox"/> 5	Range of specialised cognitive and material skills	

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What the individual should be able to take on		
<input type="checkbox"/> 1, 2	Shared responsibility for their routine achievements. Acting under direct supervision	Degree of responsibility for your achievements
<input type="checkbox"/> 3	Take shared responsibility for their achievements Act under general supervision Apply tutorials/guidelines for technical problem solving	
<input type="checkbox"/> 4	Take responsibility for their achievements Manage their own activity within the established guidelines Use pre-defined criteria in the identification and resolution of complex problems Determine when problem situations are his/her responsibility or that of his/her superior.	
<input type="checkbox"/> 5	Take responsibility for their achievements and the review and development of their performance Use pre-defined criteria in identifying and solving complex problems Determine when problem situations are his/her responsibility or that of his/her superior.	
<input type="checkbox"/> 1, 2,3	No responsibility for third party achievements	
<input type="checkbox"/> 4	Supervising the routine activities of third parties, taking responsibility for evaluation and improvement	Degree of responsibility for the achievements of third parties
<input type="checkbox"/> 5	Manage and supervise the individual performance of third parties or work teams in stable and structured contexts.	
<input type="checkbox"/> 1	Limited autonomy in making decisions and solving ordinary and routine problems in a family context	
<input type="checkbox"/> 2	Limited autonomy in making decisions and solving ordinary and routine problems	Degree of autonomy
<input type="checkbox"/> 3	Limited autonomy in making decisions and solving everyday problems. Perante problemas e situações imprevistas e complexas, tem consciência do limite da sua atuação.	
<input type="checkbox"/> 4	Limited autonomy in making decisions and solving problems of a technical nature.	
<input type="checkbox"/> 5	Autonomy in taking decisions and solving technical problems of intermediate complexity	
<input type="checkbox"/> 1	Family/everyday life	
<input type="checkbox"/> 2, 3, 4	In a field of study or work	
<input type="checkbox"/> 5	In a specialised area of study or work	
<input type="checkbox"/> 1, 2	Stable and structured	Predictability and complexity of the context
<input type="checkbox"/> 3	Usually stable and structured, but requires adaptability	
<input type="checkbox"/> 4	Usually stable, but subject to change	
<input type="checkbox"/> 5	Subject to unpredictable changes of varying complexity	
What are the characteristics of the context?		

Source: Guia Interpretativo do Quadro Nacional de Qualificações (2014)

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