# IO3 DC4JOBS ASSESSMENT TOOL

# Erasmus+ KA2 Youth

## DC4JOBS

Digital competences for new jobs: Young People (with fewer opportunities) fight unemployment

## Leader Organisation:

CLICTIC

**Project Information:**

**Project Acronym:** DC4JOBS

**Project Title:** DIGITAL COMPETENCES FOR NEW JOBS: YOUNG PEOPLE (WITH FEWER OPPORTUNITIES) FIGHT UNEMPLOYMENT

**Project Number:** 2017-1-DE04-KA205-015273

**Sub-programme or KA:** KA2 Cooperation for Innovation and the Exchange of Good Practices

**Website**: www.dc4jobs.eu

**Consortium:**

# 1. Introduction – aims and objectives of IO3

The aim of this IO is to design both the procedure and the dynamic e-tool for young people to assess their level of digital and employability skills against the Competences Charter (framework (IO2) presented in a two level process as a self and external assessment for validation (badge), which will then be analysed providing young people with an UP-SKILLING pathway & action plan.
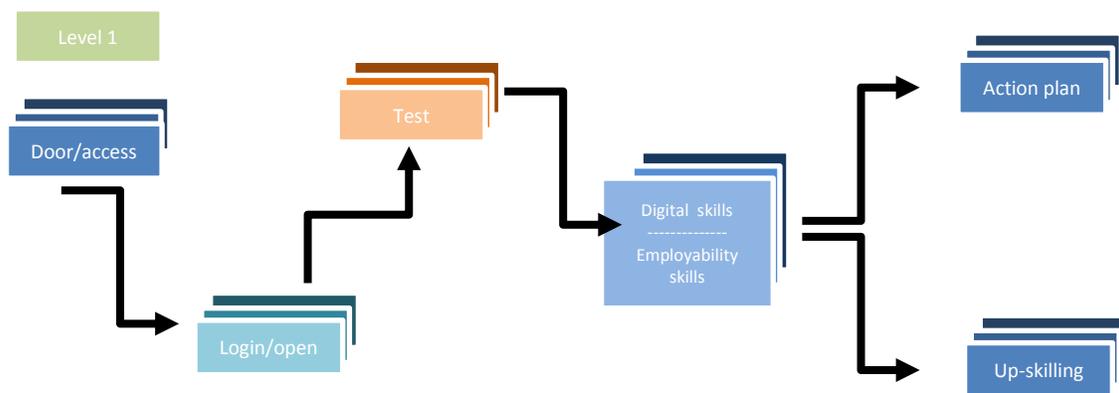


**The main aim and objectives of IO3 are:**

- To define the procedure from the DC4JOBS Digital/Employability Competence Charter (Framework) for assesses the digital and employability skill of the young people.
- To design the questions based on the DC4JOBS Competence learning outcomes in order to allow the evaluation of employability skills.
- To set the levels for the evaluation in order to achieve a transparent process.
- To make necessary actions for technological integration with the e-platform.
- To initiate the procedure for the self-assessment.
- To initiate the procedure for the external assessment
- To design and produce the assessment tool to provide young people with an UP-SKILLING pathway & action plan.

In DC4JOBS ASSESSMENT TOOL, we present self-evaluation for young people and then external evaluation by assessors. Upon successful completion of this procedure you will become aware of your digital and employability skills level.

**The procedure**

The assessment methodology allows the young people to evaluate the digital and employability skills he/she must obtain in order to perform his/her tasks properly and in effective way. This methodology can be used in private and voluntary sector, both the procedure and the dynamic e-tool, as these seem to be the main methodology used, which is also cost effective and flexible.

The dynamic e-tool for young people to assess their level of digital and employability skills against the Competences Charter (framework (IO2) is presented in a two steps process:

**The first step** is focused in a questionnaire with six categories with four levels each one. There are 10 questions in every category and the final result is a grade of expertise with an UP-SKILLING pathway & action plan.

**The second step** is the performance focused interview, where the young people are evaluated by the presentation of a portfolio, cases and interviews. It will be part of the procedure, but not compulsory, in a two level process as a self and external assessment.

The evaluation interview is aimed at assessors who will evaluate the digital and employability skills of young workers in order to validate the current state of competences, adapting the guidelines and improvement plans.

The interview is a face-to-face meeting between assessor and youth worker. A peer review success depends mainly on the assessor's training experience and insight. The assessor should be a senior experienced trainer or digital competence expert, must be engaged and supportive, encouraging in assessing the candidate to the best of his/her capacities.

**The online assessment tool has been developed following the main criteria below:**

- It can be accessed only by logged in users and it is located on the project website
- It contains the full framework developed within the project
- It contains a self-assessment tool that allows young people to test their digital and employability skills.
- 
- It contains a Questions Focused Tool (QFT). The QFT simulates an interview between an assessor and a candidate. It can be filled in online and its aim is to facilitate the work of self-assessment.
- It also contains an online form called Improvement plan. Based on the results of the self-assessment, the QFT and a possible interview between the assessor and the candidate, this can be filled in with advice on how to develop competencies required for work.
- The results of the self-assessment and the QFT, the improvement plan, and personal files of the young people (CV, portfolio, certificates, etc.) will be stored in the user profile page, they will be accessible by assessors and will constitute a solid basis for a thorough evaluation of the skills of young people.

**Accessing the platform**

The platform will be available from the project website address: http://dc4jobs.eu/

1.From the top menu, click on ASSESSMENT TOOL to enter the platform.

2.Once you have accessed the platform, it will be necessary to login in order to access its contents.

3.Enter your User ID and password and click on Sign in.

The platfom can also be accessed via this address:

**Registration process**

Registration of users will be carried out by project managers of the participating organisations, who will have admin access to the platform.

Assessors, will also be able to create users, but only users with lower permissions level (only candidates).

**Roles**

There are 3 different roles within the platform, with different levels of permission:

- Admin: They have the highest level of permissions, they can create and delete users, and they can have access to all the profiles and documents.
- Assessor: They can create and delete users, but only users with a lower level of permissions (i.e. young people). They can also have access to the profile and documents of the candidates (self-assessment test, PFI, uploaded CVs and portfolios, etc.), and create improvement plans for youngers.
- User: They can complete the self-assessment test, the QFT and improvement plan (together with the assessor). They can have access to other candidate results of the self-assessment, but only to the results of those who have allowed the results to be seen by their peers.

**Self-assessment tool description**

**The self-assessment tool is an online questionnaire for young people which has been designed to self-assess their skills. It is based on the DC4JOB competency framework. Questions are divided into 6 different sections which correspond to the 5 main areas of digital competence identified from The Digital Competence Framework 2.0 ( DigComp 2.0 identifies the key components of digital competence in 5 areas) and 1 of employability skills.**

**Following you can find the description of the modules, topics, levels, learning outcomes and questions linked with the assessment tool:.**

**Table 1: DC4JOBS Digital Competences Modules**

| Competences | Main Topics |
|---|---|
| 1. **Information & data literacy** | • Browsing, searching and filtering data, information and digital content<br>• Evaluation of received information<br>• Organizing and storing information<br>• Digital tools for citing, reference and validation |
| 2. **Communication & Collaboration** | • Netiquette<br>• Use social media/tools for professional purposes<br>• Personal branding online |
| 3. **Digital content creation** | • Text-content<br>• Visual content<br>• Movie & Audio content<br>• Programming |
| 4. **Safety** | • Social media security<br>• Internet security<br>• Copyrights<br>• Risks |
| 5. **Problem solving** | • Solving Technical Problems<br>• Identifying needs and technical responses<br>• Creatively using digital technologies<br>• Identify digital competence gaps |
| 6. **Soft Skills** | • Stress management<br>• Team working<br>• Problem solving |

## Module 1: Information & Data literacy

**Main Objective:** The main objectives is to help use correctly internet browser and effective search techniques online, to evaluate received information and to use web tools to organise and store online information, also to help develop search skills in the context of interested areas.

