

Reconnaissance des compétences Transversales et Professionnelles (1er niveaux de qualification CEC)



Appendix 2

Chek-list

□ 1, 2 Basic □ 3, 4 Fundamental Depth of knowledge □ 1 Factual □ 3, 4 Factual and Conceptual and Procedural Type of knowlwdge (predominant) □ 2 Factual, Conceptual and Procedural Understanding the procedural and Procedural and Metacognitive Type of knowlwdge (predominant) □ 1 Interpret information to apply in a family context Interpret information to apply in a work or study context Interpret, select, relate, adapt information to apply to an area of study or work. Cognitive Process (predominant) □ 5 Interpret, select, relate, adapt information to apply it to a specialised area of study or work. Cognitive Process (predominant) □ 5 Interpret, select, relate, adapt information to apply it to a specialised area of study or work. Cognitive Process (predominant) □ 5 Interpret, select, relate, adapt information to apply it on an area of study or work. Complexity of tasks □ 7 Carry out tasks and solve simple and common problems (implementation tasks). Complexity of tasks □ 1, 2 To perform tasks and solve simple and current problems or of intermediate complexity (planning, execution and control tasks). Complexity of tasks □ 4 To perform tasks and solve specific problems, some of an abstract nature (tasks of design, planning, execution and contro	What the individual should know and understand			
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What the individual should be able to take on			
□ 1, 2	Shared responsibility for their routine achievements. Acting under direct supervision		
□ 3	Take shared responsibility for their achievements Act under general supervision Apply tutorials/guidelines for technical problem solving		
□ 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.	Degree of responsibility for your achievements	
□ 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.		
□ 1, 2,3	No responsibility for third party achievements	Degree of	
□ 4	Supervising the routine activities of third parties, taking responsibility for evaluation and improvement	responsibility for the achievements of third parties	
□ 5	Manage and supervise the individual performance of third parties or work teams in stable and structured contexts.		
□ 1	Limited autonomy in making decisions and solving ordinary and routine problems in a family context		
□ 2	Limited autonomy in making decisions and solving ordinary and routine problems		
□ 3	Limited autonomy in making decisions and solving everyday problems. Perante problemas e situações imprevistas e complexas, tem consciência do limite da sua atuação.	Degree of autonomy	
□ 4	Limited autonomy in making decisions and solving problems of a technical nature.		
□ 5	Autonomy in taking decisions and solving technical problems of intermediate complexity		
	e characteristics of the context?		
	Family/everyday life	Scope of the	
□ 2, 3, 4 □ 5	In a field of study or work In a specialised area of study or work	exercise	
□ 1, 2	Stable and structured	Predictability and complexity of the context	
□ 3	Usually stable and structured, but requires adaptability		
□ 4	Usually stable, but subject to change		
□ 5	Subject to unpredictable changes of varying complexity		
	Source: Guia Interpretativo do Quadro Nacional de	e Qualificações (2014)	

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