

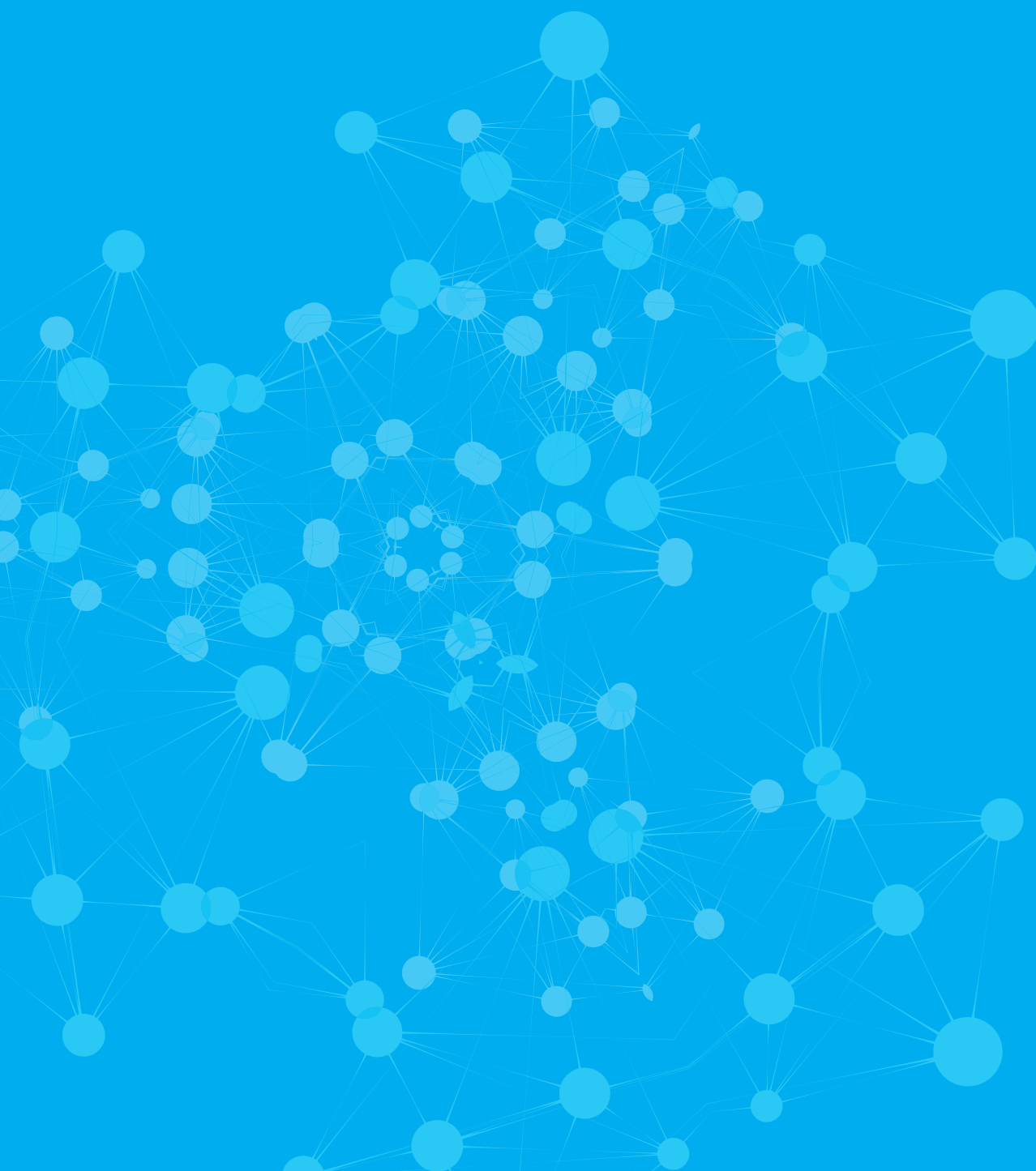
A CONTEXT SPECIFIC QUALIFICATIONS FRAMEWORK/PROFILE
FOR THE **DIGITAL COMPETENCE**