| Topics: | Levels | Learning outcomes | Questions |
|---|---|---|---|
| 1.1 **Browsing, searching and filtering** | 0 | i. Understand importance of filtering online information. | 1. Why filtering of online information is important? |
| | 1 | 1.1.2. Understand effectivity of web search techniques. | 2. What kind of web search techniques do you know? 3. Which from web search techniques is most effective? |
| | 2 | ii. Understand how to choose way of searching information. | 4. Do you know how to choose way of searching information in different situations? |
| 1.2. **Evaluation of received information** | 0 | 1.2.1. Get knowledges about how to evaluate websites. | 5. Do you know how to check audience? 6. Do you know how to check authority? |
| | 1 | 1.2.2. Get knowledges about main questions which should be answered for evaluation of online information. | 7. Do you know main questions you should answer to evaluate online information? |
| | 2 | 1.2.3. Get knowledges about how to use filters to ensure ethical and legal use of information sourced online. | 8. What kind of activities should be done for filtering online information? |

| 1.3. Organising and storing of information | 0 | 1.3.1. To get answer how to organize and store online information. | 9. What is objective of organizing and storing online information? |
|---|---|---|---|
| | 1 | 1.3.2. Get knowledges about main reasons for organizing and storing information. | 10. Do you know main reasons for organizing and storing information? |
| | 2 | 1.3.3. Get information about tolls to archive, organize and share resources. | 11. What kind of tolls you know for archive, organize and share resources? |
| | 3 | 1.3.4. Get to know how to use tools for archive, organize and share online information. | 12. Do you know how to use tools for archive, organize and share online information? |
| 1.4. Digital tools for citing, reference and validation | 0 | 1.4.1. To get answer about purpose of citing, reference and validation. | 13. Do you know purpose of citing, reference and validation? |
| | 1 | 1.4.2. Get knowledges about how correctly do citing, reference and validation. | 14. Are you able to do correctly citing, reference and validation? |
| | 2 | 1.4.3. Get information about tools for citing, reference and validation. | 15. What kind of tools do you know for citing, reference and validation? |
| | 3 | 1.4.4. Get to know how to use digital tools for before mentioned activities. | 16. Do you know how to use tools for citing, reference and validation? |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| **1.2 Evaluation of received information** | 0 | Knowledges about how to evaluate websites is very important. You can learn how to identify level of reliability. These knowledges help to save time not to use poor quality websites. | Develop material about main things for evaluation websites. Together with youngsters develop check list for checking relevance and authority. Practice with several trustful and unsure websites |
| | 1 | To know questions for evaluation is very useful for finding necessary information. You need to know what sort of questions to ask in each situation. At each stage of research different questions need to be asked. | Understand how to define information which is needed – create questions list for defining searching information and volume of necessary information. Learn how to evaluate information content – create question list for evaluating received information. |
| | 2 | Understand how important is to use correctly received information, to know all risks. To know how ethical and legal use received information. | Create material about importance of correct using of received information, with good and bad examples. To find with students good and bad examples. Deliver all necessary information how to use received information legally and ethically. Explain all about plagiarism, to understand together what is a risks for using information not ethical and legal. |
| 1.3. **Organising and storing of information** | 0 | To know several methods of online information organizing and storing. Know how to choose better way for organizing and storing of information – advantages and disadvantages of methods. | General information delivered about inline information organizing and storing Try several methods for information organizing and storing, make analyses of methods – decide which is better for you and able to explain reasons why. Know how to find necessary information in storage. |
| | 1 | Understand importance of organizing and storing information. To know main reasons why to spend time for organizing and storing information. | Explain importance of information organizing and storing. In workarounds try to get answers about main reasons of organizing and storing information. Try to get answer about advantages which gives stored information. |
| | | | |

| | 2 | To know several methods for archive, organize, store of online information.<br>To know the general information for methods of organizing and storing information. | Create information about methods for organizing and storing information. Give knowledges about main differences of methods. |
|---|---|---|---|
| | 3 | To know good and bad sides of several methods.<br>How to take decision which method or tool is better for specific situation.<br>Using guide of methods. | Take several methods and create analyses about advantages and disadvantages. Try to find right method of organizing and storing information for specific situations.<br>Make a practice of organizing and storing information with several methods and situations. After storing make a test with finding of necessary information. |
| **1.4. Digital tools for citing, reference and validation** | 0 | To know general information about citing, reference and validation.<br>Get knowledges about and purpose of citing, reference and validation. | Start with getting knowledges about general information of citing, reference and validation.<br>Then get information about purpose of these processes.<br>Should understand that if you choose right way for citing you can help other researchers find necessary information. |
| | 1 | To know how to organize citing, reference and validation to get better result, how to do it correctly. How to find tools and methods for citing. | Need to know how to properly cite their sources, how to validate received information. Should know main things to follow for correct citing, reference and validation. |
| | 2 | To know more popular tools and methods for citing, reference and validation.<br>Get knowledges how to choose better method for specific situation. | Create list with tools for actions with received online information.<br>Get information about available tools – advantages and disadvantages. |
| | 3 | To now step by step how to use citing and validation methods for getting better results.<br>To have instructions for citing, reference and validation. | To get information about how to more effectively use tools, how to do it correctly.<br>Practice with several tools, trying to find more appropriate for specific situations. |

## Module 2: Communication & Collaboration

**Main objective: This module provides information on different aspects of digital communication, sharing resources through online tools, linking with other online users, collaborating through digital tools, interacting with and participating in communities and networks etc.**

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 2.1 Netiquette | 0 | 2.1.0 Digital communication for jobs<br>Understand the use of digital communication for jobs. | 1. Are you using digital communication for job purposes? |
| | 1 | 2.1.1 Digital communication for jobs<br>Understand the major concerns about digital communication. | 1. Did you faced problems in digital communication for job purposes, up to now?<br>2. Do you know how to face he major concerns about digital communication ?<br>3. Do you know that not only the tools or channels you use for digital communication can cause you problems when communicate? |
| | 2 | 2.1.2 Rules of etiquette when communicating online<br>Understand the rules of etiquette that apply when communicating over the Internet or social networks. | 1. Do you know what Netiquette is?<br>2. Do you know the rules of etiquette that apply when communicating over the Internet or social networks?<br>3. Do you know how to interact and share through digital technologies ? |
| | 3 | 2.1.3 How to improve your skills using communication tools<br>Learn new media literacy to improve your communication skills as an e-worker (Video conferencing, Telephone calls, Instant messaging, Email) | 1. Do you have media literacy skills?<br>2. Do you understand how much social media interaction is appropriate for professional growth?<br>3. Do you know how to use E-communication tools (Video conferencing, Telephone calls, Instant messaging, Email) for professional purposes? |

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| Topics: | Level: | Learning Outcomes: | Questions |
|---------|--------|--------------------|-----------|
| 2.2 Use social media/tools for professional purposes | 0 | 2.2.1 The value and use of social media as communication tool<br>Understand why use social media for professional purposes. | 1. Do you use social media for professional purposes? |
| | 1 | 2.2.2 How to share content online<br>Understand roles and sharing resources through online tools | 1. Do you know how to share content online?<br>2. Do you use more than one tool for sharing online content?<br>3. Do you consider that sharing content online can help in a professional context? |
| | 2 | 2.2.3 How to look for information online<br>Learn how to look for information using social media | 1. Do you know how to look for information online?<br>2. Do you use social media to look for information online?<br>3. Do you consider that looking for information online can help in a professional context? |
| | 3 | 2.2.4 E-communication tools (Facebook, LinkedIn, Viber/WhatsApp, Twitter, Skype)<br>Learn how to use E-communication tools (Facebook, LinkedIn, Viber/WhatsApp, Twitter, Skype) for professional purposes | 1. Do you know social media/tools for professional purposes?<br>2. Do you know how to use e-communication tools (Facebook, LinkedIn, Viber/WhatsApp, Twitter, Skype) for professional purposes?<br>3. Are you able to enhance your online work using e-communication tools ? |

