Invitation for feedback on the skills cards for new professional profiles

Dear Stakeholders,

EASIT (Easy Access for Social Inclusion Training) is an ongoing 3-year (2018-2021) European project co-funded by the Erasmus+ Programme of the European Union. As you may know, it aims to (1) create recommendations on how to make easy-to-understand audio-visual content, (2) identify the skills of the professionals who make content easy to understand, (3) define what these professionals should learn, (4) create teaching materials to train these professionals and (5) explore how these professionals could be certified.

For the last five months, the partners involved in the project have been working on the definition of the profile(s) for the new professionals that can be linked to easy-to-understand content creation, together with the identification of the skills that these professionals should acquire (aim 2 above). This collaboration has led to the creation of three different skills cards, one for each of the professional profiles that were previously identified: expert in easy-to-understand subtitles, expert in easy-to-understand audio description and expert in easy-to-understand audiovisual journalism.

The next steps in the project will be concerned with the elaboration of the curriculum and the creation of teaching materials for these new professionals. Before this, however, we would like to gather feedback regarding the newly created skills cards. Any idea, comment, and/or suggestion you may have concerning the skills cards would be very much appreciated.

Please send your feedback by 7th July to Pablo Romero Fresco (promero@uvigo.es), who is coordinating the work by the Universidade de Vigo for the EASIT project.

Thank you very much for your help on this.

Kind regards,

EASIT project team
### EXPERT IN EASY-TO-UNDERSTAND SUBTITLES (E2U-S)

<table>
<thead>
<tr>
<th>E2U-S.U1</th>
<th>MEDIA ACCESSIBILITY (MA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E2U-S.U1.E1</strong></td>
<td>Human diversity</td>
</tr>
<tr>
<td>E2U-S.U1.E1.PC1</td>
<td>The learner understands the notion of human diversity, its historical evolution, and social and contextual implications</td>
</tr>
<tr>
<td>E2U-S.U1.E1.PC2</td>
<td>The learner understands the notion of disability and its historical evolution</td>
</tr>
<tr>
<td>E2U-S.U1.E1.PC3</td>
<td>The learner is familiar with the different disability models and the language they use</td>
</tr>
</tbody>
</table>

**What is accessibility?**
- E2U-S.U1.E2.PC1: The learner understands the notion of accessibility and its historical evolution
- E2U-S.U1.E3.PC2: The learner is familiar with current national and international legislation regarding accessibility

**What is universal design?**
- E2U-S.U1.E3.PC1: The learner understands the notion of universal design
- E2U-S.U1.E3.PC2: The learner is familiar with diverse user needs

**What is media accessibility?**
- E2U-S.U1.E4.PC1: The learner is familiar with the definition of audiovisual text
- E2U-S.U1.E4.PC2: The learner understands the notion of media accessibility
- E2U-S.U1.E4.PC3: The learner is familiar with current national and international legislation regarding media accessibility
- E2U-S.U1.E4.PC4: The learner is familiar with current standards regarding media accessibility

### E2U-S.U2

**EASY-TO-UNDERSTAND (E2U)**

**Understanding E2U**
- E2U-S.U2.E1.PC1: The learner is familiar with the notion of E2U
- E2U-S.U2.E1.PC2: The learner can distinguish different E2U services and modalities, such as E2R and Pl

**Legislation, standards and guidelines**
- E2U-S.U2.E2.PC1: The learner is familiar with current national and international legislation regarding E2U
- E2U-S.U2.E2.PC2: The learner is familiar with current standards and guidelines regarding E2U

**Processes**
- E2U-S.U2.E3.PC1: The learner knows how to create E2U content in different scenarios
- E2U-S.U2.E3.PC2: The learner knows how to validate E2U content in different scenarios
- E2U-S.U2.E3.PC3: The learner knows how to identify and use language variation

**The language of E2U**
- E2U-S.U2.E4.PC1: The learner is able to identify significant information in a text
- E2U-S.U2.E4.PC2: The learner knows how to organize and include information according to E2U principles
- E2U-S.U2.E4.PC3: The learner knows how to make lexical choices following E2U principles
- E2U-S.U2.E4.PC4: The learner knows how to make syntactical choices following E2U principles
- E2U-S.U2.E4.PC5: The learner knows how to identify and use language variation

**Visual presentation**
- E2U-S.U2.E5.PC1: The learner knows how to format following E2U principles
- E2U-S.U2.E5.PC2: The learner knows how to choose and use images following E2U principles
- E2U-S.U2.E5.PC3: The learner knows how to choose and use other paratextual elements following E2U principles

### E2U-S.U3

**E2U AND SUBTITLING**

**Processes**
- E2U-S.U3.E1.PC1: The learner knows how to create E2U subtitles in different scenarios
- E2U-S.U3.E1.PC2: The learner knows how to validate E2U subtitles in different scenarios