linked to the Active Citizenship LADDER

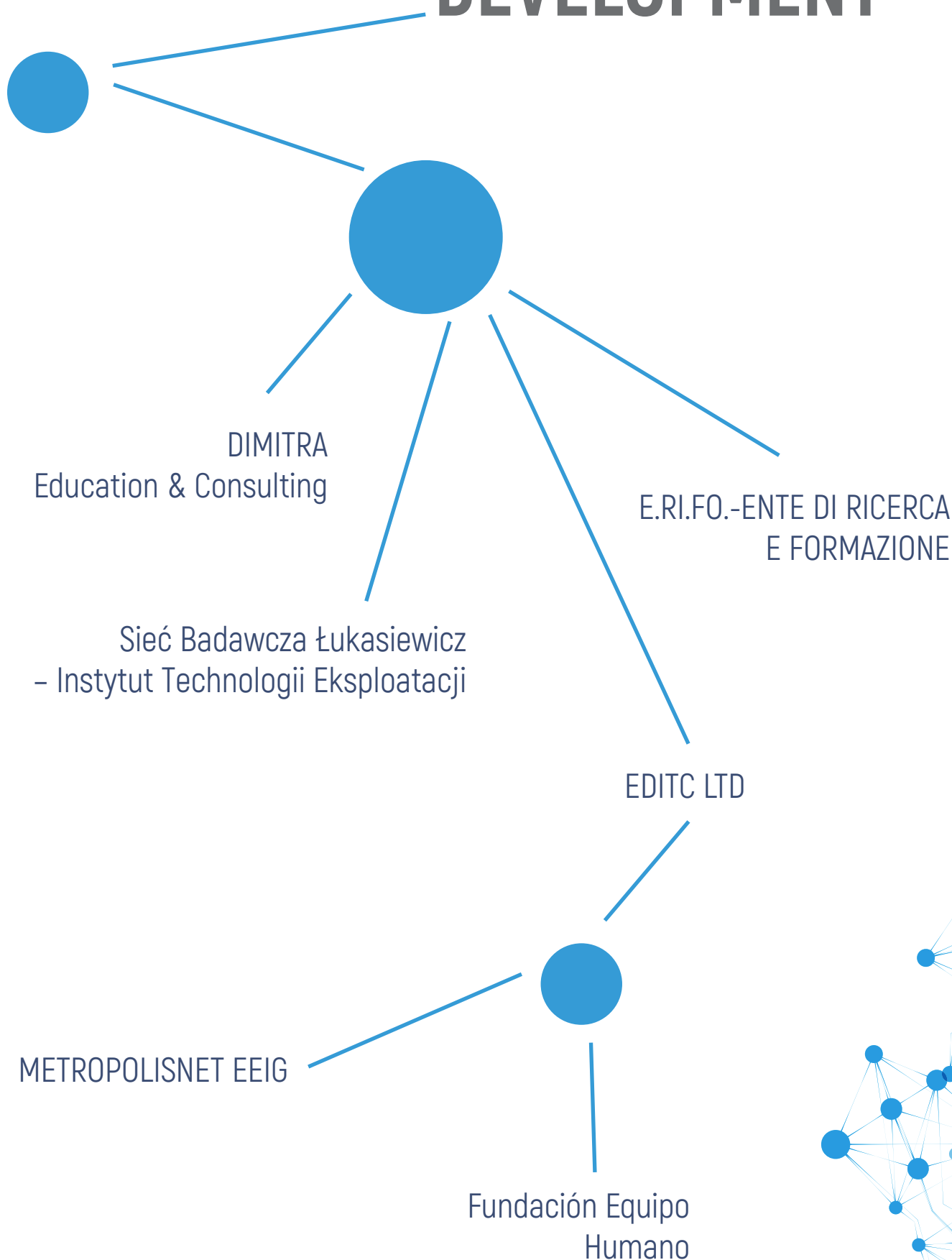
An Innovative Toolkit for the Development of the Digital & Numeracy Competence for Low Skilled Adults (IntoDIGITS)

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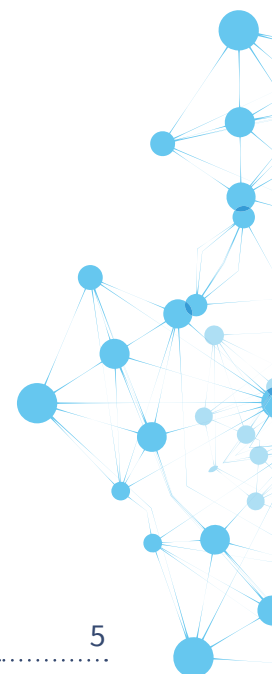


DEVELOPMENT



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Introduction

1. Introduction

Low skilled adults are one of the groups that is strongly influenced since the beginning of the EU financial crisis. One of the problems that prevent the integration of low-skilled adults in labour market is their lack of proper training.