| Module 2: Communication & Collaboration<br>Main objective: This module provides information on different aspects of digital communication, sharing resources through online tools, linking with other online users, collaborating through digital tools, interacting with and participating in communities and networks etc. | | | |
|---|---|---|---|
| **Topics:** | **Level:** | **Learning Outcomes:** | Questions |
| 2.3 Personal branding online | 0 | 2.3.0 Why to use social media and online communities to promote yourself?<br>Understand the roles of social media and online communities to promote yourself for job purposes. | 1.    Do you use social media and online communities to promote yourself? |
| | 1 | 2.3.1 How to promote yourself<br>Learn steps to building your personal brand on social media | 1.    Do you know how to promote yourself online?<br>2.    Do you know the steps to build your personal brand on social media.?<br>3.    Do you have a LinkedIn profile? |
| | 2 | 2.3.2 Growing your PLN (personal learning networks)<br>Understand how much social media interaction is appropriate for professional growth? | 1.    Do you know how much social media interaction is appropriate for professional growth?<br>2.    Do you know how to engage in a social networking?<br>3.    Do you know how to create a PLN for professional purposes? |
| | 3 | 2.3.3 Build your profile<br>Learn interacting with and participating in communities and networks. | 1.    Do you have an online profile for  professional purposes?<br>2.    Are you connected with online communities and networks.?<br>3.    Do you know how to stay focused and motivated in digital communication to have success? |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| **2.1 Netiquette** | 0 | You need to understand some important elements of the use of digital communication for jobs. | Research and findings about Netiquette as a combination of the words network and etiquette, and the understanding of the online ethics which focuses on the acceptable use of online resources in an online social environment. |
| | 1 | You already know something about the importance of the use of digital communication for jobs, but you need to understand the major concerns about digital communication. | Research into virtual working has shown that Information and Communication Technologies (ICT) have significant impacts on both the nature of the social relationships that workers develop, as well as their communication dynamics. Make a list of major concerns about digital communication and le's overcome them. |
| | 2 | Even when you know how to deal with the major concerns about digital communication, you have to be familiar with the rules of etiquette that apply when communicating over the internet or social networks. You have to learn how to interact and share through digital technologies. | Online etiquette is ingrained into culture, although etiquette in technology is a fairly recent concept. The rules of etiquette that apply when communicating over the Internet or social networks or devices are different from those applied when communicating in person or by audio (such as telephone) or videophone. It is a social code of network communication and help. Communicating with others via the Internet without misunderstandings in the heat of the moment can be challenging, mainly because facial expressions and body language cannot be interpreted in cyberspace. Therefore, several recommendations to attempt to safeguard against these misunderstandings have to be on your learning list. Follow the rules and your digital communication will be successful. |
| | 3 | You are in the way to know how to interact and share through digital technologies, but you have to learn how to use E-communication tools (Video conferencing, Telephone calls, Instant messaging, Email) for professional purposes? | Now it's time to learn about the best channels of e-communication. If you're going to be an e-worker, you need to understand new media because it's your lifeline to the rest of your colleagues and boss, not to mention clients and partners. What types of communication work best? Email? Phone? Instant messages? Facebook or some other social gathering tools? Blogging? Twitter? Get out there and learn new media to improve your communication skills as an e-worker. |
| **2.2 Use social media/tools for professional** | 0 | You need to understand why use social media for professional purposes. Is basic to understand the value and use | Social media now complements many parts of our lives. This topic will support you to understand why to use social media for professional purposes. You will research and highlight the advantages for using online |

| purposes | | of social media as communication tools. | and social media as communication channels for your professional life. |
|---|---|---|---|
| | 1 | If you understand the value and use of social media as communication tools, than you are ready to learn the roles and how to share content online. | Sharing in general – and the sharing of content in particular – offers a personal benefit. You will check your own list of benefits of sharing content online. And above this you will research on why and how to share content online. |
| | 2 | If you understand the value and use of social media as communication tools and you are familiar with how to share content online, than you can move to the level of learning how to look for information online. | The internet has become a significant local information source. You will check your own list of interests concerning the look of information online for job purposes. You will research on the trick of knowing how to find it., by learning to use search engines effectively, utilizing web resources (like databases, review sites, and RSS feeds), and practicing new research techniques you will quickly become adept at locating the information you need! |
| | 3 | If you consider that looking for and sharing information online can help in a professional context, than you must learn how to use e-communication tools (Facebook, LinkedIn, Viber/ WhatsApp, Twitter, Skype) for professional purposes. | Learning how to use e-communication tools (Facebook, LinkedIn, Viber/WhatsApp, Twitter, Skype) and many other social networking sites allow users to share and interact with online content and to connect with people, making it a powerful tool to use in a professional context. You will research among the most used e-communication tools and learn about their use for the professional purpose and you will create your own list of tools to practice. |
| 2.3 Personal branding online | 0 | To improve your employability you should understand the roles of social media and online communities to promote yourself for job purposes. | In the European Union, media literacy has been identified as a priority for the 21st century. Digital literacy has grown exponentially and digital devices have proliferated - computers, mobile phones, laptops and mobile wireless devices - changing the way people communicate, work, study and spend their free time. You will research and check the list with the key advantages for becoming part of online communities. |
| | 1 | If you understand the importance of social media and online communities for job purposes, you have to learn how to promote yourself  and discover the steps to build your personal brand on social media. | You will research on online personal branding and you will make your own list of competences based on your online experience to encompass the full range of cognitive, emotional and social competencies that includes the use of texts, tools and technologies; the skills of critical thinking and analysis; the practice of message composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration. |

| | | |
|---|---|---|
| 2 | If you know how much social media interaction is appropriate for professional growth, you must know how to engage in a social networking. So get ready for growing your PLN (personal learning networks). | Every day people connect through social media because they want to keep in touch with their friends, develop professionally, learn, get inspired by others, meet interesting people and make new friends, collaborate and be a part of a global world. Today we have technology that allows us to stay current with people around the world. As knowledge changes rapidly networks create a solution to stay current all the time.<br>You are introduced in the concepts of social networking and PLN and present a series of tools and strategies for engaging in online activities relevant for professional growth. |
| 3 | Even when you know how to engage in a social networking, you must know how to create your online profile for professional purposes and how to stay focused and motivated in digital communication to have success. | The topic is encouraging you to create a social networking community on social media sites and set up your PLN, which means, briefly, a group of people who can guide you, point you to professional opportunities, answer your questions, and give you the benefit of their own knowledge and experience. You will learn tips on how to create a successful online profile for the job market. |

| Module 3: Digital content creation |
|---|
| **Module 3: Digital content creation**<br>**Main Objective: This module is provide information on different digital content (text, graphic, video, audio, more), its elements, structure and provide tools to create appropriate visual content for digital field.** |

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 3.1 Text content | 0 | 1. Get basic knowledge and practice skills in creation, composing, editing of texting content. | 1. Are you familiar with creating, composing and editing of text content in digital tools? (e.g Microsoft Office)? |
| | 1 | 2. Get knowledge in composition, shape dynamic, coloring, perspective.<br>3. Get knowledge of the history of visual content in social, media field through retrospective.<br>4. . Get to know with the nuances of modern informational system, characteristics of modern visual content. | 1. Are you familiar with the composition, shape dynamic and coloring feature in using digital tools (e.g Microsoft Office)?<br>2. Do you know how to produce simple digital content (e.g. text, tables, images, audio files) in at least one format using digital tools (e.g Microsoft Office)?<br>Do you know the nuances of modern informational system and characteristics of modern visual content? |
| | 2 | 5. Able to discover special offers and tools in Microsoft Office program.<br>6. Able to operate with big massive of information, create the databases, lists, formulas. Create the graphics, info-charts. | 1. Do you know how to discover special offers and tools in Microsoft Office Program?<br>2. Do you know how to perform basic editing to content produced by others?<br>Do you know how to operate massive information to create the database, lists, formulas, info-charts? |
| | 3 | 7. .Able to practice skills in marketing, creation of drafts and digitalization of the text-material ideas.<br>8. Able to create the multi-media, interactive pdf-documents. | 1. Are you familiar with digitalization and multi-media creation?<br>2. Do you know how to practice skills in marketing and digitalization of the text-material ideas?<br>Do you know how to create the multi-media, interactive pdf-document? |

