

Learning objectives in basic skills



LEARNING OBJECTIVES IN BASIC SKILLS

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Facts about the learning objectives



The learning objectives in basic skills are designed around what adults need in their everyday lives, at work, socially and in education, and they provide a framework for adult training in basic skills.

The learning objectives are clearly based on a resource perspective. The skills, experiences and resources of adults should be incorporated into the training, where they will be made use of and valued as independent skills.

Examples of these include experiences from work, languages, digital skills and strategies that they have become accustomed to using in order to learn, solve problems and communicate with others.

The training will help make the participants better equipped to make use of strategies, technology, their surroundings and the people around them when they need to use basic skills for communication, learning and problem-solving.

The learning objectives will be interpreted using broad concept of competence:

“Competence is the ability to acquire and apply skills and proficiencies to overcome challenges and solve problems in known and unknown contexts and situations. Competence involves understanding and the ability to reflect and think critically.”

This concept of competence is identical to the concept that applies to training in the curricula pursuant to the Education Act, and to training in Norwegian and social studies pursuant to the Integration Act.

Learning objectives in literacy



What does the ability to read and write mean?

Being able to read is to construct meaning from text. Reading means being able to understand, use, reflect on and engage with the content of texts. Texts include anything that can be read in a range of media, not only words, but also illustrations, symbols or other means of expression. Knowledge about what characterises different types of texts, and their function, is an important part of reading.

Being able to write means being able to express oneself comprehensibly and appropriately about a range of topics, and being able to communicate with others. Writing is also a tool for developing one's own thoughts and own learning. The ability to write comprehensibly and appropriately involves developing and coordinating various sub-skills.

This means the ability to plan, design and edit texts that are adapted to the content and the purpose of the writing. Proficiency in reading and writing is essential for lifelong learning and for active, critical and reflective social participation.

DIVISION INTO LEVELS

The learning objectives in literacy are divided into three levels. The levels describe the progression in the use of reading and writing as tools in a range of situations.

LEVEL 1

Being able to read and write at level 1 means being able to read and write short and familiar texts that one encounters often. Students may need help when reading and writing in new situations.

LEVEL 2

Being able to read and write at level 2 means being able to read and write clear texts. Students actively respond to written information and have strategies to further develop their skills. They can apply reading and writing in new situations, for learning and for solving many everyday problems.

LEVEL 3

Being able to read and write at level 3 means having command of formal requirements for a wide range of texts. Students read and write independently, critically and flexibly, and choose strategies based on context and needs.

Learning objectives level 1

Being able to read and write at level 1 means being able to read and write short and familiar texts that one encounters often. Students may need help when reading and writing in new situations.

LITERACY STRATEGIES

At this level, students will be able to

- use basic strategies to recognise and write important words in their everyday lives
- use suitable reading and writing tools
- get an impression of a text before reading it
- use the context to find out what the text is about
- check their understanding and ask for help when they do not understand
- think about what they want to communicate before they write
- look up words

READING AND UNDERSTANDING

At this level, students will be able to

- read and understand short texts containing frequent and familiar words
- find explicitly expressed information in simple written material
- read and follow simple directions and instructions for use, with the aid of illustrations
- find the main theme of simple texts when this is clearly expressed
- find relevant information in familiar notices, lists and other short texts
- draw conclusions from simple texts

WRITING AND COMMUNICATING

At this level, students will be able to

- write comprehensible, simple texts to known recipients
- write simple texts to organise their lives
- complete a simple form
- communicate their own opinions and points of view clearly in simple texts
- write short, formal texts to known recipients
- note down important information that is given orally

Learning objectives level 2

Being able to read and write at level 2 means being able to read and write clear texts. Students actively respond to written information and have strategies to further develop their skills. They can apply reading and writing in new situations, for learning and for solving many everyday problems.

LITERACY STRATEGIES

At this level, students will be able to

- to a certain degree, adapt their reading and writing to the medium, recipient and situation
- make use of a range of strategies in order to read familiar texts critically
- use clarifying strategies when reading, where needed
- read and understand complex texts
- evaluate the credibility of a source
- use knowledge of sentence structure and grammar to improve their own texts
- use their knowledge of function and structure to complete forms and templates
- edit their own texts after clear feedback
- summarise key aspects of a text, both while reading it and afterwards
- structure texts with headings, introduction and conclusion
- use their experience with different types of texts to design and interpret text

READING AND UNDERSTANDING

At this level, students will be able to

- read well-structured texts written in direct and clear language
- find and combine different information in familiar types of texts in order to solve a practical problem
- evaluate what is relevant in texts with conflicting information
- identify and respond to implicit information in texts about familiar topics
- read and follow written directions and instructions for use
- use different types of text to acquire information

WRITING AND COMMUNICATING

At this level, students will be able to

- write cohesively and at an even pace
- write instructions and messages adapted to the purpose and recipient
- write short formal texts containing factual information
- be competent in spelling, punctuation and a range of sentence structures
- complete forms with an unfamiliar structure
- describe incidents in report form
- write short texts that argue and justify a point

Learning objectives level 3

Being able to read and write at level 3 means having command of formal requirements for a wide range of texts. Students can read and write independently, critically and flexibly, and choose strategies based on context and needs.