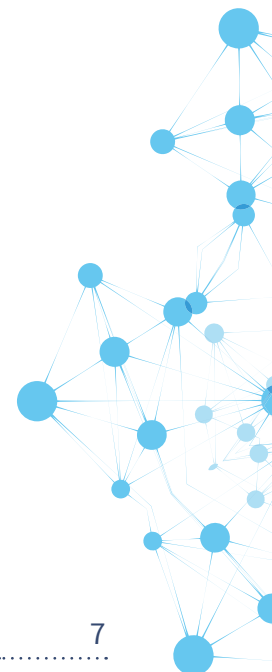
IntoDIGITS aims to fill the gap by suggesting integrated approaches and providing a mix of skills for numeracy and digital literacy therefore responding to the exact needs of the target group. IntoDIGITS suggests the empowerment of low skilled adults by developing 42 trainer's digital tools for the implementation of innovative workshops/activities that develop the numeracy and digital skills.

The project builds on the Active Citizenship ladder (scale). This scale suggests that an adult who is living in isolation (stage1) must progress through all stages in order to achieve AC. These stages are:

1. Isolation
2. Going Outside
3. Joining In
4. Voluntary Work
5. Working on Professional Qualifications
6. Active Citizenship

At this stage, IntoDIGITS develops a Qualification Framework (QF) for the Digital Competence (KC4) tailored for the specific target group in a specific context. Specifically, the QF for KC4, identifies those Work Areas (WA) and Learning Outcomes (LOs) in order to enable low skilled adults gaining those Knowledge, Skills and Competences to effectively engage in the society and labour market.

This QF on KC4 will serve as a guide for trainers & organizations working with low skilled adults (within and outside the consortium) to identify the Knowledge, Skills, Competences needed in the Digital domain.





Target and target group

2. Objectives that aims to fulfil

The Qualification Framework/ Profile (QF/P) is a guide, which aims to identify the Knowledge, skills and competences needed in the digital literacy domain. Furthermore, it underlines the necessary knowledge, skills and competences that will help the low skilled adults to progress on the Active citizenship scale.

3. Target group (who is it for, who is the reader)

The Qualification Framework/ Profile (QF/P) serves as a guide, which is developed to be used by the trainers and youth organizations, training institutions and VET centres working with low skilled adults (within and outside the consortium).



Work Area and Learning Outcomes

4. Work Area and Learning Outcomes (LOs) for each of the stages of the Active Citizenship (AC) Ladder

4.1 Work Area 1 - BASIC KNOWLEDGE FOR OPERATING TABLETS, SMART PHONES AND COMPUTERS

Overall description:

This Work Area focuses on the ability to operate a PC, a table and/or a mobile and perform daily operations. All the Learning Outcomes form the basis to start and are prerequisites before proceeding to the next Work Areas. This Work Area is a general introduction to work with technology with the use of devices people use in their daily lives.

The work area comprises of 3 Units. In the first Unit the Learning Outcomes focus on the exploration of a Personal Computer running Windows Operating System, usage of the basic functions of the OS such as setting up important preferences such as adding languages, organizing the desktop and creating and deleting folders, files.

The second work area focuses on Learning Outcomes for operating a mobile/tablet and setting up important settings/preferences. The last of the three units includes Learning Outcomes on the usage of a mobile/table such as texting, using maps, adding contacts and using a calendar app.

1. BASIC KNOWLEDGE FOR OPERATING TABLETS, SMART PHONES AND COMPUTERS				
Competences				
Be able to operate a PC, a tablet/mobile, navigate and use Windows Operating System, setup important settings and perform daily tasks on a mobile.				
Unit	Learning Outcomes (LOs) in terms of Knowledge, Skills and Competences	"K" or "S" ¹	AC Ladder Stages ²	
1.1 Operating a PC (windows)	1.1.1 List the buttons (e.g., on/off, volume control, earphone slot) of the devices	K	1	
	1.1.2 Recognise the appropriate button to put the devices into operation	K	1	
	1.1.3 Select the appropriate button to put the devices into operation	S	1	
	1.1.4 Recognise/List various devices for storage	K	1	
	1.1.5 Use various devices for storage	S	2	
	1.1.6 Start and close an application	S	2	
	1.1.7 Search for an application	S	2	
	1.1.8 Work with windows (minimise, maximize, restore and close)	S	2	
	1.1.9 Create a shortcut to an application on Start or Desktop	K	2	
	1.1.10 Organize and personalize the desktop (size of the icons, change background image, set the screen, ...)	S	2	
	1.1.11 Organize and personalize the taskbar (icons on taskbar, indicators etc.)	S	2	
	1.1.12 Make use of Power Option for energy saving	S	2	
	1.1.13 Use of the recycle bin	K	2	
	1.1.14 Add a language	S	2	
	1.1.15 Describe a conventional keyboard layout	K	1	
	1.1.16 Identify the appropriate keys to: change capital to lowercase letters or letters to numbers and vice versa, add space, delete and add punctuation	K	1	
	1.1.17 Explain how to type text or number using the keyboard	S	1	
	1.1.18 Tap the appropriate keys to: change capital to lowercase letters or letters to numbers and vice versa, add space, delete and add punctuation	S	1	
	1.1.19 Describe how to make the keyboard appear on screen	K	1	

