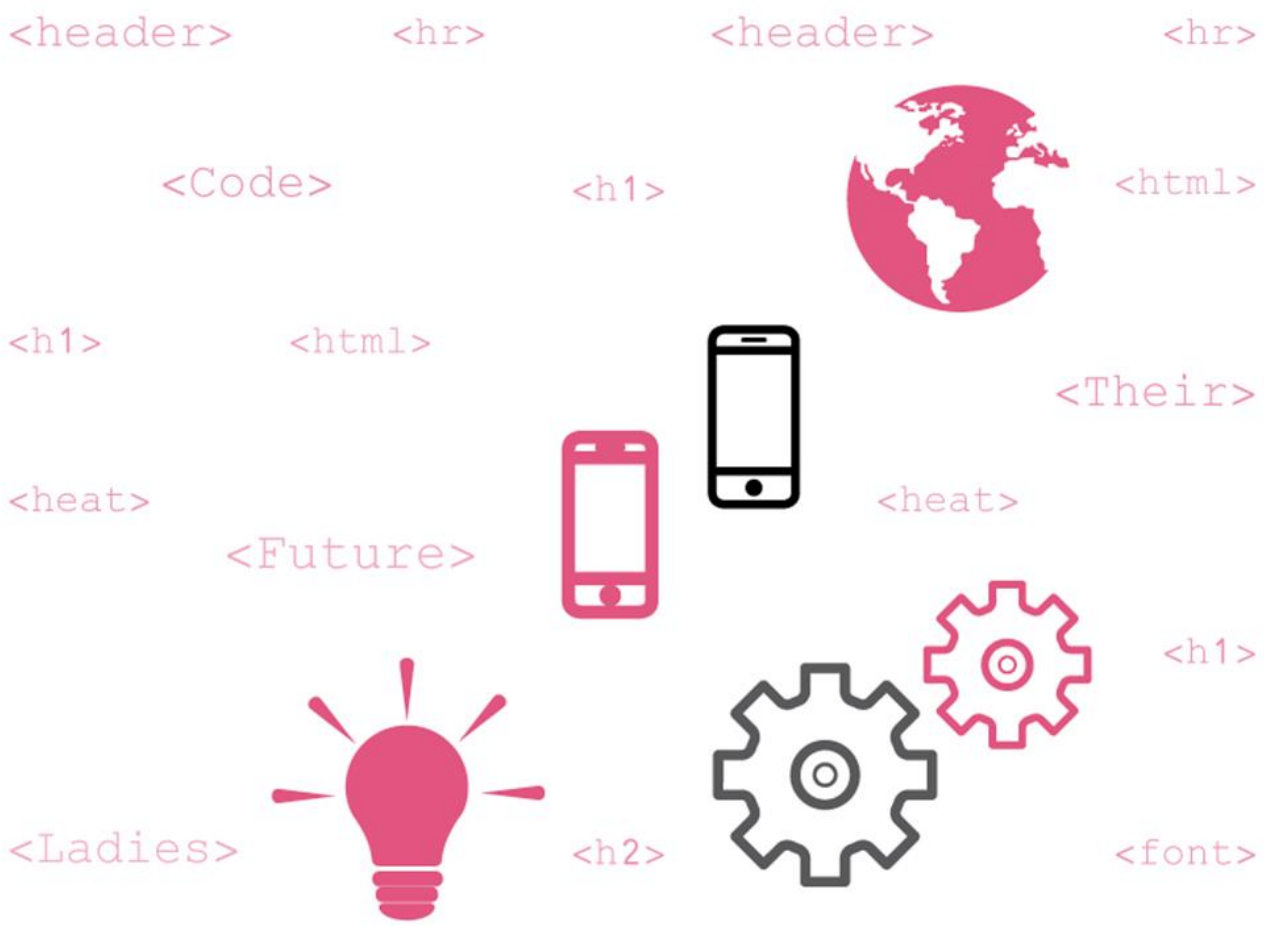


# LIFT

‹Ladies› ‹Code› ‹Their› ‹Future›

From ICT Competence to ICT Confidence

A curriculum for basic ICT competence

Co-funded by the Erasmus+ Programme of the European Union

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# Contents

## A. Foreword

*Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.*[1]

*Closing the gender gap through digital and entrepreneurship education is vital if Europe is to fully embrace the benefits of the digital revolution. While both girls and boys have similar levels of interest and competence in digital technologies, fewer girls go on to develop this interest in their studies or for their career. Girls and young women require positive examples, role models and support to overcome stereotypes and realise that they too can embark on a fulfilling and successful career in ICT and STEM. Increasing female participation in these careers will help unleash Europe's digital potential and ensure that women take an equal place in shaping the digital world. In the EU fewer than one in five ICT professionals are female.*[2]

The curriculum "From ICT Competence to ICT Confidence" was developed under the scope of the "LIFT – Ladies Code Their Future" project, cofundend by the ERAMUS+ programme, which intends to contribute to establish best practice in how to "break the glass ceiling" of access to quality ICT learning and self-learning amongst women. The LIFT curriculum objective is to familiarize disadvantage women with coding/programming and other basic technological skills. The curriculum is made of two major parts. The first part consists of a competences matrix, a working tool designed for teachers and trainers, with the description of the learning outcomes accordingly the European Qualification Framework descriptors elements (Knowledge; Skills; Responsabilty and Autonomy). The second part of the curriculum compromises a detailed description per sub-unit of the LIFT training programme with indications of the course training content, objectives and proposals for methodological approach and evaluation.

