

DOMAIN: Citizenship

Element A - The trainee can explain the meaning of democracy and citizenship in the context of the role of government.

Performance Criteria

1. The trainee names the political system of his/her country and of the neighbouring countries.
2. The trainee names the EU Member States.
3. The trainee names some political representatives of his/her community/state and the political parties they represent.
4. The trainee describes the role of the government of his/her country.
5. The trainee gives examples of political and economic rights.
6. The trainee identifies examples of informed participation in voting.
7. The trainee analyses how an individual influences the process of political decision-making in his/her country.

Range Statement

Correct answers for Performance Criteria 1 and 2, and at least three examples for Criteria 3 - 7.

Element B - The trainee can name the most basic human rights and can exercise the rights associated with the roles adults have/ play in society.

Performance Criteria

1. The trainee makes a list of basic human rights.
2. The trainee lists examples of the violation of basic human rights and of basic children's rights.
3. Using specific examples, the trainee lists which institutions deal with the protection of given human rights on a national and international level.
4. In the context of an example from a personal real-life situation, the trainee explains his/her rights and responsibilities.

Range Statement

At least three examples of each performance criterion. For Performance Criteria 1 and 2 the trainee should draw on real-life stories dealing with the violation of basic human rights. For Performance Criterion 3 the trainee should draw on the real-life situation which is the most relevant for him/her.

Element C - The trainee can embrace values and attitudes that support social diversity and social cohesion.

Performance Criteria

1. The trainee gives examples of tolerance towards members of minority groups.
2. The trainee lists examples of equal opportunities.
3. The trainee frames arguments for the importance of individual participation in civic

activities.

4. From given scenarios, the trainee names ways to express solidarity.

Range Statement

Lists and examples should be of sufficient length and variety to demonstrate that the trainee is aware of, and is able to recognise, all examples of tolerance, equal opportunities, participation in civic activities, solidarity and a sense of belonging to a particular community.

Element D - The trainee can identify ways to participate in community or neighbourhood activities and can interface with institutions in the public domain.

Performance Criteria

1. The trainee sets out a conclusion/recommendation for a solution based on a given example of a common community problem.
2. The trainee lists types of action that he/she as an individual could take as a response to a given community problem.
3. The trainee describes how to inspire others for a community project.
4. The trainee describes the roles of governmental and non-governmental organisations dealing with civic issues.

Range Statement

Two examples of Performance Criteria 1-3 and three examples of Performance Criterion 4, in order to demonstrate that the trainee can identify ways to work with others in dealing with real-life community issues.

DOMAIN: Communication

Element A - The trainee can describe the various forms of communication and the key elements involved in effective communication.

Performance Criteria

1. The trainee explores the various forms of communication (written, verbal and non-verbal) and lists examples of each.
2. The trainee identifies and lists key elements in good communication.
3. The trainee lists barriers to effective communication.

Range Statement

At least one example of each performance criterion. Trainees should be encouraged to role-play situations as a means of exploring effective and ineffective communication.

Element B - The trainee can communicate effectively and extract information and provide feedback from a variety of spoken contexts.

Performance Criteria

1. The trainee participates in group discussions by listening and responding to others'

points of view, obeying general courtesy rules.

2. The trainee actively listens and extracts specific information by asking appropriate questions and taking simple notes.
3. The trainee accurately describes an event.
4. The trainee gives the principal message contained in at least two contextually different spoken conversations.
5. The trainee acts appropriately on information conveyed orally.
6. The trainee defines the term presentation and describes situations where a presentation might be used.
7. The trainee plans, devises and delivers a short presentation to a familiar group on a subject familiar to the trainee (3 – 5 minutes long).

Range Statement

All the performance criteria must be fulfilled at least once. Trainees may use real or simulated situations relating to employment, community, current affairs or leisure. Evidence of achievement may include tutor observation or the use of audio or visual equipment.

Element C - The trainee can seek information and use reference skills.

Performance Criteria

1. The trainee recognises and performs different reading techniques (scanning, skimming, locating).
2. The trainee searches for and locates information using guides, catalogues and newspapers.
3. The trainee extracts information from advertisements (jobs, houses, special offers etc) in newspapers or magazines.
4. The trainee uses an alphabetic, a thematic and a chronological index.
5. The trainee uses a timetable to locate specific information.

Range Statement

All the performance criteria must be fulfilled at least once. Trainees must demonstrate the ability to find information using at least three simple reference sources. These should have an index system, e.g. encyclopaedias, telephone directories, almanac, street maps, or a thematic construction.