¹ Please indicate with: K=Knowledge, S=Skills

² Please indicate with number 1 to 6 depending on the stage of the AC ladder stages: 1-Living isolated, 2-Going Outside, 3-Joining in, 4-Unpaid work 5-Working on qualifications, 6-Active Citizenship

	1.1.20 Identify the appropriate keys to change capital to lowercase letters or letters to numbers and vice versa	K	1	
	1.1.21. Recognise the appropriate key to delete	K	1	
	1.1.22 Apply/Use keyboard to write text	S	1	
	1.1.23 Apply/Tap the relevant keys to change capital to lowercase letters or letters to numbers and vice versa	S	1	
	1.1.24 List the buttons of a mouse (left and right button, scroll-wheel)	K	1	
	1.1.25 Name the different types of mouse (optical, wireless etc.)	K	1	
	1.1.26 Demonstrate the right way to hold a mouse	S	1	
	1.1.27 Select an item in the screen pressing the appropriate button	S	2	
	1.1.28 Select more than one items/files at the same time	S	2	
	1.1.29 Create a file	S	2	
	1.1.30 Save a file	S	2	
	1.1.31 Close and open a file	S	2	
	1.1.32 Delete a file	S	2	
	1.1.33 Restore or delete a file from the recycle bin and empty the Recycle Bin	S	2	
	1.1.34 Rename a file	S	2	
	1.1.35 Create and rename a folder	S	2	
	1.1.36 Copy/move a file from one folder to another	S	2	
	1.1.37 Copy/move a file from one storage device to another	S	2	
1.2 Operating a mobile or a tablet	1.2.1 Explain the basic controls of a mobile or tablet(calls, sms, photos, videos)	K	1	
	1.2.2 Make use of the touchscreen	S	1	
	1.2.3 Select appropriate app/icon to take make calls, send sms, take photos and videos	K	1	
	1.2.4 Navigate to various apps on a mobile phone or a tablet and explain their basic use (calendar, maps, clock etc.)	K	1	
	1.2.5 Organize icons on device	S	2	
	1.2.6 Make use of settings to extend battery life	S	2	

	1.2.7 Make use of settings to add a language	S	2	
	1.2.8 Explain how to monitor data usage	S	2	
	1.2.9. Modify date/time	S	2	
	1.2.10 Transfer data from a tablet or mobile to a PC using a wire or Bluetooth	S	2	
1.3 Daily operations/ functions	1.3.1 Use keyboard and mouse simultaneously	S	2	
	1.3.2 Explain how to read a text message and reply	S	2	
	1.3.3 Explain how to read a text message and forward it to another contact	S	2	
	1.3.4 Make use of an app to keep notes	S	2	
	1.3.5. Create new contacts	S	2	
	1.3.6 Make Use of maps (i.e. google maps) to find locations	S	2	
	1.3.7 Make use of calendar to create appointments and clock to set alarms and timers	S	2	

4.2 Work Area 2 – BASIC COMPUTER APPLICATIONS



Overall description:

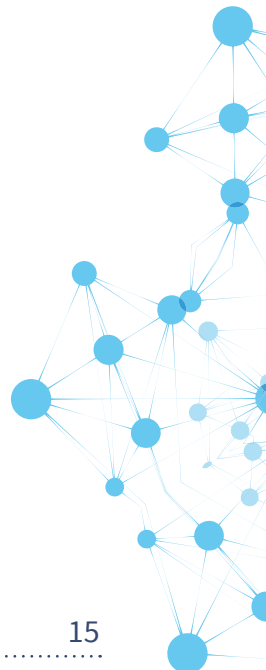
This work area focuses on the usage of 3 basic computer application to create documents, spreadsheets and presentations.

The first unit explores the usage text editor starting with Learning Outcomes for the creation of a basic document moving towards the formation of a fully formatted document with headers, footers and table of contents.

The second unit introduces the usage of a spreadsheet application starting from the creation of simple tables, moving towards the creation of simple formulae and functions, creating graphs, working with data and printing.

The last unit includes LOs for the creation of simple presentations, moving towards the usage of more advanced features such as adding illustrations, design and performing on screen presentations with transitions and animations.

As participants accumulate Learning Outcomes, they can master the usage of these applications, an essential requirement in the labour market nowadays.