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| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 3.2 Visual content | 0. | 1. Familiar with different types of visual forms and its elements | 1. Do you know the different types of visual forms and its elements? |
| | 1. | 2. Able to identify characteristics and different types of visual forms and its elements.<br>3. Able to operate hand-made, offline, online tools for visual content creation. | 1. Are you able to identify characteristics and different types of visual forms and its elements?<br>2. Can you produce complex digital content in different formats (e.g. text, tables, images, audio files)?<br>Can you edit digital content to produce new visual content? |
| | 2. | 5. Able to operate the offline and online tools for creating a poster and flyper (Adobe package, Microsoft Word, Canva, Crello, etc).<br>6. Able to operate the offline and online tools for creation a presentation (Prezi, Crello, Power-Point, etc)<br>4. Understand the nuances of copyright policy. Use the open-visual content platforms. | 1. Can you use tools/editors for creating web page or blog using templates (e.g. WordPress).<br>2. Are you able to operate the offline and online tools for posten/flyer/booklet creation (e.g Adobe package, Microsoft word, Canva, Crello) ?<br>Do you know how to reference and reuse content covered by copyright? |
| | 3. | 7. Understand the logo-creation nuances, principals of digitalization<br>8. Able to design the logo in one of the offline/online tools.<br>9. Discover more graphic visual tools for content creation. Practice photo editing, creating the infographics, collages, more. | 1. Do you understand the logo-creation nuances and principals of digitalization?<br>2. Can you design logo in one of the offline/online visual tools?<br>Can you practice photo editing and creating the info graphic in the offline/online visual tools? |

| Module 3: Digital content creation | | | |
|---|---|---|---|
| Main Objective: This module is provide information on different digital content (text, graphic, video, audio, more), its elements, structure and provide tools to create appropriate visual content for digital field. | | | |
| Topics: | Level: | Learning Outcomes: | Questions |
| 3.3 movie & Audio content | 0 | 1. Familiar with the visual video content | 1. Do you know how to produce visual video content? |
| | 1 | 2. Understand the psychology of the attractive visual video content.<br>3. Understand the resources , equipment and skills to create video marketing content? | Are you familiar with the psychology of the attractive visual video content?<br>Do you know the resources, equipment and skills to create video marketing content?<br>Are you understand how to structure the video design process (written plan, storyboard, script and final product?) |
| | 2 | 4. Able to create a narrative and the scenario in video content.<br>5. Understand how the audio content applicable in visual products. | 1. .Can you create narrative and scenario for visual video content?<br>2. Do you understand how to apply audio content in visual products?<br>3. Can you apply audio content in visual products? |
| | 3 | 6. Able to use  basic technics of movie making.<br>7. Able to use the "Stop-Motion" technic and program "Movie-maker" to create a film.<br>8. Familiar with marketing strategy in social media video channels (e.g youtube, Facebook, instagram) | 1. Are you familiar with the basic techniques of movie-maiking?<br>2. Can you operate  basic ''classic movie'' and ''stop-motion'' techniques for movie making?<br>3. Can you produce or modify complex, multimedia content in different formats, using a variety of digital platforms, tools and environments? |

## Module 3: Digital content creation

**Main Objective: This module is provide information on different digital content (text, graphic, video, audio, more), its elements, structure and provide tools to create appropriate visual content for digital field.**

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 3.4 Programming and website creation | 0 | 1. familiar with differences language in programming? | 1. Are you familiar with different languages in programming? |
| | 1 | 2. Able to understand the basic of programming (vocabulary, structure and components of web-sites), coding. <br> 3. Know the elementary knowledge of programming code style | 1. Do you understand the basic of programming? <br> 2. are you familiar with some programming code style? <br> 3. Are you able to code? |
| | 2 | 4. Able to practice the offline and online tools to create the website (HTML-constructor, WIX, Wordpress) <br> 5. Understand the foundation concepts of information and information processing in computer systems: a matter of information, data representation, coding systems. <br> 6. Understand an algorithm and its definition. | 1. Do you understand foundation concepts of information and information processing in computer system? <br> 2. do you understand an algorithm and its definition? <br> 3. Are you able to operate offline and online tools to create website? |
| | 3 | 7. Understand a programming language syntax and its definition by example of C language. <br> 8. Understand the knowledge of basic principles of imperative and structural programming. <br> 9. Able to write simple programs in C language by using basic control structures (conditional statements, loops, switches, branching, etc.). | 1. Can you create a website using a programming language? <br> 2. Can you use advanced formatting functions of different tools (e.g. mail merge, merging documents of different formats, using advanced formulas, macros)? <br> 3. can you use at least one programming language? |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 3.1 Text content | 0 | You need to understand the basic knowledge and how to practice skills in creation, composition, editing of texting content. To create content in different formats (e.g. data, text, multimedia), to edit and improve existing content, to express oneself through digital means. At this basic level, you can also identify your information needs, find data, information and content through a simple search in digital environment. | List everything that you have to improve. Talk to our supervisors/trainers if you have trouble identifying your specific needs. You can start also organizing your objectives into categories. Identify areas in which you are excel, as it is important to leverage your strengths as you create plan for improvement. |
| | 1 | You already know something related to the feature of using the digital and comfortable in applying the nuances of advanced setting of Microsoft word. | Set a clear goal to create an action plan to improve your content creation knowledge. Make sure your goals are specific, measurable, attainable, realistic and timely (S.M.A.R.T). |
| | 2 | Even when you know how to operate some digital tools in visual creation, you are also able to discover special offers and tools, as well as strategy to deal with massive information in creating the databases, lists and formulas. You can comfortably explore the possibility in creating the graphics and info charts. | Talk to your supervisor/mentor about your strengths and limitations. Explore the possibilities of researching, planning, scripting and presenting information in the digital world. With your supervisor/trainer, seek the process that is more engaging to you since it incorporates technology into the creation process. |
| | 3 | You generate content and able to define target groups for your content. As a part of this, you are able to generate part of a content marketing strategy that requires repurposing including perform the analysis, comparison and evaluation of sources of data, information and digital content. | As you turn your efforts into achievements, be sure to reward yourself. The improvement of the skills shows that you are able to identify your specific needs and ready to take the next step in your personal and professional journey. |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 3.2 Visual content | 0. | You need to understand how to create content in visual format, to edit and improve existing content, to express oneself through digital means. You need to be able to at last create images in basic tool and understand the basic setting of the application view. | List everything that you have to improve. Talk to our supervisors/trainers if you have trouble identifying your specific needs. You can start also organizing your objectives into categories. Identify areas in which you are excel, as it is important to leverage your strengths as you create plan for improvement. |
| | 1. | You already know something related to the feature of using the digital tools by getting to know the history of social content in social media and comfortable in applying the nuances of characteristic of visual contents. | Set a clear goal to create an action plan to improve your content creation knowledge. Try to use a storyboard to make your objective clear and precise. Start to do some basic exercise in how to operate the digital tools and creating visual content. Make sure your goals are specific, measurable, attainable, realistic and timely (S.M.A.R.T). |
| | 2. | You can deal with and apply intellectual property rights and licenses. For the next step you can deal with problems such as identifying the symbol that indicates whether an image is licensed with a certain type of Creative Commons license and therefore can be reused without the author's permission. | Talk to your supervisor/mentor about your strengths and limitations. Explore the possibilities of researching, planning, scripting and presenting information in the digital world. With your supervisor/trainer, seek the process that is more engaging to you since it incorporates technology into the creation process. |
| | 3. | You generate visual content and understand the principles of digitalization. As a part of this, you are able to generate part of a content that image is licensed and therefore can not be used without the authors permission. You can explain to a friend which image banks I usually use to find images that I can download completely free of charge to create a digital animation to present your work | As you turn your efforts into achievements, be sure to reward yourself. The improvement of the skills shows that you are able to identify your specific needs and ready to take the next step in your personal and professional journey. |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 3.3 movie & Audio content | 0 | You understand how to create audio and video content using simple tools (e.g voice recorder and Movie maker) and comfortable in using the | 1. Do you know how to produce visual video content? List everything that you have to improve. Talk to our supervisors/trainers if you have trouble identifying your specific needs. You can start also organizing your objectives into categories. Identify areas in which you are excel, as it is important to leverage your strengths as you create plan for improvement. |
| | 1 | You already know and understand the feature of using the digital tools by getting to know the history of social content in social media and comfortable in applying the nuances of characteristic of audio and video contents.  You can explore the resources, equipment and skills to create video marketing content. | Set a clear goal to create an action plan to improve your content creation knowledge. Try to use a storyboard to make your objective clear and precise. Start to do some basic exercise in how to operate the digital tools and creating visual content. Make sure your goals are specific, measurable, attainable, realistic and timely (S.M.A.R.T). |
| | 2 | Today's e-learning and online course authoring tools make it easy to leverage the power of multimedia. In this level you can include not only graphics and illustrations but also narration, music, screencast tutorials, and videos. | Talk to your supervisor/mentor about your strengths and limitations. Explore the possibilities of researching, planning, scripting and presenting information in the digital world. With your supervisor/trainer, seek the process that is more engaging to you since it incorporates technology into the creation process. |
| | 3 | There's a lot to know.  The good news is you don't need to be a professional audio engineer or video producer to build good video and movie contant.  But it sure does help to know a little about both and how to get the best quality possible when using audio or video for marketing strategy. | As you turn your efforts into achievements, be sure to reward yourself. The improvement of the skills shows that you are able to identify your specific needs and ready to take the next step in your personal and professional journey. |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 3.4 Programming and website creation | 0 | you already know the programming language you want to learn. You also understand the differences in programming language and by the time they're complete you'll be confidently coding and ready to take on the next learning challenge. | Identify areas in which you are excel, as it is important to leverage your strengths as you create plan for improvement. This course will teach the basic, foundation concepts of programming in an easy-to-follow manner. The first part of the course will get students acquainted with some basic concepts used in programming and will lay the conceptual groundwork that the rest of the course will build upon. |
| | 1 | Introducing you to the practicalities of web development. You'll set up the tools you need to construct a simple webpage and publish your own simple code. When it comes to tools for building a website, there's a lot to pick from. If you're just starting out, you might be confused by the array of code editors, frameworks, and testing tools out there. | This course is meant to introduce people who have no programming experience to the world of computer science. With the tech industry becoming one of the most trending fields in the job market, learning how to program can be one of the most important and meaningful skills. After learning the basic terms and concepts of computer programming, the next two sections of the course allow students to practice these concepts hand-on. |
| | 2 | You will follow along with basic examples in two programming languages: Python and JavaScript. Both languages are easy for beginners to learn and are very user friendly. you will have an exciting first look at programming and a foundation of basic concepts with which you can start your journey learning computer programming. | Set a clear goal to create an action plan to improve your content creation knowledge. Try to use a storyboard to make your objective clear and precise. Start to do some basic exercise in how to operate the digital tools and creating visual content. Make sure your goals are specific, measurable, attainable, realistic and timely (S.M.A.R.T). |
| | 3 | Web design apps like Dreamweaver are fine, but if you want to be able to build modern responsive HTML5 based websites, then these apps will get in the way of you learning (because you have to learn the app on top of the code) … and will actually slow you down! Learning to build your web sites using HTML will give you far better control over the process, and ultimately your web sites. On top of that, you will | Using a programming language (e.g. Ruby, Python), I can provide instructions to develop an educational game to introduce the new procedure to be applied in the organisation. I can resolve issues such as debugging the programme to fix problems with my code. As you turn your efforts into achievements, be sure to reward yourself. The improvement of the skills shows that you are able to identify your specific needs and ready to take the next step in your personal and professional journey. |