Element D - The trainee can use a range of reading techniques appropriate for the work, community or leisure situation.

Performance Criteria

1. The trainee makes predictions based on the title and illustrations of a book or text.
2. The trainee devises an ending for a narrative based on a sequence of illustrations and accompanying text.
3. The trainee reads a piece of text and recognises specific facts explicitly stated (literal comprehension).
4. The trainee reads text and infers meaning from suggestions not explicitly stated

(inferential comprehension).

5. The trainee makes comparisons between related texts.
6. The trainee gives an oral or written explanation of a sign or symbol.

Range Statement

All the performance criteria must be fulfilled at least once. Trainees must perform fluent reading of at least five texts with a minimum of 95% accuracy. Examples of the use of reading techniques appropriate for the work, community or leisure situation: reading instructions for a simple and common machine; organizing a filing-system and/or data bank; recognising the different parts of a text (paragraphs, notes, etc.); understanding a graphic text including table; fiction reading; and reading minutes of a meeting.

Element E - The trainee can use various writing techniques to perform tasks appropriate for home, employment, or leisure.

Performance Criteria

1. The trainee uses a dictionary for spelling, meaning and pronunciation of words.
2. The trainee uses a thesaurus to adjust the wording of sentences without changing the meaning.
3. The trainee writes a list, rough note or reminder.
4. The trainee compiles a personal or work address and telephone book.
5. The trainee completes forms accurately (forms should be A4 in size and between two and three pages long).
6. The trainee defines the steps involved in completing a process in sequential order (e.g. writes instructions on how to carry out a practical task).
7. The trainee writes a short informal letter, containing at least three paragraphs, to a friend or relative.
8. The trainee writes a formal letter containing at least three paragraphs using correct layout (e.g. a covering letter for a CV, a letter of complaint or a request for a job application form).
9. The trainee writes a personal profile or CV of one to two A4 pages.
10. The trainee writes a report at least two A4 pages long (examples may include an investigation or comparison of products or services, an evaluation of a task from the Learning to Learn domain, a visit to an exhibition etc).

Range Statement

Two examples of Performance Criteria 1-3 and 6, and one example of Performance Criteria 4-5 and 5-10. Trainees must demonstrate correct use of basic writing skills (punctuation, spelling, and grammar). No more than three errors per page. The integration of Performance Criteria 1-2 into the subsequent performance criteria should be demonstrated.

Element F - The trainee can use basic communication technology.

Performance Criteria

1. The trainee uses a variety of technological means of communication including fax,

telephone and the Internet.

2. From these, the trainee makes appropriate choices for particular tasks, using appropriate conventions of communication style for each technological medium.

Range Statement

At least three examples of each performance criterion, using real or simulated situations to demonstrate the different means of technological communication. One example should be given for each of the following: work, home and community.

Element G - The trainee can use (as a second language to his or her native tongue) one European language at threshold level. (Optional)

Performance Criteria

1. The trainee communicates effectively in the chosen European language in the expectation of feedback about common topics such as personal information, directions, time, weather, number, shopping etc.
2. The trainee describes in the chosen European language some chief characteristics of the country or countries where the language is spoken.
3. The trainee gives an account in the chosen European language of some of the historical, geographical and socio-cultural features of the country or countries where the language is spoken.

Range Statement

The trainee should converse, with another or others who are fluent in the chosen European language, for at least five minutes on each performance criterion.

DOMAIN: ICT

Element A - The trainee can use a personal computer (PC) operating system, e.g. Microsoft "Windows", the PC in which it runs, and the relevant peripheral equipment.

Performance Criteria

1. The trainee starts up the PC correctly to perform a chosen task.
2. The trainee uses windows, icons, menus and pointer on the computer screen.
3. The trainee shuts down the PC correctly by following on-screen instructions.
4. The trainee describes the possible consequences of failing to shut down the PC correctly.

Range Statement

One example of each performance criterion (assuming the confident progression of the trainee to the remaining Elements B - E).

Element B - The trainee can use email.

Performance Criteria

1. The trainee accesses his or her email account using log-in name and password.
2. The trainee reads, responds to and initiates messages.
3. The trainee manages the storage of messages.
4. The trainee locates files and sends them as attachments to messages.
5. The trainee creates and manages an electronic email address book.

Range Statement

The trainee should demonstrate the routine use of email in real life, e.g. social or business communication or communication with the trainer (the trainee should be reliably contactable by email over the Certificate training period).

Element C - The trainee can use the basic features of a word-processing package, e.g. Microsoft "Word".