2. BASIC COMPUTER APPLICATIONS				
Competences				
Be able to use a text editor, a spreadsheets application and a presentation software at a level that is sufficient for the labour market nowadays.				
Unit	Learning Outcomes (LOs) in terms of Knowledge, Skills and Competences	"K" or "S" ³	AC Ladder Stages ⁴	
2.1 Working with a text editor	2.1.1. Demonstrate an understanding when it is appropriate to use a word editor	K	2	
	2.1.2 Demonstrate an understanding of the various views in word	K	2	
	2.1.3. Navigate in Word (use the ribbon, dialogue box launcher, hide/unhide the Ribbon)	S	2	
	2.1.4 Illustrate an understanding of the commands New, Open, Save, Close, and the difference of Save and Save as	S	2	
	2.1.5 Make use of the commands New, Open, Save, Close, Save and Save as	S	2	
	2.1.6 Create and edit a simple document	S	2	
	2.1.7 Apply various ways to select text (click and drag, double click to select a word, triple click to select a paragraph)	S	2	
	2.1.8 Perform move and copy using only the mouse or using the commands cut/copy/paste	S	2	
	2.1.9 Apply the commands Bold, Italics, Underline, Font Size, Font and Font colour to format text	S	2	
	2.1.10 Apply the commands align left, right, centre, increase/decrease indents, bullets and numbering to format paragraphs	S	2	
	2.1.11 Make use of commands to add and format pictures	S	2	
	2.1.12 Make use of the Print command	S	2	
	2.1.13 Make use of commands for page setup (change page size, orientation and margins)	S	3	
	2.1.14 Place header and footer in a document (page numbering, date, text)	S	3	
	2.1.15 Make use of commands to create, modify and format tables	S	3	
	2.1.16 Make use of Styles to format paragraphs	S	4	
	2.1.17 Create a Table of Contents	S	4	
	2.1.18 Save a file as pdf	S	4	


¹ Please indicate with: K=Knowledge, S=Skills

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2.2 Working with spreadsheets	2.2.1. Demonstrate an understanding when it is appropriate to use spreadsheets	K	3	
	2.2.2. Navigate in Excel (use the ribbon, dialogue box launcher, hide/unhide the Ribbon)	K	3	
	2.2.3 Explain the various views in excel, what each view shows and when is appropriate to use each view	K	3	
	2.2.4 Apply different views in excel	S	3	
	2.2.5 Provide example about how to work with Sheets – Insert, Delete, Move, Copy, Rename	S	3	
	2.2.6 Use the Fill Handle	S	3	
	2.2.7 Create a simple table and use Autosum	S	3	
	2.2.8 Make use of commands to insert/delete/format/hide/unhide Columns and Rows	S	3	
	2.2.9 Make use of Page setup to prepare a sheet for printing (page orientation, Margined, Scale to Fit, Print Titles)	S	3	
	2.2.10 Perform printing	S	3	
	2.2.11 Create Simple Formulae	S	4	
	2.2.12 Make use of functions SUM, AVERAGE, MIN, MAX and COUNT	S	4	
	2.2.13 Make use of commands to format fonts, cells and add borders	S	4	
	2.2.14 Make use of commands to align text in cells, merge cells and word-wrap content in cells	S	4	
	2.2.15 Make use of commands to format numbers and dates	S	4	
	2.2.16 Demonstrate an understanding to the usefulness of graphs	K	4	
	2.2.17. Make use of the command to insert a graph in a spreadsheet	S	4	
	2.2.18. Format Graphs	S	4	
	2.2.19 Explain how to usefulness of sorting and filtering	S	5	
	2.2.20 Make use of Autofilter	S	5	
	2.2.21 Make use of Sorting (from a to Z and vice versa)	S	5	
	2.2.22 Demonstrate an understanding of the capacity of the software	K	5	

2.3 Presentation Software	2.3.1. Demonstrate an understanding when it is appropriate to use a presentation software	K	4	
	2.3.2. Navigate in PowerPoint (use the ribbon, dialogue box launcher, hide/unhide the Ribbon)	S	4	
	2.3.3 Create Slides using the predefined layouts	S	4	
	2.3.4 Make use of layouts to add content (bullets, pictures, graphs, SmartArt)	S	4	
	2.3.5 Format content (bullets, pictures, graphs, SmartArt)	S	4	
	2.3.6. Inserting Illustrations, Graphs and Smart art	S	4	
	2.3.7. Apply a design	S	4	
	2.3.8 Make use of slide transition effects	S	4	
	2.3.9 Make use of Animation effects in slides	S	4	
	2.3.10. Make use of Slide Show for onscreen presentations	S	4	
	2.3.11. Print slides in various forms	S	4	

4.3 Work Area 3 – INTERNET

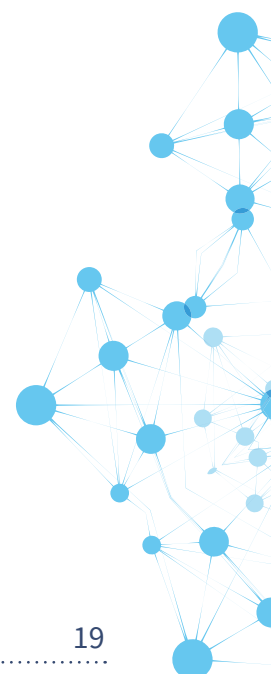
 overall description:

In everyday life, the usage of Internet is unavoidable. Many of our everyday tasks require the usage of Internet for searching information and using online services.