[1] Council Recommendation of 22 May 2018 on key competences for lifelong learning. Annex: Key Competences for Lifelon Learning, a European Framework. Retrieved from: https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32018H0604%2801%29 [last access, 15-09-2018].

[2] Communication from te Commission to the European PArtliment, the Council, The European Economic and Social Committee and the Committee of the Regions on the Digital Education Plan. Retrieved from: https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32018H0604%2801%29 [last access, 15-09-2018].

## B. LIFT Competences Matrix

Learning outcomes, as an important part of the curriculum, guide teachers and trainers on the teaching process and inform the learners about what they are expected to know, understand and be able to do after a given learning activity. For the definition of the LIFT learning outcomes competences matrix the consortium adopted the methodological indications provided in the following documents:

- *Defining, writing and applying learning outcomes: a European handbook*, developed by CEDEFOF, 2017.
- *Methodological guidebook – concept of qualifications based on learning outcomes*, developed by the Portuguese National Agency for Qualification and Vocational Education and Training (ANQEP), 2015.

The LIFT curriculum, was developed according to the European Qualifications Frameworks (EQF) descriptors, having in mind the national specificities and contexts.

| Level descriptors elements[3] | | |
|---|---|---|
| **Knowledge** | **Skills** | **Responsibility and autonomy** |
| Theoretical and or/factual | Cognitive, involving the use of logical, intuitive and creative thinking,<br>and<br>Practical, involving manual dexterity and the use of methods, materials, tools and instruments | Personal, social and or/ methodological abilities |

The LIFT curriculum comprehends six Units of Competences. A Unit of Competence (UC) is the coherent combination of learning outcomes, which can be autonomously evaluated and validated. The learning outcomes are broken down into knowledge, skills, responsibility and autonomy that are mobilised in actions through which the individual shows that she/he masters the competence acquired, according to certain performance criteria and contextual conditions. In practical terms, the aim of the UC is to respond to what the individual is able to do by showing and demonstrating such performance[4].

For a better understanding of the Unit of Competence structure, below is a brief explanation of each section:

**Actions** – Actions through which the individual demonstrates he/she masters the UC, i.e., they are the subdivision of the UC into directly observable actions showing that the individual is competent.

[3] Source: https://ec.europa.eu/ploteus/en/content/descriptors-page [last access 25-06-2018].

[4] Adapted from Methodological Guidebook - Design of qualifications based on learning outcomes, National Agency for Qualification and Vocational Education and Training (ANQEP, I.P.) – Division for the Management of the National Catalogue of Qualifications (DGCNQ).

**Performance criteria** – Quality requirements of the UC associated with performance, i.e., quality standards by which the individual is considered competent (the quality level that the actions must have).

**Knowledge** – The collection of facts, principles, theories and practices related to the field of studies or professional activity.

**Skills** – The ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments).

**Responsibility** and **autonomy** – The ability to develop tasks and solve problems of a higher or lower degree of complexity with different degrees of autonomy and responsibility.

**External resources** – The set of available resources which aid in the foreseen actions.

Having in mind the target groups of the project, the LIFT competences matrix was designed for **EQF level 2**, allowing thus, depending on each country needs, the further development into a following level.

| EQF Level | Knowledge | Skills | Autonomy and Responsibility |
|---|---|---|---|
| 2 | Factual and theoretical knowledge in broad contexts within a field of work or study | A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study | Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities |

The table below shows the correspondence between the EQF level and partners NQF. By making the correspondence between the NQF and the EQF, the achieved outcomes become more readable across Europe, allowing learners' mobility inside or between countries and facilitating their lifelong learning process, and contributing for a better recognition of training outcomes.

| EQF and NQF Frameworks Correspondence | | | | | |
|---|---|---|---|---|---|
| EQF LEVEL | Counties NQF | | | | |
| | Portugal | Romania | Spain | Holland | Ireland |
| 2 | 2 | 2 | 2 | 2 | 3 |

The LIFT competences matrix is organized in the following units of competence:

UC1 – Fundamentals od Information and Communication Technologies (ICT).

UC2 – Self-management and self-development [online learning skills].

UC3 – Using thecnology safely and respectfully.

UC4 – Introduction to Computational Thinking.

UC5 – Introduction to coding: basic HTML, CSS and JavaScript.