Performance Criteria

1. The trainee creates a new text document and saves it to a new file.
2. The trainee performs a range of simple document layout operations, e.g. line-spacing, marginalisation, boldening, italicising, centring.
3. The trainee makes a list within a text using indentation commands.
4. The trainee makes deletions to a text.
5. The trainee cuts sections of a text and pastes these sections elsewhere.
6. The trainee copies sections of a text into a separate (new) file.
7. The trainee formats a page to a simple design, e.g. business letter, CV.
8. The trainee prints a hard copy of a finished text.

Range Statement

At least three examples of these performance criteria in the order in which they appear, demonstrating that the trainee can create a new document, modify an existing document, save changes and make a printed copy.

Element D - The trainee can use the Internet to find information.

Performance Criteria

1. The trainee navigates successfully to a prescribed Web page.
2. The trainee uses a Web-based search tool to find Web pages about a specific topic.
3. The trainee downloads a file (text, sound or graphics).
4. The trainee records a Web site address for future reference, e.g. in Microsoft Internet Explorer "Favourites" or Netscape "Bookmark".

Range Statement

At least three examples of each performance criterion.

Element E - The trainee can use a personal computer (PC) operating system, e.g. Microsoft "Windows", for the electronic manipulation of different files.

Performance Criteria

1. The trainee describes the metaphorical nature of the personal computer (PC) desktop by giving examples of how features of a conventional office appear on-screen in the “virtual” office, e.g. recycle bin, folder, inbox, outbox.
2. The trainee manipulates files, including re-naming and deleting.
3. The trainee creates new folders.
4. The trainee classifies files and moves them into appropriate folders.
5. The trainee classifies files and copies them into appropriate folders.
6. The trainee stores files in different media (hard drive, floppy disk, CD).
7. The trainee works with a previously unfamiliar application to perform a chosen task, demonstrating the ability to transfer previous learning to the new situation, e.g. gainfully explores a spreadsheet programme based on knowledge of a word-processor.

Range Statement

One example of each performance criterion (the trainee's successful progression to this Element from the previous Elements A-D implies that many of these performance criteria will already have been met). The primary purpose of Element E is that the trainee should demonstrate his or her ability to develop and expand an overall competence in ICT.

DOMAIN: Interpersonal Skills

Element A - The trainee can work with one other person to complete a Joint task.

Performance Criteria

1. The trainee prepares, with one other a joint work plan for a chosen task.
2. The trainee co-operates with one other in the completion of the chosen task.
3. The trainee explains the role of the two people in the joint chosen task.

Range Statement

At least two examples of each performance criterion from learning tasks undertaken.

Element B - The trainee can carry out a defined task in a group.

Performance Criteria

1. The trainee takes part in group planning for a task.
2. The trainee completes, in time, assigned work on the group task.
3. The trainee takes part in group evaluation of the completed task.

Range Statement

At least two examples of each performance criterion from learning tasks undertaken.

Element C - The trainee can deal with disappointment.

Performance Criteria

1. The trainee explains what occurred to cause the disappointment.
2. The trainee finds out why this occurred.
3. The trainee takes appropriate responsive action.

Range Statement

At least two examples of each performance criterion taken from real or simulated situations, e.g. failure at a job interview, changes to conditions at work without prior consultation.

Element D - The trainee can deal with opposition.

Performance Criteria

1. The trainee takes/presents opposing points of view in a disagreement.
2. The trainee presents examples of appropriate behaviour leading to a resolution of an argument.

Range Statement

At least two examples of each performance criterion, from teaming tasks undertaken, e.g. role-plays.

Element E - The trainee can interpret and use common non-verbal messages.

Performance Criteria

1. The trainee explains at least three messages which can be conveyed non-verbally.
2. The trainee uses non-verbal signals to convey a specific message.

Range Statement

Trainee to explain and use or demonstrate three clear non-verbal messages (by facial expression, eye contact, posture, gesture, tone of voice, touch) in real or simulated situations, e.g. attending an interview, listening to customers, giving a cue to others or using non-verbal messages to communicate while giving a verbal report.

DOMAIN: Learning to Learn

Element A - The trainee can describe the characteristics and value of personal informal learning.

Performance Criteria

1. The trainee identifies a past instance of personal informal learning activity from everyday life.
2. Using the above example, the trainee lists contributing factors that brought about the learning.
3. The trainee lists the areas or actions that were personal strong points.
4. The trainee lists the areas or actions that were personal weak points.
5. The trainee suggests ways of overcoming these weaknesses, and of improving these strengths, in future personal informal learning.
6. The trainee identifies hopes and expectations relating to future personal informal learning.
7. The trainee identifies fears and anxieties relating to future personal informal learning.