This Work area introduces the Internet and other related concepts, search engines and the usage of Internet browsers. It includes LOs for the usage of online applications, fill in online forms and making purchases online.

As Internet opposes threats, this Work Areas includes Learning Outcomes in the third unit, to acknowledge and avoid Risks.

At the same time Internet offers Opportunities. In the fourth unit of this Work area, Learning Outcomes focus on how Internet can create Opportunities through, communication, publication of information and expression of ideas.



3. INTERNET				
Competences				
Using Internet to find information, make purchases, use online services in a safe way by acknowledging risks and opportunities.				
Unit	Learning Outcomes (LOs) in terms of Knowledge, Skills and Competences	"K" or "S" ⁵	AC Ladder Stages ⁶	
3.1 Browsing the Internet	3.1.1. Demonstrate an understanding of domain and URL addresses	K	1	
	3.1.2. Make use of search engines	S	1	
	3.1.3. Utilize the use of tabs	S	1	
	3.1.4. Navigate the web using the forward/backward buttons	S	1	
	3.1.5. Explain what is the use of the Browsing history	K	2	
	3.1.6. Apply the Clear Browsing history command	S	2	
	3.1.7. Applying a homepage	S	3	
	3.1.8 Disabling the pop-up blocker	S	3	
	3.1.9. Demonstrate an understanding of the usefulness of Bookmarks	K	3	
	3.1.10. Apply a bookmark on selected pages and restore pages which have been bookmarked	S	3	
	3.1.11. Explain what it means to browse privately	K	3	
	3.1.12 Utilize the Browsing privately option in an explorer	S	3	
	3.1.13 Explain what an add-on is	K	3	
	3.1.14 Make informative decisions to install or not an add-on	S	3	
	3.1.15 Explain what fake news is	K	3	
	3.1.16. Identify fake news by checking the credibility of a source or the information found	S	3	
	3.1.17 Apply strategies of checking the credibility of a source or information	K	3	
	3.1.18 Explain the essence of cookies and the cache	K	3	
	3.1.19 Make use of the Clear cookies and the cache command	S	3	
	3.1.20 Perform Installation of add-ons	S	4	
	3.1.21. Enlist the different searching engines and their advantages and disadvantages	K	4	


¹ Please indicate with: K=Knowledge, S=Skills

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3.2 Using Online Services for everyday work and leisure activities	3.2.1. Use a search engine to search for a product or a service	S	2	
	3.2.2. Demonstrate an understanding of the importance of reading general standard terms and conditions (GTC)	K	2	
	3.2.3. Locate in a web page the GTC for a sale	S	2	
	3.2.4. Detect hidden costs in an online purchase	S	2	
	3.2.5. Explain how money transfer is done during an online purchase, the Risks and the importance of reading the conditions	S	2	
	3.2.6 Make use of online payment services	S	2	
	3.2.7. Make use of tracking service to locate your purchased product	S	2	
	3.2.8. Explain the benefits and Risks of Online Banking	S	2	
	3.2.9. Make use of online banking system to check accounts, make transfer and download statements	S	3	
	3.2.10 Explain the benefits of e-government services		3	
	3.2.11. Make use of e-government services(register and use)	S	3	
	3.2.12 Creating a safe password	K	2	
	3.2.13. Demonstrate an understanding of the meaning saving of passwords on a private and public PC	K	2	
	3.2.14. Make use of the save password option when it pops up	S	2	
	3.2.15 Fill out online forms and print	S	3	
	3.2.16 Upload and download files	S	3	
	3.2.17 Use music programs online	S	3	
	3.2.18 Use streaming and on-demand platforms	S	3	
	3.2.19 Use online e-learning platforms (register, work with virtual learning area, upload/download files, saving online and offline)	S	4	
	3.2.20 Evaluate information sources used for online research on a study and assess credibility	S	4	