| | | have a far deeper understanding of the web, and as a result you will create better websites quicker – much quicker. | |
|---|---|---|---|

## Module 4: Safety
**Main Objective:** This module provides information on different aspects of safety with regard to risks, measures, copyrights and social media security.

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 4.1 Risks | 0 | 4.1.1 Understand the threats to hardware and software | 1. Do you know what is a 'Computer Security Risk'?<br>2. Do you recognize the difference between hardware threats and software threats?<br>3. What are the major threats to hardware?<br>1. What are the major threats to software? |
| | 1 | 4.1.2 Understand the threats to Data/Information<br><br>• Types of cybercrime: phishing, pharming, social engineering<br>• Types of malware<br>Financial loss | 1. Do you recognize the difference between the data and information?<br>2. Do you know what is a 'Cybercrime'?<br>3. Do you know the main types of cybercrime?<br>4. Do you know what is a 'Malware?<br>5. Do you know the main types of malware?<br>Do you know what is a 'Financial loss' regard to online safety? |
| | 2 | | |
| | 3 | | |

| Module 4: Safety<br>Main Objective: This module provides information on different aspects of safety with regard to risks, measures, copyrights and social media security. | | | |
|---|---|---|---|
| **Topics:** | **Level:** | **Learning Outcomes:** | Questions |
| 4.2 Measures | 0 | 4.2.1 Understand how to create strong passwords | 1. Do you know why your password should be a 'strong'?<br>2. Do you know how to create strong password? |
| | 1 | 4.2.2 Understand how to use an updated Antimalware software<br>4.2.3 Understand why data backup is important and different backup procedures | 1. Do you know what Antimalware Software is?<br>2. Do you know how and why to use an updated Antimalware software?<br>3. Do you know what 'data backup' is?<br>4. Do you know why is important to have 'data backup'?<br>Do you know the different backup procedures? |
| | 2 | 4.2.4 Understand what encryption is<br>4.2.5 Understand what a digital signature is<br>4.2.6 Understand how to recognise malicious emails<br>4.2.7 Understand what a firewall is: how to activate it, block/unblock an application using a firewall | 1. Do you know what 'encryption' is?<br>2. Do you know why and when 'encryption' is used?<br>3. Do you know what a 'digital signature' is?<br>4. Do you know why and when 'digital signature' is used?<br>5. Do you know what 'malicious email' is?<br>6. Do you know how and why is important to identify 'malicious emails'?<br>7. Do you know what 'firewall' is?<br>8. Do you know why is important to use 'firewall'?<br>Do you know how to activate, block/unblock an application using a firewall? |
| | 3 | 4.2.8 Understand the importance of updating the Operating System<br>4.2.9 Understand how to shop securely<br>4.2.10 Understand the current state of Internet security | 1. Do you know how and why is important to update the Operating System?<br>2. Do you know why is important to shop securely online?<br>3. Do you know what to consider to ensure safe online shopping?<br>Are you able to understand the global state of Internet Security? |

| Module 4: Safety |||
|---|---|---|
| **Main Objective:** This module provides information on different aspects of safety with regard to risks, measures, copyrights and social media security. ||||

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 4.3 Copyrights | 0 | 1. Understand the meaning of copyright | 1. Do you know what copyright is? |
| | 1 | 1. Understand the importance of copyright in everyday life | 1. Do you know the copyright regulations in your country?<br><br>2. Do you know the importance of copyright in everyday life?<br><br>3. Do you know the importance of copyright in your professional life? |
| | 2 | 1. Understand how to use digital content legally<br><br>2. Understand how and why to find 'free' content | 1. Do you know how to use digital content legally?<br><br>2. Do you know why and when to use 'free' content?<br><br>3. Do you know how to find 'free' content? |
| | 3 | 1. Understand the differences between global and local copyright regulations<br><br>2. Understand how to protect the online content | 1. Do you know the differences between copyright regulations in different countries?<br><br>2. Do you know how to protect your online content?<br><br>3. Do you know the different ways of online content's protection? |