LITERACY STRATEGIES

At this level, students will be able to

- flexibly adapt their reading and writing to the medium, recipient and situation
- use their technical skills and other prior knowledge to read critically
- evaluate texts critically
- use a range of methods and strategies to write a range of text types
- switch between skimming, reading thoroughly and searching in text, as needed
- reflect on direct and indirect information in a text
- structure the content of text in different ways, as needed

READING AND UNDERSTANDING

At this level, students will be able to

- read a range of technical texts and pick out what is important for a particular purpose
- find and compare information in different types of texts, tables and graphs
- critically evaluate ideas and opinions from a range of sources
- evaluate whether the information provided by a source is relevant for a particular problem
- read a text and understand concepts that are not explicitly expressed
- read a lengthy text and edit this for professional development

WRITING AND COMMUNICATING

At this level, students will be able to

- write technical texts with suitable specialist terminology
- integrate, refer to and quote relevant sources
- write detailed texts connected to their own technical field or interests
- write clear and concise instructions and clarifications for others
- describe problems in a well-balanced and structured way
- check and make changes to detailed forms and lists
- write longer texts presenting an argument
- write on the basis of multiple written sources, correctly referencing and quoting

Reading and writing in everyday life

Literacy skills can be expressed in an adult's everyday life in various ways at work, at home and in education. The examples below are only intended to be examples. They are not exhaustive and must not be taken to be compulsory or defining. In a training situation, they should be adapted and supplemented with other examples and situations that are relevant to the participants.

Level 1

LITERACY STRATEGIES

- read a message from the bank and spell one's way through difficult and unfamiliar words
- look at the logo and headings on a notice in order to decide whether or not to read it
- find out what a letter is about
- identify the place and time specified in an appointment
- correct a form based on feedback about mistakes or missing information
- use spellcheck features and synonym lists
- check autocompleted words in text messages
- ask for help to understand an official letter
- use the table of contents to navigate a car's user manual

READING AND UNDERSTANDING

- read a simple cake recipe to find out how many eggs are needed
- read simple updates and comments on social media
- read headlines in a newspaper
- read instructions in a payment app
- read messages
- read the dosage instructions on a medicine label
- read simple information sheets from a child's leisure activities
- find out when one will be working from a familiar shift roster
- read and understand a notice about safety measures
- read and follow a step-by-step description of a procedure
- understand the main message in a notice about hygiene measures
- read short messages from a manager, such as handwritten notes, text messages or emails
- get technical updates using synthetic speech
- read and understand simple course material
- understand the content in a short, bullet-point message from a colleague
- read and understand simple course material
- understand the content in a short, bullet-point message from a colleague

WRITING AND COMMUNICATING

- write a shopping list
- enter personal information such as name and address into simple official forms
- write short messages to family members
- write Christmas cards to friends
- note down essential information from a telephone call with a caseworker
- complete a work log in keyword form
- order a product via a familiar order form
- write a short message to one's supervisor
- write comments and updates on social media
- write short comments in the comments section under online news articles
- note down a simple message from a customer

Level 2

LITERACY STRATEGIES

- split up long sentences before sending an email
- enter the right information in the right place on an application form
- write a shift report, read through it and make sure that all the important information is included
- differentiate between adverts and editorial content in newspapers
- structure a complaint based on notes
- write a job application based on a template or someone else's job application
- read and understand the connection between text, image and table in a newspaper article
- read the summary before reading the entire technical text
- note down and explain the key concepts in technical texts

READING AND UNDERSTANDING

- understand information about price changes from one's electricity supplier
- read posts on a range of discussion fora in order to solve a practical problem
- help children at primary school level with homework
- find relevant information on a website, so as to order a product online
- read about the possible side effects of a medicine in the package insert
- read and follow safety instructions
- read and check the minutes from a work meeting
- familiarise oneself with the toxicity information about products used at work
- read messages from customers and suppliers
- check messages on the Intranet regarding one's work
- read and understand a non-disclosure agreement
- read relevant technical texts and understand the main content
- read and use one's own notes from a course