3.3 Internet Risks	3.3.1. Explain content-related Dangers	K	3	
	3.3.2 Explain crime-related Dangers	K	3	
	3.3.3. Explain privacy-related Dangers	K	3	
	3.3.4. Explain software-related Dangers	K	3	
	3.3.5 Summarize Good Practices for Risk avoidance	K	3	
	3.3.6 Apply Good Practices to avoid Internet Risks	K	3	
3.4 Internet Opportunities	3.4.1. Explain the opportunities for learning opportunities in a directed way	K	4	
	3.4.2. Explain ways (platforms, online media) to connect with society and individuals	K	4	
	3.4.3. Explain ways (platforms, online media) to publish information	K	4	
	3.4.4. Use the internet and its various ways to express ideas	S	4	

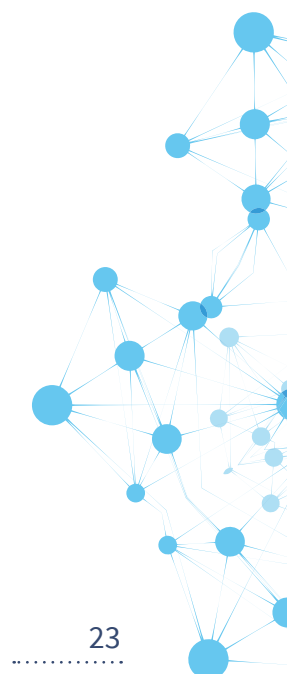
4.4 Work Area 4 – COMMUNICATION

 overall description:

We are living in the era of online communication. Communication can take place in various forms, email, social media, messaging apps. The Work Area focuses on the processes of using these means for everyday communication.

The first unit of this Work Area focuses on Learning Outcomes for the creation of an email account and usage of email applications effectively. The second unit introduces various apps for communication and the process to install and use them.

The final unit is dedicated to Social Media and how to use Social media responsibly following the code of conduct (netiquette)




4. COMMUNICATION				
Competences				
Use various means of communication efficiently in a responsible manner.				
Unit	Learning Outcomes (LOs) in terms of Knowledge, Skills and Competences	"K" or "S" ¹	AC Ladder Stages ²	
4.1 Working with Emails	4.1.1 Differentiate between Webmail and Desktop Email.	K	3	
	4.1.2 Create a web mail account.	S	3	
	4.1.3 Understand the basics of how e-mail works (logging in).	K	3	
	4.1.4 Understand of how to send and receive the Emails.	S	3	
	4.1.5 Learn how to reply and forward the Emails.	S	3	
	4.1.6 Learn how to add an attachment.	S	4	
	4.1.7 Deleting Emails.	S	4	
	4.1.8 Emptying the Recycle Bin.	S	4	
	4.1.9 Use search find the Emails.	S	4	
	4.1.10 Show how to flag the Emails.	S	4	
	4.1.11 Organize the Emails in folders	S	4	
	4.1.12 Use an e-calendar.	S	4	
	4.1.13 Invite other people to join the events you are organizing.	K	4	
4.2 Using Communication Software (Viber/Skype/WhatsApp and Messenger)	4.2.1 Installing an application (Viber and Skype)	S	3	
	4.2.2 Understand how the application Works.	K	3	
	4.2.3 Keep in touch making Free Calls.	S	3	
	4.2.4 Use texting in order to compose, send and reply.	S	3	
	4.2.5 Make use of the send an attachment capability	S	3	
4.3. Social media	4.3.1 Create an account in Social Media	S	3	
	4.3.2 Post to Social Media with attachments and links.	S	3	
	4.3.3 Like and share.	S	3	
	4.3.4 Understand risks and opportunities of Social Media.	K	3	
	4.3.5 Identify the code of conduct (netiquette)	K	3	

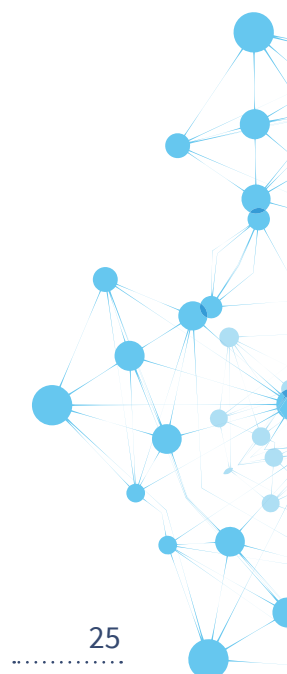
¹ Please indicate with: K=Knowledge, S=Skills

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4.5 Work Area 5 – RISKS, PROTECTION AND GOOD PRACTICES

 overall description:

Working with technology comes with risks. These risks oppose threats to our personal data and information stored on our PCs and mobiles. The first unit of this Work Area focuses on Learning Outcomes to acknowledge what is at risk and understand what the threats are. The second unit presents Good Practices to avoid or mitigate the risks. The final unit of the Work Area presents the processes and steps to take to secure your digital devices and data.