| Module 4: Safety | | | |
|---|---|---|---|
| **Main Objective:** This module provides information on different aspects of safety with regard to risks, measures, copyrights and social media security. | | | |
| **Topics:** | **Level:** | **Learning Outcomes:** | Questions |
| 4.4 Social Media Security | 0 | 1. Understand the definition of social media | 1. Are you able to define what social media are? |
| | 1 | 1. Understand the success of social media | 1. Do you know the different types of social media platforms?<br><br>2. Do you know why social media are so popular?<br><br>3. Do you know which platform is the most important? |
| | 2 | 1. Understand how to protect privacy online | 1. Do you know why online privacy matters?<br><br>2. Do you know the possible consequences of bad privacy protection?<br><br>3. Are you able to protect your privacy online? |
| | 3 | 1. Understand how to apply privacy settings on each social media platform-account<br><br>2. Understand how to secure a social media account<br><br>3. Understand how to participate in social media in a safe way | 1. Are you able to easily manage your account settings on different social media?<br><br>2. Do you know how to change your privacy settings on different social media accounts?<br><br>3. Do you know how to participate in social media in a safe way? |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 4.1 Risks | 0 | You need to understand what the threats to hardware and software are. | Research about the definition of threats and what are these threats to hardware and software. |
| | 1 | You need to understand what the threats to Data/Information are. Based on these threats you will learn the main types of cybercrime such as phishing, pharming, social engineering. Additionally, you will learn the important the importance of malware and the main types. Financial loss is another important element about online safety. | Research what threats to data/information are. Make a list of threats to hardware, software and data/information to have a clear understand of "threats" in online safety. Additionally, make a research what a cybercrime is, the importance to understand how to avoid cybercrimes. Make a list of what categories of cybercrimes are exist such as phishing, pharming, social engineering. Make research about financial loss in online safety. |
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| | | | |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 4.2 Measures | 0 | You need to understand how and why to create strong passwords. Based on the risks provided you need to be aware of measures you need to take to be protected online. | Research the most common password security mistakes. For example address, phone number. You need to understand how to create a strong password using tips such as caps lock, numbers, symbols etc. |
| | 1 | You need to understand how and why to use an updated Antimalware software. Even if you know what the Antimalware software is you need to understand the importance to update it regularly. Also, you need to understand how to back up your data and the different backup procedures. It is important to have the skills which will allow you to protect your personal information. | Make a list of what you need to be done for protecting yourself online. You need to learn why update your Antimalware software is important to protect you from malware in different ways. The Internet is full of threats to the integrity of your data, so you need to protect your data. There are tons of ways to back up your data such as cloud, memory stick, external hard disk etc. |
| | 2 | You need to understand what encryption is, why and when encryption is used in Online Safety. You need to understand what a digital signature is and what a malicious email is. Also, you need to be aware of the possible consequences of receiving a malicious email. Your skills will let you understand why and how to use a firewall. | Research what encryption is and the usefulness of using it to protect your data. Also, you need to learn what is a digital signature is, when and why you can use it. Malicious emails are crucial and important to understand how to block these emails. Additionally, you will understand what a firewall is and the importance to activate it for your online protection. |
| | 3 | You need to understand how and why to update your Operating System regularly. An important element of Online Safety is to ensure you shop safely. It is important to realize the current state of Internet Security. | You need to have a clear understanding on how can you easily your Operating System for your online safety because they frequently contain critical patches to security holes. Nowadays, online shopping is important in our everyday life so you need to understand how to shop safe online for example not using a debit card, not share personal information, check your statements often. You need to understand that online safety is crucial part as everyone are connected to the Internet so you need to be aware about the risks and measures you need to take for your online safety. |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 4.3 Copyrights | 0 | You need to learn what copyright is in order to use it in a proper way. | Start by researching about copyright and usage rights. Try to find a definition and reproduce it in your own words. |
| | 1 | You already know what copyright is. You need to learn the copyright and the associated usage rights regulations in your country. Your skills will allow you to review the importance of copyright in your everyday life and in your professional life. | Now when you know what copyright is, focus on the details. Make a research on copyright and usage rights regulations in your country. Ideally, find a person, who is already knowledgeable about this topic. Talk to that person and make notes. Make a list of reasons why copyright is important in everyday life and separately, why it might be useful in your current or future professional life. Maybe you already have some examples from your experience? |
| | 2 | Even if you know how to use digital content legally, you still need to know when and how to find 'free' content. For your private and your professional life, it is important to know different types of licenses and to recognize the sources which you can use for free. | You need to focus on the rules of legal use of digital content. Think of when can you legally use the content of others and when others can use yours. Which rights do you have? Read the statutes of different platforms where you have the possibility to upload and download content. Research on different types of licenses. Describe them. Try out the settings of advanced search on google. Research on 'free' content. Make a list of websites where you can legally download and use content (for example music). Check which consequences the illegal use of digital content might have. |
| | 3 | You know how to use digital content legally. To develop your advanced skills, you should get to know the differences between copyright and usage rights regulations in different countries. It is crucial to have the skills which will allow you to protect your own online content in the best possible way. | Simply – experiment! Create a short video (e.g. with your smartphone) and upload it on different platforms. Check which of them provides the best rights or licenses for your own content. Think of the methods which you can use to protect your online content (watermarks, logos, changing settings of your accounts, etc.). Research on copyright and usage rights regulations in different countries. For example, compare the European copyright law with the one in the USA and find out the minor and major differences and who benefits the most from them. |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 4.4 Social Media Security | 0 | You need to get to know social media and understand what social media are in order to increase your chances on a job market. | Start with a research on social media. Visit your accounts on different social media platforms. Check the accounts of other people. Have a look at the professional accounts of some companies. Read a couple of articles connected to the topic of social media. If you don't have any account on social media – create one (using fake credentials if you don't want to use your personal data). Try out different platforms. |
| | 1 | You understand the success of social media. It is important that you know different social media platforms and you are able to say why they are so popular. However, to manage your own or your company's accounts safely, you need to learn more about privacy settings. | Focus on the various social media platforms used in your country. Make a list of characteristics and features of each platform. Analyze all the details and differences. Read some articles which are comparing the functions of different social media platforms. Based on your researches, think of the reasons, why social media are so popular. Make a survey among your friends asking these questions. Have a look at statistics to see which platform is the most popular. Think why. |
| | 2 | Even if you know the different social media platforms and you are able to use them, you also have to know how to protect your privacy online. It is important that you realize why online privacy matters and that you are aware of the possible consequences of bad or no privacy protection. | Have you ever had a situation when you wanted to post something, for example on Facebook, but after some minutes you decided better not to do that? Think of the reasons why some of your private content shouldn't be published online. Did you ever update your account with private information, e.g. the band you like and regret your decision months later? Make a list of pros and cons. Think about the reasons why online privacy matters. Research about it. The internet is full of examples of people who regret posting on social media. Talk to your friends. Ask them about their experiences. Ask what they do to protect their privacy online. Think of how you can protect yours. |
| | 3 | You are able to manage your privacy settings on an advanced level. You understand and know how to secure your social media accounts. Learn how to filter the content posted by others and be aware of the consequences of publishing your own. | As soon as you understand why online privacy matters and how to protect it, you should directly log in to your social media accounts and go to your account settings. Focus on the privacy settings and change them to depict as few private details as possible. Compare the settings on different social media platforms. After you finalized your account settings, you should think about the content which you and the others around you are posting. Read your list of pros and cons of posting again. Keep this list in mind while posting. Be aware of the consequences. At the same time, try to filter the content of others. Don't click on everything which appears on your wall. Be aware of |

| | | | spam, sponsored content, advertisements and possible virus-related content. |
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| Module 5: Problem Solving | | | |
|---|---|---|---|
| **Main Objective: The main objective is having the competence of identifying needs and problems and solving abstract problems in digital environments, the use of digital tools for renewing processes and products and keeping track of developments in digital evolution.** | | | |
| **Topics:** | **Level:** | **Learning Outcomes:** | Questions |
| 5.1: Solving technical problems | 0 | 5.1.1 I can formulate problems in such a way that it becomes possible to solve the problem by use of a computer or other tool. | Can you formulate a problem that you think you can solve online? |
| | 1 | 5.1.2 I can systematically collect data through articles, experiments, interviews, surveys or literature study. | -        When you have this problem, are you able to formulate it precisely?<br><br>-        Are you able to  collect information about this problem through (online) articles, experiments, interviews, surveys or literature study? |
| | 2 | 5.1.3  I can find patterns and conclusions. | -        Are you able to formulate this problem in such a way that it becomes possible to solve the problem by use of a computer or other tool?<br><br>-        Are you able to share information about this problem in for example charts, tables, words and/or pictures.<br><br>-        Are you able to share the information that you have collected with other people? |
| | 3 | 5.1.4  I can show information in for example charts, tables, words and/or pictures. | |

## Module 5: Problem Solving

**Main Objective:** The main objective is having the competence of identifying needs and problems and solving abstract problems in digital environments, the use of digital tools for renewing processes and products and keeping track of developments in digital evolution.