WRITING AND COMMUNICATING

- complain about an unfair parking fine
- write a longer email to a friend or colleague
- write the minutes from a housing cooperative meeting
- give the kindergarten written information about one's child's allergies and illnesses
- participate in discussions on social media
- report important non-conformities on a familiar non-conformity form
- write an email justifying the need for new equipment
- document incidents in one's work
- note down important information while talking to a customer on the phone
- apply for compassionate leave from work
- take notes at a meeting
- write a summary of a relevant technical text

Level 3

LITERACY STRATEGIES

- write an application for a grant, including all the information that was requested
- skim the user instructions to find a solution to a practical problem
- scrutinise an offer for a mobile phone subscription to find the information that one needs
- create a brief and concise presentation of a longer report
- make preparations to write a job application by collecting and organising important points
- gather information about a child's online use from a range of sources, to present this at a parent-teacher meeting
- read technical literature and summarise the content as needed
- write an outline and prepare a draft for a written assignment
- restructure a written non-conformity report based on feedback

READING AND UNDERSTANDING

- compare services from different banks
- read consumer information on an online shop so as to understand the terms of the cancellation period
- understand the argument in a newspaper article and discuss it with others
- read about one's pension rights
- evaluate and check a rental contract
- find solutions to problems in complicated user instructions
- read a varied range of fiction texts
- evaluate offers from a range of estate agents
- read new work instructions and summarise them for colleagues
- find relevant information in technical periodicals
- read the minutes of negotiations at work and understand the consequences of these
- read and keep up to date on changes in HSE regulations
- find and evaluate the information one needs in one's education
- find out about education opportunities and rights online

WRITING AND COMMUNICATING

- participate actively and objectively in online discussion fora
- write a report to an insurance company
- complete a loan application for the bank
- write well-structured work logs
- write detailed work instructions for colleagues
- write technical papers for trade union meetings
- notify of problems with the mental working environment
- provide balanced and constructive feedback when asked to evaluate a course
- write an appeal to a rejection for a kindergarten place
- write a short report under pressure of time

Learning objectives in oral skills



What are oral skills?

Being able to participate actively at work, socially and in education depends on having good oral skills. Oral skills include the ability to speak, listen and communicate orally in a flexible and safe way. This involves using all of the language tools and adapting them to different situations at work, socially and in education. Oral skills are essential for learning, solving practical tasks, contributing information and obtaining information in a reflective and critical way. Good oral skills also require accuracy and correctness.

DIVISION INTO LEVELS

The learning objectives in oral skills are divided into three levels. The levels describe the progression in the use of oral skills as tools in a range of situations.

LEVEL 1

Oral skills at level 1 means being able to communicate simply in familiar contexts. Students can comprehend the main content of messages and instructions, and use simple strategies for communication.

LEVEL 2

Oral skills at level 2 means being able to communicate actively about subjects of interest in familiar contexts. Students can address their own interests and needs in their everyday lives, and further develop their oral communication, depending on needs.

LEVEL 3

Oral skills at level 3 means being able to communicate flexibly and effectively, both in unfamiliar and familiar contexts. Students can participate actively in exchanges of opinion in public and private contexts, and take responsibility for their communication.

Learning objectives level 1

Oral skills at level 1 means being able to communicate simply in familiar contexts. Students can comprehend the main content of messages and instructions, and use simple strategies for communication.

COMMUNICATION AND LEARNING STRATEGIES

At this level, students will be able to

- start a simple conversation
- ask someone to repeat what they have said if they did not understand
- ask someone to speak slower, if necessary
- ask for clarification if something is unclear
- signal interest and comprehension in a conversation, verbally and non-verbally

LISTENING AND RESPONDING

At this level, students will be able to

- listen and respond in a simple conversation
- recognise common forms of politeness in a range of contexts
- receive and act on simple messages and instructions
- comprehend key information in a simple description
- listen and respond to simple everyday anecdotes
- identify simply expressed emotions, opinions and needs in verbal and non-verbal language

SPEAKING AND COMMUNICATING

At this level, students will be able to

- use common forms of politeness and common greeting phrases
- give simple messages, explanations and instructions
- express needs in everyday situations
- have pronunciation that is not a major barrier to communication
- talk about one's job, everyday life and interests
- answer and ask simple questions about personal matters and subjects that are very familiar
- participate in simple conversations in their everyday life, work and education

Learning objectives level 2

Oral skills at level 2 means being able to communicate actively about subjects of interest in familiar contexts. Students can address their own interests and needs in their everyday lives, and further develop their oral communication, depending on needs.