**Linguistic aspects**
- E2U-S.U3.E2.PC1: The learner is able to identify significant information in an audiovisual text
- E2U-S.U3.E2.PC2: The learner knows how to subtitle by organizing and including information following E2U principles
- E2U-S.U3.E2.PC3: The learner knows how to subtitle by making lexical choices following E2U principles
- E2U-S.U3.E2.PC4: The learner knows how to subtitle by making syntactical choices following E2U principles
- E2U-S.U3.E2.PC5: The learner knows how to identify and use language variation in E2U subtitles

**Technical aspects**
- E2U-S.U3.E3.PC1: The learner is familiar with subtitled principles, guidelines and standards
- E2U-S.U3.E3.PC2: The learner is able to apply subtitled conventions
- E2U-S.U3.E3.PC3: The learner knows subtitled software and applications

### E2U-S.U4

**THE PROFESSION**

**Personal skills**
- E2U-S.U4.E1.PC1: The learner is assertive and strives for the quality of E2U texts
- E2U-S.U4.E1.PC2: The learner is able to organize work efficiently and cope with time pressure
- E2U-S.U4.E1.PC3: The learner is aware of the importance of having a long-life learning attitude

**Interpersonal**
- E2U-S.U4.E2.PC1: The learner is able to work in a team alongside people with diverse capabilities
- E2U-S.U4.E2.PC2: The learner is able to adapt to different working situations
- E2U-S.U4.E2.PC3: The learner knows when to call for expert and user help

---

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.
**EXPERT IN EASY-TO-UNDERSTAND AUDIO DESCRIPTION (E-E2U-AD)**

<table>
<thead>
<tr>
<th>E-E2U-AD.U1</th>
<th>MEDIA ACCESSIBILITY (MA)</th>
<th>E-E2U-AD.U2</th>
<th>EASY-TO-UNDERSTAND AUDIO DESCRIPTION (E2U)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human diversity, including disability</td>
<td>E-E2U-AD.U1.E1.C1 The learner understands the notion of human diversity, its historical evolution, and social and contextual implications E-E2U-AD.U1.E1.C2 The learner understands the notion of disability and its historical evolution E-E2U-AD.U1.E1.C3 The learner is familiar with the different disability models and the language they use</td>
<td>Understanding E2U</td>
<td>E-E2U-AD.U2.E1.C1 The learner is familiar with the notion of E2U E-E2U-AD.U2.E1.C2 The learner can distinguish different E2U services and modalities, such as E2R and PL</td>
</tr>
<tr>
<td>What is accessibility?</td>
<td>E-E2U-AD.U2.E1.C1 The learner understands the notion of accessibility and its historical evolution</td>
<td>Legislation, standards and guidelines</td>
<td>E-E2U-AD.U2.E2.C1 The learner understands the notion of universal design, its historical evolution and social and contextual implications E-E2U-AD.U2.E2.C2 The learner is familiar with current national and international legislation regarding media accessibility E-E2U-AD.U2.E2.C3 The learner is familiar with current national and international legislation regarding media accessibility E-E2U-AD.U2.E2.C4 The learner is familiar with current national and international legislation regarding media accessibility E-E2U-AD.U2.E2.C5 The learner is familiar with current national and international legislation regarding media accessibility</td>
</tr>
<tr>
<td>E-E2U-AD.U1</td>
<td>E-E2U-AD.U2</td>
<td>E-E2U-AD.U3</td>
<td>E-E2U-AD.U4</td>
</tr>
</tbody>
</table>

*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.*
# Expert in Easy-to-Understand Audiovisual Journalism (E2U-AVJ)

**Media accessibility services**

<table>
<thead>
<tr>
<th>E2U-AVJ.U1.E1.PC1</th>
<th>E2U-AVJ.U1.E2.PC1</th>
<th>E2U-AVJ.U1.E3.PC1</th>
</tr>
</thead>
</table>

**What is accessibility?**

|-------------------|-------------------|-------------------|

**What is universal design?**

|-------------------|-------------------|-------------------|

**Media accessibility services**

|-------------------|-------------------|-------------------|

**Audiovisual content**

<table>
<thead>
<tr>
<th>E2U-AVJ.U2.E1.PC1</th>
<th>E2U-AVJ.U2.E2.PC1</th>
<th>E2U-AVJ.U2.E3.PC1</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2U-AVJ.U2.E4.PC1</td>
<td>E2U-AVJ.U2.E5.PC1</td>
<td>E2U-AVJ.U2.E6.PC1</td>
</tr>
</tbody>
</table>

**Technical aspects**

|-------------------|-------------------|-------------------|

**The profession**

|-------------------|-------------------|-------------------|

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.