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 5.2: Identifying needs and technical responses | 0 | 5.2.1 I can divide a task into smaller tasks.<br><br>5.2.2 I can reduce the complexity of a problem and focus on the main problem.<br><br>5.2.3 I can by drawing up a series of ordered steps solve a problem or achieve a particular purpose | Can you formulate a problem that you think you can solve online? |
| | 1 | | Can you describe a task that will support you with solving the problem?<br><br>Can you divide this task into smaller tasks? |
| | 2 | | Do you know which online tool(s) you can use to solve this problem? |
| | 3 | | - Can you reduce the complexity of this problem (making the problem easyer or simpler?)<br><br>- Are you able to keep focussing on the main problem?<br><br>- Can you, by drawing up a series of ordered steps, solve the problem or achieve a particular purpose? |

**Module 5: Problem Solving**

**Main Objective: The main objective is having the competence of identifying needs and problems and solving abstract problems in digital environments, the use of digital tools for renewing processes and products and keeping track of developments in digital evolution.**

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 5.3: Creatively using digital technologies | 0 | 5.3.1 I can make a digital route description.<br><br>5.3.2 I can plan and assign tasks to team members during a project. | Can you formulate a problem that you think you can solve online? |
| | 1 | | - Do you know what a digital route discription is?<br><br>- Are you able to plan and assign tasks to team members during a project? |
| | 2 | | Are you able to make a digital route description to solve the problem? |
| | 3 | | - Are you able to plan and assign tasks that are part of solving the problem to team members during a project? |

## Module 5: Problem Solving

**Main Objective: The main objective is having the competence of identifying needs and problems and solving abstract problems in digital environments, the use of digital tools for renewing processes and products and keeping track of developments in digital evolution.**

| Topics: | Level: | Learning Outcomes: | Questions |
|---|---|---|---|
| 5.4: Identify digital competence gaps | 0 | 5.4.1 I can define a (new) digital development that I haven't used before and explore if I can use it. | Can you formulate a problem that you think you can solve online? |
| | 1 | | - Do you know what a digital competence gap is?<br><br>- Do you know what digital development means? |
| | 2 | | - Can you define a (new) digital development that you haven't used before?<br><br>- Can you explore if you can use the (new) digital development to solve the problem? |
| | 3 | | |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 5.1: Solving technical problems | 0 | At basic level and with guidance, you already can:<br><br>● identify simple problems when operating devices and using digital environments, and<br>● identify simple solutions to solve them. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and find solutions by following the steps at the form. First try it yourself, only after trying yourself first you can  ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
|  | 1 | At basic level and with autonomy and appropriate guidance where needed, you already can:<br><br>• identify simple problems when operating devices and using digital environments, and<br><br>• identify simple solutions to solve them. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer |

| | | | |
|---|---|---|---|
| | | | or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 2 | Independently, according to your own needs, and solving well-defined and non-routine problems, you can:<br><br>● indicate well-defined and routine problems when operating devices and using digital environments, and<br>● select well-defined and routine solutions to them. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 3 | Independently, according to your own needs, and solving well-defined and non-routine problems, you can:<br><br>● differentiate technical problems when operating devices and using digital environments, and<br>● select solutions to them | Look at the assessment questions and define which ones you answered with yes. You are able to do all of this, very good!<br><br>Did you have assessment questions which you answered with/almost with no? Do you want to work on this? Then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. |

| | | | Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you. |
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| Topics: | Levels | UP-SKILLING pathway | Action plan |
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| 5.2: Identifying needs and technical responses | 0 | At basic level and with guidance, you already can:<br><br>● identify needs, and<br>● recognise simple digital tools and possible technological responses to solve those needs.<br>● choose simple ways to adjust and customise digital environments to personal needs. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and find solutions by following the steps at the form. First try it yourself, only after trying yourself first you can ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 1 | At basic level and with autonomy and appropriate guidance where needed, you already can:<br><br>● identify needs, and<br>● recognise simple digital tools and possible technological responses to solve those needs.<br>● choose simple ways to adjust and customise digital environments to personal needs. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer |

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| | | | or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 2 | On your own and solving straightforward problems, you already can:<br><br>- indicate well-defined and routine needs, and<br>- select well-defined and routine digital tools and possible technological responses to solve those needs.<br>- select well-defined and routine ways to adjust and customise digital environments to personal needs. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 3 | Independently, according to my your needs, and solving well-defined and non-rou tine problems, you already can:<br><br>- explain needs, and<br>- select digital tools and possible technological responses to solve those needs<br>- select ways to adjustand customise digital environments to personal needs. | Look at the assessment questions and define which ones you answered with yes. You are able to do all of this, very good!<br><br>Did you have assessment questions which you answered with/almost with no? Do you want to work on this? Then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. |

| | | | Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you. |
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| Topics: | Levels | UP-SKILLING pathway | Action plan |
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| 5.3: Creatively using digital technologies | 0 | At basic level and with guidance, you already can:<br><br>• identify simple digital tools and technologies that can be used to create knowledge and to innovate processes and products.<br><br>• show interest individually and collectively in simple cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and find solutions by following the steps at the form. First try it yourself, only after trying yourself first you can ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 1 | At basic level and with autonomy and appropriate guidance where needed, you already can:<br><br>• identify simple digital tools and technologies that can be used to create knowledge and to innovate processes and products<br><br>• follow individually and collectively simple cogni- tive processing to under- stand and resolve simple conceptual problems and problem situations in digital environments. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer |

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| | | | or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 2 | On your own and solving straightforward problems, you already can:<br><br>• select digital tools and technologies that can be used to create well-defined knowledge and well-defined innovative processes and products.<br><br>• engage individually and collectively in some cognitive processing to understand and resolve well-defined and routine conceptual problems and problem situations in digital environments. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 3 | Independently, according to your own needs, and solving well-defined and non-routine problems, you are able to:<br><br>• differentiate digital tools and technologies that can be used to create knowledge and to innovate processes and products.<br><br>• engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem | Look at the assessment questions and define which ones you answered with yes. You are able to do all of this, very good!<br><br>Did you have assessment questions which you answered with/almost with no? Do you want to work on this? Then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. |

| | | situations in digital environments. | Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you. |
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| Topics: | Levels | UP-SKILLING pathway | Action plan |
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| 5.4: Identify digital competence gaps | 0 | At basic level and with guidance, you are able to:<br><br>• recognise where your own digital competence needs to be improved or updated.<br><br>• identify where to seek opportunities for self-developments and to keep up-to-date with the digital evolution. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and find solutions by following the steps at the form. First try it yourself, only after trying yourself first you can ask a peer or the trainer to support you. |
| | 1 | At basic level and with autonomy and appropriate guidance where needed, you are able to:<br><br>• recognise where your own digital competence needs to be improved or updated,<br><br>• identify where to seek opportunities for self-developments and to keep up-to-date with the digital evolution. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do |

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| | | | another one. |
| | 2 | On your own and solving straightforward problems, you are able to:<br><br>● explain where your digital competence needs to be improved or updated,<br>● indicate where to seek well-defined opportunities for self-developments and to keep up-to-date with the digital evolution. | Look at the assessment questions and define which ones you answered with yes. You are able to do this, very good!<br><br>Look at the assessment questions and define which ones you answered with no, you want to improve these, right? If yes, then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you.<br><br>When you have finished this one assessment question, feel free to do another one. |
| | 3 | Independently, according to your own needs, and solving well-defined and non-routine problems, you are able to:<br><br>• discuss on where your digital competence needs to be improved or updated,<br><br>• indicate how to support others to develop their digital competence. | Look at the assessment questions and define which ones you answered with yes. You are able to do all of this, very good!<br><br>Did you have assessment questions which you answered with/almost with no? Do you want to work on this? Then:<br><br>Go to the training material of Digital Problem Solving in this platform and open the form that helps you to solve problems in a digital way. |

| | | • indicate where to seek opportunities for self-developments and to keep up-to-date with the digital evolution. | Choose one of the assessment questions that you answered with no and then follow the steps. First try it yourself, and after this ask a peer or the trainer to support you.<br><br>Perhaps you can think about ways how to teach others a skill that you have? Don't forget to ask if the other wants to learn that skill ;-) |

## Module 6: Employability-Soft Skills

**Main Objective:** The main objective is to help the students understand employability skills, to support them in building interpersonal skills to better the ability to work with others.