COMMUNICATION AND LEARNING STRATEGIES

At this level, students will be able to

- initiate and maintain everyday conversations
- to a certain degree, adapt their language to formal and informal everyday situations
- be aware of their own communication challenges
- adapt speed and diction to recipient and situation
- use strategies to clarify and confirm that both parties have understood
- use a range of strategies to learn new forms of expression, words and terms

LISTENING AND RESPONDING

At this level, students will be able to

- react when they have not taken in important information
- comprehend relevant information in formal situations
- take in information of personal interest in relevant channels of communication
- listen actively to obtain information of personal interest
- listen actively to obtain information in order to solve a problem
- adapt their listening and feedback signals to the situation
- understand language and dialect variants

SPEAKING AND COMMUNICATING

At this level, students will be able to

- use key technical words in everyday situations
- express and argue their own opinions and show respect for those of others
- express their own thoughts, feelings and needs
- give instructions and explanations for relevant work tasks
- solve problems and misunderstandings that arise in their communication
- make agreements and discuss practical tasks clearly and distinctly
- express their own opinions on topical issues
- follow norms for formal and informal everyday conversational situations
- have their say and ensure that others have their say in conversations and discussions

Learning objectives level 3

Oral skills at level 3 means being able to communicate flexibly and effectively, both in unfamiliar and familiar contexts. One can participate actively in exchanges of opinion in public and private contexts, and take responsibility for one's communication.

COMMUNICATION AND LEARNING STRATEGIES

At this level, students will be able to

- learn new technical expressions and use them in new situations
- use a range of learning strategies adapted to the purpose and situation
- adapt and comprehend the use of non-verbal signals in communication
- adapt their own language to a range of formal and informal situations
- adapt communication strategy to recipient, purpose and context

LISTENING AND RESPONDING

At this level, students will be able to

- comprehend indirectly expressed opinions, expectations and attitudes
- comprehend and respond critically to information from a range of social arenas
- receive and respond to positive and negative feedback in a constructive way
- listen and respond in a flexible way in formal and informal situations

SPEAKING AND COMMUNICATING

At this level, students will be able to

- make relevant contributions and drive discussions forward
- interrupt and change the subject of conversation in a suitable manner
- give positive and negative feedback to others in a constructive way
- argue their own point of view in formal contexts
- pass on complex information appropriately
- carry out planned presentations
- reflect on how language can express and shape the opinions of individuals and groups
- chair and take minutes at meetings and discussions

Oral skills in everyday life

Oral skills can be expressed in an adult's everyday life in various ways at work, at home and in education. The examples below are not exhaustive and must not be considered to be either compulsory or defining. In a training situation, they should be adapted and supplemented with other examples and situations that are relevant to the participants.

Level 1

LISTENING AND RESPONDING

- comprehend the time of an appointment at the doctor
- understand and follow simple road directions
- understand a simple description at the pharmacy of how to take a medicine
- understand a message from a child's teacher about a school outing
- follow simple work instructions
- comprehend and respond when a colleague asks for help to solve a work task
- comprehend the main points in simple chats at break time
- comprehend a message that applies to oneself
- receive a simple message from one's manager about new work tasks
- understand information about an upcoming training day
- to some degree, understand the contributions of other course participants in the training situation
- comprehend the main content of a morning meeting
- understand instructions about one's work tasks
- comprehend when information concerning one's child is given at a parent-teacher meeting
- comprehend the main content of the news on radio and TV

SPEAKING AND COMMUNICATING

- initiate a conversation with a neighbour
- talk to people one knows about everyday things
- ask for help to get off the bus at the right stop
- notify over the phone that one cannot come to work
- give a short description of important incidents during a work shift
- give a colleague instructions about work tasks that are very familiar
- pass on simple messages relating to work
- initiate a conversation with colleagues at break time
- ask for help to perform a work task
- have one's say in a conversation at lunchtime
- participate in conversations with other course participants about shared experiences
- say something about oneself to colleagues
- present a gift and say a few words
- make and cancel an appointment at the dentist
- explain how to prepare a simple recipe

Level 2

LISTENING AND RESPONDING

- understand the main content in a TV news report
- understand a product description provided orally
- comprehend humour in a conversation with a colleague
- understand oral instructions on how to use an electrical product
- take in information at staff meetings that is important for one's own work
- comprehend and pass on relevant information from parent-teacher meetings
- listen and respond actively in a conversation among colleagues at break time
- understand the main content in a presentation about fire safety
- take in messages about preparations for a medical examination
- understand instructions over the phone
- listen to technical texts being read aloud
- be a participatory listener when others are describing their own life situation

