

Annex 2: SKILLS CARD FOR EASY-TO-READ VALIDATORS

The skills card for easy-to-read validators consists of 4 units: Accessibility and end-users, Easy-to-read methodology, Easy-to-read validation and Management skills. Additionally, there is an optional unit.

The Unit 1 is entitled Accessibility and end-users and it is made up of 2 elements:

1. Accessibility and Universal Design, with 3 learning outcomes, which is about the concepts of accessibility, international standards, cognitive accessibility, accessible communication formats, inclusion and universal design

The three learning outcomes are:

- The trainee can describe the concept of accessibility and the main international standards and legislation pieces that aim to ensure equal rights for people with disabilities
- The trainee can describe the concept of cognitive accessibility and the different accessible communication forms and formats
- The trainee can describe the concept of inclusion and the principles of universal design applied to communication

2. End-users and needs, with 3 learning outcomes, which is about the different types of disabilities and their needs, the concepts of reading, learning and intellectual disabilities, communication difficulties and beneficiaries from easy-to-read

The three learning outcomes are:

- The trainee can classify the different types of disabilities and describe the needs of people with disabilities from a user-centred approach
- The trainee can explain the concepts of reading, learning and intellectual disabilities
- The trainee can identify the main communication barriers for people with reading and learning disabilities and the main profiles that benefit from E2R

The Unit 2 is entitled Easy-to-read methodology and it is made up of 3 elements:

1. Basic linguistic knowledge, with 5 learning outcomes, which is about the basics of grammar and spelling, text genres and multimodal texts

The five learning outcomes are:

- The trainee can identify the basics of grammar in their own language/s
- The trainee can identify the basics of spelling and punctuation in their own language/s
- The trainee can identify the main different written text genres and their main characteristics
- The trainee can describe the characteristics of multimodal (audiovisual) texts
- The trainee can use linguistic tools, such as different kinds of dictionaries

2. The process of creating easy-to-read texts, with 3 learning outcomes, which about the process of text adaptation and original creation, the roles involved in the production of E2R texts and adaptation strategies

The three learning outcomes are:

- The trainee can describe the processes of text adaptation to E2R and of E2R original text production
- The trainee can describe the roles involved in the production of E2R texts
- The trainee can identify different adaptation strategies according to each text type

3. Text production using easy-to-read guidelines, with 4 learning outcomes, which is about the E2R writing, layout and design guidelines, the selection of accessible pictures and the simplification strategies for multimedia contents

The four learning outcomes are:

- The trainee can identify writing guidelines from existing easy-to-read standards
- The trainee can identify layout and design guidelines from existing easy-to-read standards
- The trainee can describe the characteristics of appropriate accessible pictures or pictograms for an E2R text
- The trainee can describe how to simplify multimedia content for E2R

The Unit 3 is entitled Easy-to-read validation and it is made up of 4 elements:

1. The validator's professional profile, with 4 learning outcomes, which is about the profession of E2R validators, their specific and cross-functional skills and the differences with E2R facilitators

The three learning outcomes are:

- The trainee can describe the profession of E2R validators and their role in the E2R production process
- The trainee can identify the specific skills an E2R validator needs
- The trainee can identify the cross-functional skills an E2R validator needs
- The trainee can describe the similarities and differences between the role of validators and the role of facilitators in the E2R validation process

2. Teamwork skills, with 4 learning outcomes, which is about communication skills for feed-back, the concept of co-production, and teamwork strategies

The four learning outcomes are:

- The trainee can apply communication skills to provide feed-back about E2R texts in groups
- The trainee can describe the concept of co-production and apply its underlying principles in practice
- The trainee can apply different teamwork skills to effectively participate in a validation team
- The trainee can apply social rules to effectively participate in a validation team

3. The easy-to-read validation process, with 4 learning outcomes, which is about E2R validation process steps, about comprehensibility feedback, proposed solutions for E2R texts, about the use of alternative communication and quality proof requirements

The four learning outcomes are:

- The trainee can describe the steps in an E2R validation process
- The trainee can provide feedback about the comprehensibility and propose solutions to produce legible and readable E2R texts
- The trainee can use alternative communication and multimodality tools
- The trainee can identify requirements for quality proof in E2R

The Unit 4 is entitled Management skills and it is made up of 5 elements:

1. Skills to apply in working environments, with 3 learning outcomes, which is about conflict management, the identification of stressing situations and the adaptation to changes in work environments

The three learning outcomes are:

- The trainee can apply strategies to provide and deal with feedback from team members and solve conflicts
- The trainee can identify stressing situations and apply strategies to manage them
- The trainee can apply psychological strategies to adapt to changes in their work environment

2. Computer skills, with 3 learning outcomes, which is about the use of digital tools, hardware solutions and online resources

The three learning outcomes are:

- The trainee can use digital communication tools
- The trainee can apply basic hardware solutions
- The trainee can use basic online dictionaries, picture databanks, pictograms and other digital documentation resources

3. Cross-functional skills, with 2 learning outcomes, which is about safety and hygiene regulations, and solutions for equal opportunities

The two learning outcomes are:

- The trainee can describe safety and hygiene regulations in work environments
- The trainee can apply solutions to promote equal opportunities for all people

The optional unit is made up of 3 elements:

1. Analysis of original texts, with 3 learning outcomes, which is about the analysis of original texts, comprehension difficulties and the identification of main ideas

The three learning outcomes are:

- The trainee can describe strategies and tools to analyse an original written text for E2R adaptation
- The trainee can identify main comprehension difficulties in original written texts
- The trainee can identify the main ideas of an original written text and write a summary

2. Advanced computer skills, with 3 learning outcomes, which is about the use of text edition tools, online resources, digital tools and hardware solutions

The three learning outcomes are:

- The trainee can use text editing tools
- The trainee can use advanced online dictionaries, picture databanks, pictograms and other digital documentation resources
- The trainee can apply advanced hardware solutions

3. Entrepreneurial skills, with 4 learning outcomes, which is about the setup of a business plan, the application of marketing strategies, the conduction of interviews with customers and the advocacy of E2R in public

The four learning outcomes are:

- The trainee can identify the parts of a business plan for an E2R validation service
- The trainee can explain how to identify possible customers and sponsors
- The trainee can participate in professional interviews with customers
- The trainee can deliver presentations and advocate the need of E2R in public

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