| Topics: | Levels | Learning outcomes | Questions |
|---|---|---|---|
| 6.1 **Stress management** | 0 | 3. You know what is stress. | 2. Do you know what stress is? |
| | 1 | 4. You Gain an understanding of what stress is and attitudes around stress.<br>5. Gain insight into causes of stress in individuals & organizations | 3. Do you Gain an understanding of what stress is and attitudes around stress?<br>4. Do you know what are the causes of stress?<br>5. Do you know how to recognize the signs of stress? |
| | 2 | 6. Increase own awareness of how to recognize signs of stress in self & others<br>7. Develop more strategies for handling stress in the moment | 6. Do you know how to deal with pressure and stress?<br>7. Do you know what are the triggers of stress?<br>8. Do you know strategies for handling stress in the moment? |
| | 3 | 8. Learn how to help others deal with pressure & stress (Managers only)<br>9. Understand much more about the far-reaching effects of stress on our mental, emotional & physical well being. | 9. Do you know about the effects of stress on your mental, emotional & physical well being?<br>10. Are you able to keep the calm in stressfull situations?<br>11. Are you able to reduce the effects of stress on your mental awareness? |

| Module 6: Employability-Soft Skills | | | |
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| **Topics:** | **Levels** | **Learning outcomes** | **Questions** |
| **6.2  Team working** | 0 | • You know what is team working. | 1. Do you know what team working is? |
| | 1 | • **Recognize the difference between groups and teams and understand when each is more appropriate**<br>• **Understand issues in team constitution (team roles)** | 1. **Do you know the difference between groups and teams?**<br>2. **Do you understand when is more appropriate a team than a group?**<br>3. **Do you understand issues in team constitution (team roles)?** |
| | 2 | • Review and comment on team activities in a virtual environment and develop insights to make informed judgements and recommendations for future good practice<br>• Synthesise theory and practical experience to make recommendations for good practice in new team environments. | 1. Are you able to review and comment on the team's activities?<br>2. Are you able to develop ideas to make informed judgments and recommendations for future good practices?<br>3. Do you know how to synthesize theory and practical experience to make good practice recommendations in new team environments? |
| | 3 | • Understand the issues and processes that relate to team formation and development in a virtual context<br>• Identify barriers to effective team work in a virtual environment and propose solutions | 1. Do you understand the processes related to team formation?<br>2. Do you understand the issues that relate to team formation and development?<br>3. Do you Identify barriers to effective team work? |

| Module 6: Employability-Soft Skills | | | |
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| Topics: | Levels | Learning outcomes | Questions |
| **6.3 Problem solving** | 0 | • You know what is problem solving. | 1. Do you know what problem solving is? |
| | 1 | • Accurately interprets evidence, statements, graphics, questions, etc. <br> • Identifies relevant arguments (reasons, claims, pros and cons, etc.) | 2. Do you accurately interpret evidence, statements, graphics, questions…? <br> 3. Do you Identifie relevant arguments? <br> 4. Do you manage reasons, claims, pros and cons…? |
| | 2 | • Analyzes and evaluates alternative points of view <br> • Justifies key results or procedures and can fully explain assumptions and reasons. | 1. Are you able to analyze different points of view? <br> 2. Are you able to evaluate alternatives? <br> 3. Can you justifies key results or procedures and can fully explain assumptions and reason? |
| | 3 | • Fair-mindedly follows where evidence and reason lead <br> • understand and manage conflict. | 1. Do you fair-mindedly follows where evidence and reason lead? <br> 2. Do you understand the origin of conflict? <br> 3. Do you manage the conflict softly? |

**Phase 2: providing young people with an UP-SKILLING pathway & action plan.**

| Topics: | Levels | UP-SKILLING pathway | Action plan |
|---|---|---|---|
| 6.1 **Stress management** | 0 | You need to understand some important elements of the stress mechanics if you want to improve your employability soft skills. . | Begin by making a list of your objectives. Don't hold back. List everything you have to improve. If you are having trouble identifying specific needs, talk to our counselor. Next, organize your self-identified objectives into categories, which can make them seem less overwhelming.  For instance, if you wish to be more outgoing, candid and visible, create a category to work on entitled, "assertiveness skills." Finally, identify areas where you excel. It's important to leverage your strengths as you create a plan for improvement.<br>Open your mind and release your fears |
| | 1 | You already know something about the fundamentals of the stress but you need to keep learning and training your skills to increase your stress management and to feel comfortable in stressful situations. | Set goals to create an action plan for improving stress management. Make sure your goals are specific, measurable, attainable, realistic and timely (S.M.A.R.T). A broad goal like "improve stress resistance" is difficult to measure. Instead, break it down into manageable goals.<br>Open your mind and release your fears |
| | 2 | Even when you know how to recognize the signs of stress, you also have to develop strategies and techniques to manage your effects on yourself and others, because helping others is a way to improve oneself. Develop more strategies to handle stress at the moment | Find a mentor or counselor to be your sounding board as you work toward improving stress management. It is important to have a support who can provide you with sage advice and honest feedback. A trusted mentor will tell you the truth about areas that need improvement. Together you can develop methods for overcoming your limitations. Meet regularly with your mentor to report on your progress.<br>Open your mind and release your fears |
| | 3 | You are in the way to get a good management and Learn how to help others deal with pressure & stress but you still can understand much more about the far-reaching effects of stress on our mental, emotional & physical well being. | As you turn your weaknesses into strengths, be sure to reward yourself. Improving weaknesses shows that you are self-directed, action-oriented and ready to take the next step in your personal and professional journey. If you improve a weakness, treat yourself to something special, like lunch at a fun deli. Invite your mentor to join you. Be sure to acknowledge and celebrate every small need that you can improve.<br>Open your mind and release your fears |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
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| **6.2 Team working** | 0 | Team working is an important skill and it is time you learn how to use it in professional environment. You may start here, with the basic topics but you have to develop a plan to keep updated. | Teamwork training improves people's teamwork behaviors and the team's performance<br>Interactive training methods are better than passive lectures, because they stimulate critical thinking regarding teamwork<br>The training should target at least two elements of teamwork to be effective<br>Step by step, every day try to go beyond |
| | 1 | If you can recognize the difference between groups and teams and understand when each is more appropriate, do not stop now and delve into the issues of team building and team roles or also you can skip to the next level. | Set goals to create an action plan for improving team working. Make sure your goals are specific, measurable, attainable, realistic and timely (S.M.A.R.T). A broad goal like "improve team working" is difficult to measure. Instead, break it down into manageable goals.<br>Step by step, every day try to go beyond |
| | 2 | Your skills allow you to review and comment on team activities and you have a good level in synthesize theory and practical experience to make recommendations for good practice in new team environments but you still can keep developing your team working skills a little bit more. | Find a mentor or counselor to be your partner as you work toward improving team working. It is important to have a support who can provide you with sage advice and honest feedback. A trusted mentor will tell you the truth about areas that need improvement. Together you can develop methods for overcoming your limitations. Meet regularly with your mentor to report on your progress.<br>Step by step, every day try to go beyond |
| | 3 | You have a good level of teamwork. As an advanced team worker, you can understand the problems and processes related to the formation and development of teams in a professional context. But do not give up, Identify the barriers to effective teamwork in a virtual environment and propose solutions. | As you turn your efforts into achievements, be sure to reward yourself. The improvement of the skills shows that you are self-directed, action-oriented and ready to take the next step in your personal and professional journey. If you improve a skill, indulge in something special, such as lunch in a deli. Invite your mentor to join you. Be sure to recognize and celebrate every little skill that you can improve.<br>Step by step, every day try to go beyond |

| Topics: | Levels | UP-SKILLING pathway | Action plan |
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| **6.3 Problem solving** | 0 | You need to learn some important topics of the problem solving if you want to improve your employability soft skills. | First step in problem solving is find out what you know and what you do not know, therefore, start with the reading of the some reports about the issue and ask about it a persons with strong experience.<br>Keep working, learning and training! |
| | 1 | In the field of problem solving is important to accurately interpret evidence, statements, graphics, questions and Identify relevant arguments (reasons, claims, pros and cons, etc.) But that is not all. There are more things you need to know. | Set goals to create an action plan for improving problem solving. Make sure your goals are specific, measurable, attainable, realistic and timely (S.M.A.R.T). A broad goal like "improve problem solving" is difficult to measure. Instead, break it down into manageable goals.<br>Keep working, learning and training! |
| | 2 | If you can analyze and evaluate alternative points of view and justify key results or procedures and can fully explain the assumptions and reasons, for sure you are good in solving problems, but there is always something more to improve. | Find a mentor or counselor to be your partner as you work toward improving problem solving competence. It is important to have a support who can provide you with sage advice and honest feedback. A trusted mentor will tell you the truth about areas that need improvement. Together you can develop methods for overcoming your limitations. Meet regularly with your mentor to report on your progress.<br>Keep working, learning and training! |
| | 3 | Understanding and managing conflict is always the most tough part of the job, therefore, be sure to follow fairly what leads to the evidence and the reason. | As you turn your efforts into achievements, be sure to reward yourself. The improvement of the skills shows that you are self-directed, action-oriented and ready to take the next step in your personal and professional journey. If you improve a skill, indulge in something special, such as lunch in a deli. Invite your mentor to join you. Be sure to recognize and celebrate every little skill that you can improve.<br>Keep working, learning and training! |