SPEAKING AND COMMUNICATING

- express concern about one's health in a discussion with medical personnel
- relate humorous anecdotes
- talk to HR staff at work to get information about sick leave
- complain about a product in a shop
- explain to a colleague with poor Norwegian skills how a machine works
- make an appointment with a tradesman for an essential repair in one's apartment
- adapt one's language in conversations with customers
- phone employers and enquire about advertised positions
- explain one's work tasks to temporary staff
- order products over the phone
- in a conversation with one's manager, explain what one needs to be trained in
- participate in discussions in trade union meetings
- respectfully justify why one disagrees with a decision
- use a map and explain how to get somewhere
- express wishes and needs in a performance appraisal
- explain a non-conformity at work and suggest improvement measures
- give a prepared speech at a staff meeting
- complain to someone about a mistake they have made
- ask a colleague to repeat work instructions to ensure that they have been understood

Level 3

LISTENING AND RESPONDING

- follow political debates and discussions on a range of communication channels
- understand complex information over the phone from official bodies
- listen critically to a telesales agent and ask follow-up questions
- take the minutes at a meeting and assess what information is relevant for the minutes
- understand technical presentations in a work context
- understand and follow complex work instructions
- comprehend and respond to irony in conversations with colleagues
- follow presentations in technical training without special adaptation
- comprehend indirect criticism of the work that one has performed
- comprehend and remember new technical terms that are introduced on a course
- receive negative comments in a professional manner

SPEAKING AND COMMUNICATING

- chair annual sports club meetings
- present one's own interests at housing cooperative meetings
- contact a public office to find out about one's rights
- summarise discussions at a staff meeting
- talk to a caseworker and argue in favour of receiving aids
- give positive and negative feedback to children's teachers
- take minutes at trade union meetings
- present subject matter to colleagues in the workplace
- negotiate on one's working hours and pay
- resolve conflicts with supervisors
- give colleagues training in how to use new computer equipment
- show respect for the opinions of others in a political discussion
- make a prepared speech at a party
- participate in a discussion on nutrition and use relevant specialist words
- notify of a breach of procedure
- lead some project work

Learning objectives in numeracy



What are basic numeracy skills?

Being able to participate actively at work, socially and in education depends on being numerate. Having basic numeracy skills means understanding and being confident in one's mathematical evaluations in a range of contexts. This means being confident in types of arithmetic and how to use them in different situations – at work, socially and in education. Good numeracy skills means solving problems and assessing what the answers mean in real situations. Good numeracy skills also require an assessment of accuracy.

DIVISION INTO LEVELS

The learning objectives in numeracy skills are divided into three levels. The levels describe the progression in the use of mathematics as a tool in a range of situations.

LEVEL 1

Having basic numeracy skills at level 1 means being able to understand simple everyday mathematical information, and being able to use simple mathematics in familiar contexts, with and without aids.

LEVEL 2

Having basic numeracy skills at level 2 means being able to respond actively to mathematical information, process the information and use mathematics in a range of situations.

LEVEL 3

Having basic numeracy skills at level 3 means being able to understand and use mathematical information. Students can use their skills to perform their own assessments, and are able to communicate and present mathematical information in a range of contexts.

Learning objectives level 1

NUMBERS

At this level, students will be able to

- use the positional notation system for whole numbers
- use simple addition and subtraction in familiar contexts
- use simple percentages such as 25%, 50%, 75%, 100%, decimal numbers such as 0.25, 0.5, 1.5 and fractions such as $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{2}$
- use estimation with simple numbers and evaluate answers
- perform counts and compare figures
- use the number axis for calculations and to show the size of a number
- double and halve whole numbers
- perform simple operations on a calculator
- enter data in a pre-made spreadsheet

MEASURING AND GEOMETRY

At this level, students will be able to

- use basic units of length, area, volume, weight, temperature, time and angles in specific situations
- recognise and describe features in simple two- and three-dimensional geometric figures
- use suitable measuring equipment in a range of situations
- read simple tables, user instructions and maps
- check results and assess costs against each other

STATISTICS

At this level, students will be able to

- collect, sort, annotate and illustrate data with tables and bar charts, and comment on the illustrations
- read and understand simple charts
- create simple charts in spreadsheets

Learning objectives level 2

NUMBERS

At this level, students will be able to

- use the basic rules of addition, subtraction, multiplication and division for whole numbers, decimal numbers and simple fractions
- use the small multiplication table, and perform multiplication and division in practical situations
- multiply and divide by 10 and 100
- use the positional notation system for decimal numbers
- compare the size of simple fractions
- compare the size of decimal numbers
- describe the connection between fractions, percentages and decimal numbers
- use estimation with the aid of mental arithmetic
- calculate simple percentages
- use the rules of rounding off
- perform simple calculations in spreadsheets