5. RISKS, PROTECTION AND GOOD PRACTICES				
Competences				
Adopt proven techniques for avoiding or mitigating risks by using the right processes and taking the necessary steps.				
Unit	Learning Outcomes (LOs) in terms of Knowledge, Skills and Competences	"K" or "S" ¹	AC Ladder Stages ²	
5.1 Risks	5.1.1. Understand the possible risks lurking online	K	3	
	5.1.2. Acknowledge what is at risk	K	3	
	5.1.3. Know the different types of threats (Hacking, Malware, Phishing, Farming, Spyware, Trojan Horse , Virus, Worms)	K	3	
5.2. Good Practices for dealing with potential threats	5.2.1. Acknowledge good practices for safeguarding equipment, data and personal identity information from threats,	K	3	
	5.2.2. Apply necessary security measures for safeguarding equipment, data and personal identity information from threats.	S	3	
5.3 Protection	5.3.1. Be able to Install an antivirus, update virus definitions and perform scans	S	3	
	5.3.2. Be able to perform an online antivirus scan	S	3	
	5.3.3. Know the various options for backing up data	K	5	
	5.3.4. Be able to perform a backup	S	5	
	5.3.5. Be able to update OS with latest security patches	S	5	

¹ Please indicate with: K=Knowledge, S=Skills

² Please indicate with number 1 to 6 depending on the stage of the AC ladder stages: 1-Living isolated, 2-Going Outside, 3-Joining in, 4-Unpaid work 5-Working on qualifications, 6-Active Citizenship

4.6 Work Area 6 – CLOUD AND LOCAL DATA STORAGE

 overall description:

In today's world cloud storage is taking over local data storage. It is important for people to understand the differences, pros and cons. In the digital era adults need to understand the various options for local or cloud storage, how they operate and how to use them.

This Work Area comprises of the following 3 units:

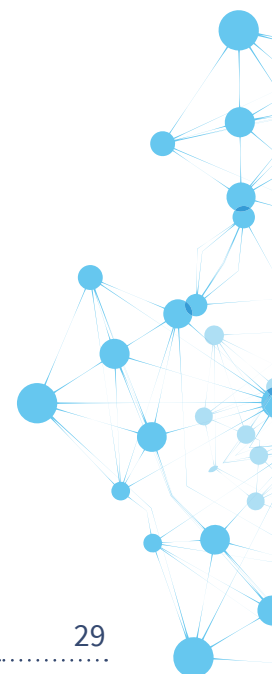
- Data Storage - Local and Cloud
- Working with Local Data Storage
- Working with Cloud Data Storage

6. CLOUD AND LOCAL DATA STORAGE				
Competences				
Use Local and Cloud storage efficiently by choice and not by chance.				
Unit	Learning Outcomes (LOs) in terms of Knowledge, Skills and Competences	"K" or "S" ¹	AC Ladder Stages ²	
6.1 Data Storage - Local and Cloud	6.1.1. Describe what data storage is.	K	4	
	6.1.2. Describe what cloud storage is.	K	4	
	6.1.3. Listing the characteristics/features of data storage.	K	4	
	6.1.4. Listing the characteristics/features of cloud storage.	K	4	
	6.1.5. Recognizing the similarities and differences between data storage and cloud storage.	K	4	
	6.1.6. Enlist types of data storage (Memory Cards, CDs, DVDs, External disks, USBs)	K	4	
	6.1.7. Enlist the main cloud storage services	K	4	
	6.1.8. Describe the pros and cons of data storage and cloud storage	K	4	
6.2. Working with Local Data Storage	6.2.1. Insert/Eject CD/DVD on a PC/MAC	S	4	
	6.2.2. Insert/Eject a memory card	S	4	
	6.2.3. Connect external storage devices	S	4	
	6.2.4. Accessing data from external storage devices (USB, external hard disk)	K	4	
	6.2.5. Organize data on Storage Devices by type, size, date modified, alphabetically)	K	5	
	6.2.6. Understand file and folder properties	K	5	
	6.2.7. Understand what compression of files/folders is	K	5	
	6.2.8. Compressing files and folders	S	5	

¹ Please indicate with: K=Knowledge, S=Skills

² Please indicate with number 1 to 6 depending on the stage of the AC ladder stages: 1-Living isolated, 2-Going Outside, 3-Joining in, 4-Unpaid work 5-Working on qualifications, 6-Active Citizenship

6.3 Working with Cloud Services	6.3.1. Working with google drive	K	5	
	6.3.2. Accessing google drive	S	5	
	6.3.3. Upload and store on google drive	S	5	
	6.3.4. Sync and access with google drive	S	5	
	6.3.5. View and update in google drive	S	5	
	6.3.6. Organize and search in google drive	S	5	
	6.3.7. Share and collaborate	S	5	



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