Range Statement

At least two examples of each performance criterion.

Element B - The trainee can apply prior learning to new learning.**Performance Criteria**

1. The trainee gives a personal example of the use in the past of skills, attitude, coping strategies and knowledge to accomplish learning.
2. From this example the trainee describes in detail the skills, attitudes, coping strategies and knowledge that would be valuable and relevant to new learning.

Range Statement

At least two examples of each performance criterion.

Element C - The trainee can describe the characteristics and value of various learning styles.**Performance Criteria**

1. The trainee examines and reflects upon a range of learning styles.
2. The trainee identifies personal preferences in learning styles and gives the reasons for the choices made.
3. The trainee identifies learning styles seen in others.
4. The trainee identifies the value to learning of complementary learning styles in a team.

Range Statement

One example of each performance criterion.

Element D - The trainee can use study techniques to improve learning.**Performance Criteria**

1. The trainee describes in detail common study techniques including note-taking (linear, patterned/spider notes), mnemonics, letter/essay-writing, revision, brainstorming, questioning/seeking clarification from others.
2. The trainee demonstrates the use of at least three of these techniques in practice.

Range Statement

One example of each performance criterion.

Element E - The trainee can prepare for a learning task.**Performance Criteria**

1. The trainee expresses the learning task in a chart or timetable.
2. The trainee lists the information, skills and resources necessary for the completion of the task.
3. The trainee lists personal barriers to learning and makes suggestions for their removal.

Range Statement

At least two examples of the process comprising, in order, performance criteria 1-3.

Element F - The trainee can carry out a learning task.**Performance Criteria**

1. The trainee demonstrates the use of information, skills, techniques and resources in the learning task.
2. The trainee presents in portfolio form the evidence of the learning gained.

Range Statement

At least two examples of each performance criterion.

Element G - The trainee can report on a learning task.**Performance Criteria**

1. The trainee lists the changes brought about by the completion of the learning task.
2. The trainee identifies the areas of the task that were performed well.
3. The trainee lists other ways the task could have been tackled and makes suggestions for improvements or changes.
4. The trainee identifies any personal growth or development that has taken place as a result of completing the task.

Range Statement

At least two examples of each performance criterion, from learning tasks undertaken for Element G above.

DOMAIN: Numeracy**Element A - The trainee can use concepts and measurements of time, distance and money.****Performance Criteria**

1. The trainee expresses and calculates time in hours, minutes and seconds.
2. The trainee calculates speed and distance as variables of time.
3. The trainee interprets a simple map using scale.
4. The trainee uses a timetable, plan or diagram to find information.
5. The trainee makes a timetable, plan or diagram for a particular purpose.
6. The trainee calculates in money units including currency conversion.

Range Statement

At least two examples, real or simulated, of each performance criterion. Drafts or learning papers to be held.

Element B - The trainee can calculate the quantity and cost of goods or services.

Performance Criteria

1. The trainee applies the four operations to common fractions.
2. The trainee applies the four operations to decimal numbers up to three places, using estimation and calculation including the use of electronic calculating aids.
3. The trainee uses ratios appropriately to express proportion.
4. The trainee uses percentages appropriately to express proportion.
5. The trainee defines the problem and selects the appropriate basic arithmetical operations.
6. The trainee expresses quantity and size in numerical notation.
7. The trainee applies the four operations to whole numbers up to four digits, using estimation and calculation including the use of electronic calculating aids.

Range Statement

At least two examples of each performance criterion from learning tasks undertaken.

Element C - The trainee can plan and control a budget for a personal, work or leisure project.

Performance Criteria

1. The trainee plans an event calculating time, financial and other resources and identifying the means to complete the plan.
2. The trainee calculates and verifies income and expenditure for the project.
3. The trainee plans a simple budget.

Range Statement

At least two examples, real or simulated, of each performance criterion. Drafts or learning papers to be held.

Element D - The trainee can use basic geometric language, rules and formulae to solve problems of shape and volume.

Performance Criteria

1. The trainee uses the correct words to describe the basic geometric characteristics of objects.
2. The trainee uses measurement units for length, weight and capacity with the aid of rulers, scales and other measuring aids.
3. The trainee makes geometric calculations on simple polygons.

Range Statement

At least two examples, real or simulated, of each performance criterion. Drafts or learning papers to be held.