MEASURING AND GEOMETRY

At this level, students will be able to

- perform simple conversions of units of length, area, volume, weight and time
- measure and calculate the circumference and area of simple geometric shapes
- explain mathematical problems using diagrams and examples
- evaluate and find practical solutions to specific problems and apply the information in user instructions or working drawings
- confirm the results of estimations
- use a ruler
- read from a coordinate system
- calculate speed and convert currencies

STATISTICS

At this level, students will be able to

- read and interpret tables, charts and graphs
- calculate the average of simple sets of numbers
- organise and present a set of numbers with the help of aids

Learning objectives level 3**NUMBERS**

At this level, students will be able to

- calculate with positive and negative whole numbers, decimal numbers, fractions, percentages and parts per thousand
- recognise and use the terms percentage, percentage factor and parts per thousand in practical contexts
- make calculations regarding the use of credit cards, income, loans and savings.
- use spreadsheets to check budget against accounts and make calculations about their own consumption
- investigate and assess different types of loans and savings

MEASURING AND GEOMETRY

At this level, students will be able to

- use simple formulas to calculate sizes such as circumference, area and volume
- compare results, and make appropriate choices
- calculate ratios and use these in practical situations
- use a range of measuring instruments in practical situations and evaluate measurement methods, precision and measurement uncertainty

STATISTICS

At this level, students will be able to

- use probability calculations
- interpret and evaluate the average of a set of numbers
- critically and independently evaluate statistics

Everyday numeracy

Numeracy skills can be expressed in an adult's everyday life in various ways at work, at home and in education. The examples below are only intended to be examples. They are not exhaustive and must not be taken to be compulsory or defining. In a training situation, they should be adapted and supplemented with other examples and situations that are relevant to the participants.

Level 1

NUMBERS

- interpret and check calculations
- understand price tags on products
- find and compare the price per kilo on two products
- evaluate the costs of visiting a museum or an amusement park
- understand simple work schedules
- read one's own payslip
- read and find information in price lists
- use a calculator to add together large numbers
- read appointments on a calendar
- double a simple recipe
- work out the new price on a product that has been reduced by 50%
- read a simple public transport timetable

MEASURING AND GEOMETRY

- read today's temperature
- weigh, measure and count in simple food preparation
- read tyre pressure
- assess whether one has enough ingredients to use in a simple recipe
- assess whether one has enough decorating material
- read and understand the stated quantities in a product description
- take readings from measuring equipment that one uses at work
- measure right angles in building and construction operations

STATISTICS

- count objects efficiently
- follow rules and use strategies to play Yatzy
- keep track of the inventory of a football team
- understand simple charts in an article
- read a summary of turnover for a year
- read a list of incoming and outgoing products
- count up and check stocks
- complete a timesheet
- complete order lists

Level 2

NUMBERS

- compare different prices for journeys
- calculate the time needed for a trip to the cinema
- estimate how much one will need to pay in a shop
- enter the right information for a bill in an online banking app
- calculate the offer price when a discount is given as a percentage
- understand a payslip
- compare prices when ordering products online
- double and halve recipes
- use a calculator to calculate percentages
- create a simple budget in a spreadsheet

MEASURING AND GEOMETRY

- estimate distances on a map
- make an estimate of the volume of rubbish to take to a waste reception facility
- make an estimate of the quantity of paint and other material needed to redecorate a room
- plan a journey which will involve several different means of transport
- work out the headroom under a bridge or in a tunnel, based on the height of a vehicle
- understand a work drawing and make the necessary measurements for an operation
- calculate the average speed when the time is known

STATISTICS

- interpret height and weight charts for children
- interpret and evaluate charts in articles and adverts
- interpret a chart showing the production figures for a company
- understand absence statistics
- prepare and present a chart in a spreadsheet, based on collected figures

Level 3**NUMBERS**

- choose a mobile phone subscription based on one's consumption
- compare the total travel costs of journeys to different destinations
- calculate the percentage by which a product has been reduced
- calculate weekly pay from hourly pay, or monthly pay from annual pay
- estimate the cost of a major purchase
- use a calculator to calculate percentages and decimals
- use the percentage factor to calculate population growth over time
- use a spreadsheet to create a monthly household budget, and check this against accounts

MEASURING AND GEOMETRY

- assess the nutritional content and energy in a meal
- adapt a recipe to the number of portions
- use ratios to mix cleaning products
- calculate the materials needed and costs of renovation work
- use a coordinate system to find distances on a map
- prepare a work diagram using a ruler

STATISTICS

- interpret and assess public data, for example about health, unemployment, crime and schools
- evaluate whether the price of a service is above or below the average
- evaluate the repayment amount on loans, based on borrowing period and rate of interest, using ready-made tables
- calculate what products need to be purchased, based on stocks and turnover
- enter figures in a report based on the company's production figures
- understand probability in a weather forecast

Learning objectives in digital skills



What are digital skills?

Being able to participate actively at work, socially and in education now depends on having digital skills. Having basic digital skills means being able to use digital tools and services appropriately and safely. Digital skills also mean developing digital judgement by acquiring knowledge and good strategies for online use. Using digital tools and services means solving practical tasks, finding information and being able to communicate. Digital skills also affect the way we learn, read, write, calculate and express ourselves orally.

DIVISION INTO LEVELS

The learning objectives in digital skills are divided into three levels. The levels describe the progression in the use of digital skills as tools in a range of situations.

LEVEL 1

Digital skills at level 1 means responding to digital information when necessary. Students are aware of simple rules of online etiquette and of the most common types of fraud. They are able to use digital tools easily in social contexts. They need training in how to use new tools or services. They have some understanding of how a digital world works.

LEVEL 2

Digital skills at level 2 means actively responding to digital information and can use the information in new contexts and situations. They are familiar with digital tools and services, and use these. Their digital etiquette and digital judgement are fairly well developed. They use a range of digital communications tools and services for work and leisure. They keep software and apps updated to protect themselves. They are fairly well aware of the digital society and are participants in this.

LEVEL 3

Digital skills at level 3 means being a reflective user of complex digital tools and services. Students actively use digital services suitable for the situation and purpose, and active use is a natural part of their everyday life in most situations. They quickly become adept in new user areas, and are proactive and reflective users. They can safely use a range of apps for work and leisure. They keep themselves up to date on developments in the digital world, and make their own choices on which tools and services are most suitable for a situation. They have an understanding of the advantages and disadvantages of participation in a digital society.

Learning objectives level 1

USE ICT DEVICES AND APPS

At this level, students will be able to

- recognise and use interface features (icons, buttons)
- follow recommended procedures in order to use equipment and services safely
- follow ergonomic recommendations when using digital equipment
- start using simple digital tools, services and apps after receiving instructions/guidance
- order goods or services online
- use a range of platforms for collaboration and communication

SEARCH FOR AND EXCHANGE DIGITAL INFORMATION

At this level, students will be able to

- use a range of information sources as needed
- obtain relevant information from a known digital source
- obtain information from multiple sources in order to ensure validity
- communicate digitally with one or more users
- be aware of and use simple rules to critically assess sources, and be aware of copyright
- be aware that information can be created by artificial intelligence
- use a range of services to update and find personal data

PRODUCE AND PRESENT DIGITAL INFORMATION

At this level, students will be able to

- enter and edit information in order to gain access to digital services
- insert photos and text using a range of online services
- use word processing tools
- make simple use of spreadsheets
- make simple use of presentation tools
- post entries on social media or websites

Learning objectives level 2

USE ICT DEVICES AND APPS

At this level, students will be able to

- independently adopt new digital tools and services
- follow recommended procedures to store information
- understand and address their own safety through procedures for safe use, with a particular emphasis on data protection and information security
- switch between the most common tools and services in a range of situations
- safely use social media
- use streaming services in a range of situations as needed

SEARCH FOR AND EXCHANGE DIGITAL INFORMATION

At this level, students will be able to

- select and use suitable sources of information, taking copyright into consideration
- use ICT to search for, find and use information
- evaluate information from digital sources, with a particular emphasis on critical assessment
- be familiar with and use digital etiquette rules when posting on the Internet

PRODUCE AND PRESENT DIGITAL INFORMATION

At this level, students will be able to

- produce digital texts, correct mistakes and insert digital elements as needed
- enter, format and edit information for a particular purpose
- present information to a particular target group, taking ethics into consideration
- use and produce spreadsheet models to present calculations
- find and use presentation tools with a multimedia content
- actively use digital services to present one's opinions and actively participate in society

Learning objectives level 3

USE ICT DEVICES AND APPS

At this level, students will be able to

- independently select, use and benefit from digital tools
- follow recommended procedures in order to use and administer stored information safely and efficiently
- independently adopt new digital services
- upload new apps as needed, to suit different situations
- actively select digital solutions where appropriate
- use digital services to buy and sell services and goods as needed

SEARCH FOR AND EXCHANGE DIGITAL INFORMATION

At this level, students will be able to

- select and use a range of information sources suitable for tasks, and assess how relevant the content is
- search for, select and record information from ICT-based sources, and evaluate the content
- have a proactive approach to the possible reproduction of one's own digital material
- be proactive about security and rights when publishing on the Internet
- communicate digitally with working partners and colleagues
- be proficient in a range of digital communications channels for different tasks
- be familiar with methods and signs of fake information

PRODUCE AND PRESENT DIGITAL INFORMATION

At this level, students will be able to

- enter, organise, develop, format and link information suitable for the content and purpose
- be proficient in a range of word processing tools for the production, archiving and organisation of digital information
- evaluate and use a range of methods to organise and present information suitable for the situation and recipient
- produce and use presentations with a multimedia content
- use a range of digital tools to reach specific target groups, depending on purpose
- use different services for communication, depending on the situation

Digital skills in everyday life

Digital skills can be expressed in an adult's everyday life in various ways in different situations. The examples are only intended to be examples. They are not exhaustive and must not be taken to be compulsory or defining. In a training situation, they should be adapted and supplemented with other examples and situations that are relevant to the participants.

Level 1

USE ICT DEVICES AND APPS

- interpret information from a screen in the form of icons, and be able to use touch screens
- open programs and apps on a computer and smartphone
- safely use PIN codes and passwords on smartphones and computers
- receive and send messages
- use digital tools at work for simple tasks
- name and save a document in a folder
- find and open documents
- change simple settings such as audio and font size as needed
- follow simple instructions in training programs
- use payment terminals when needed to buy tickets

SEARCH FOR AND EXCHANGE DIGITAL INFORMATION

- find information online using a search engine
- choose good search words and evaluate whether the information is useful
- use public services on the Internet
- send, receive and read emails with attachments
- use simple digital archiving functions
- find available courses and training online
- select relevant sources depending on the task
- search for and find people on social media, and post comments
- opt out of unwanted adverts and telesales calls
- safely buy products and services on the Internet

PRODUCE AND PRESENT DIGITAL INFORMATION

- be familiar with online etiquette rules when posting on a range of services on the Internet
- set up a profile for oneself on a social network
- use simple presentation tools
- use simple functions in spreadsheets
- enter and edit information on a range of forms
- answer technical questions from teachers or colleagues via email
- create simple presentations and insert images and text
- use simple strategies for the critical assessment of sources

Level 2

USE ICT DEVICES AND APPS

- safely use a range of mobile payment services when needed
- book trips and change reservations
- keep track of new versions of documents
- create folders and sub-folders for safe storage and retrieval
- use the help function to find information when problems arise
- display a list of recently used files
- install and uninstall programs and apps on a computer and smartphone
- use a range of functions on a mobile phone to transfer data
- change settings on a smart phone or tablet to save battery
- evaluate mobile data volumes needed for various streaming services
- stream or download podcasts

SEARCH FOR AND EXCHANGE DIGITAL INFORMATION

- send emails to multiple recipients in a group
- find and use application forms on a municipal website

- address copyright when using images and text
- post an advert on a website via tablet, smartphone or computer
- enter information in a spreadsheet and find it again
- recognise secure websites (understand the padlock)
- create and add recipients in an email address book
- assess the relevance and quality of hits obtained by a search
- participate in technical online discussions
- use chat, social media and videoconferences for communication
- create and use a bank ID and government ID for services which require secure log-in
- use a tablet or smartphone to find information
- be aware of the common symptoms of Internet addiction

PRODUCE AND PRESENT DIGITAL INFORMATION

- set up a spreadsheet which provides an overview of one's finances
- create a CV
- insert tables in a document
- insert hyperlinks in a document
- add illustrations to documents and presentations
- set up and manage one's profile on social media
- use multiple online sources to verify the quality of information
- protect one's security, avoid personal descriptions and cyberbullying
- share one's images and documents using cloud storage or social media

Level 3

USE ICT DEVICES AND APPS

- follow safety procedures when using wireless networks
- synchronise mobile phone with computer
- set up a folder structure in an email program
- use an electronic accounting system
- connect to a network printer
- scan a document and send it as an email attachment
- compress photos and files
- specify and change keyboard language
- run system restore from backup

SEARCH FOR AND EXCHANGE DIGITAL INFORMATION

- be aware that others can misuse published digital material
- be familiar with options for deleting unwanted personal data online
- use advanced archiving functions
- use the distributor's services to track goods ordered online
- post one's own material online for sharing and use, for example using Creative Commons
- ensure that one has permission before sharing photos on social media and the Internet

PRODUCE AND PRESENT DIGITAL INFORMATION

- insert a media clip in a presentation
- set up a photo album on external hard drives or cloud services
- mark one's own material electronically to protect copyright
- create multimedia documents which present figures and contain graphs and tables
- insert, accept and delete comments in a document
- adapt a presentation to target group and genre
- link information from different sheets in a workbook with other spreadsheets
- use and have a proactive approach to two-step verification for online services

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