UC6 – Finding a job in the ICT and digital sector.

| Unit of Competence 1 – Fundamentals of Information and Communication Technologies (ICT) | Workload: 7h00m |
|---|---|

The unit Fundamentals of Information and Communication Technologies will focus on basic computer training, mainly related to the use of applications and programs useful for everyday life (e.g. Web browsers, Microsoft Office, emails, social media ... etc.). It is an introduction for those with low levels of digital skills, and who need an introductory unit to be able to access the rest of the learning units. It can also be used by those who master already some of the tools and applications included in the unit, but need knowledge and skills to be able to work with others. It is also useful for those who train persons with low levels of digital literacy and can use the unit to introduce them to the topic.

| ACTION | PERFORMANCE CRITERIA |
|---|---|
| To use a computer to facilitate everyday tasks and activities, being it personal or professional. | Selecting the appropriate hardware, software.<br>Creating content and tools using the most common ICT applications. |

## LEARNING OUTCOMES

Upon completion of this Unit of Competence, the learner will be able to:

| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
|---|---|---|
| Basic factual knowledge of:<br>• Hardware and software.<br>• Basic ICT applications.<br>• Computer security. | **Select** software to develop basic tasks related to text processing, email, the internet, social networks and blogs, etc.<br>**Install**, set up and use the most common ICT applications.<br>**Identify** the main risks that can affect a computer and the data it contains.<br>**Choose** the appropriate tools to protect a computer and the data it contains.<br>**Identify** pitfalls and understand privacy/security aspects. | **Demonstrate** the ability to select the appropriate hardware and software when using a computer in daily tasks.<br>**Decide** which applications to use and for what purpose.<br>**Define** which information to disclose on-line. |

## EXTERNAL RESOURCES

Computer, laptop or tablet; Internet access.

| Unit of Competence 2– Self-management and self-development [online learning skills] | Workload: 6h00m |
|---|---|

Online learning has numerous advantages. For example, it allows trainers to learn whatever subject they want, and it is also self-placed allowing trainers to complete the objectives of the learning process at any time accordingly their individual needs. The purpose of this unit is to introduce the learner to the LIFT e-learning platform and to develop the basic skills needed for effective online learning.

| ACTIONS | PERFORMANCE CRITERIA |
|---|---|
| To register on the e-learning platform. | Logging on to the LIFT e-learning platform and successfully creating a user account.<br>Completing the required registration on the e-learning platform. |
| To plan and manage one's own learning, autonomously, through the platform. | Developing a schedule to provide structure to own online learning. |
| To effectively search and references sources of online information. | Undertaking simple research tasks online.<br>Completing a referencing exercise for online information sources. |

## LEARNING OUTCOMES

**Upon completion of this Unit of Competence, the learner will be able to:**

| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
|---|---|---|
| Basic knowledge of:<br>• The key functions of the LIFT e-learning platform.<br>• The main navigation features on the platform.<br>• Dynamics of completing group work online.<br>• Different learning styles.<br>• How to identify their own learning style.<br>• Differences among other learning styles.<br>• Multiple intelligences in adult learners.<br>• Strategies for effective time management.<br>• How to source information accurately online.<br>• How to reference online information sources. | **Create** a user profile on the LIFT e-learning platform.<br>**Make** use of the LIFT e-learning platform as an online education resource.<br>**Develop** their ICT skills through engaging on the e-learning platform.<br>**Test** the navigation and collaboration tools on the platform.<br>**Organise** their own learning through accessing materials on the platform.<br>**Organise** group work assignments and tasks online.<br>**Perform** a group-work task online.<br>**Develop** online collaboration skills.<br>**Make** use of the online platform for collaboration with peers.<br>**Organise** their own learning to respond to their preferred learning style. | **Demonstrate** that they can register on the e-learning platform.<br>**Demonstrate** that they can access educational materials online<br>through the platform.<br>**Demonstrate** that they can use the collaboration functionality on the platform.<br>**Demonstrate** ability to engage in online collaboration.<br>**Assume** a role within an online group or team.<br>**Decide** which learning materials on the e-learning platform best respond to their preferred learning style.<br>**Demonstrate** an ability to engage in e-learning autonomously. |

| | | |
|---|---|---|
| | **Organise** their own learning using the online environment provided.<br>**Develop** a schedule to provide structure to their online learning. | |

EXTERNAL RESOURCES

IT equipment – computer, laptop, internet connection, etc.;
Access to the LIFT e-learning platform: https://ladiescode.eu/
Copy of step-by-step user guide/registration guide to support learners in registering on the platform

## Unit of Competence 3 – Using technology safely and respectfully

Workload: 6h30m

On today's digitalised world people communicate and interact more and more using technological devices. It is known that the Internet is an insecure channel for information sharing. Having this in mind, in this unit, learners will learn how to keep themselves safe and secure online, how to use technology safely, respectfully, responsibly and securely, including protecting their own online identity and privacy. They will also develop the ability to understand human, cultural, and societal issues related to technology and practice legal and ethical behaviour.

| ACTIONS | PERFORMANCE CRITERIA |
|---|---|
| To employ strategies to maintain information and data security online | Creating strong passwords.<br>Identifying and reporting inappropriate behavior. |
| To recognize and develop 'digital footprints' - the personal history of one's Internet use. | Undertaking "digital foodprint" research tasks online.<br>Managing personal and professional online identities. |
| To recognize online self-image and identity. | Completing a referencing exercise for differentiating between true and manipulated online identity. |
| To integrate and evaluate content presented in diverse media and formats. | Understanding Copyright and Fair Use.<br>Completing a referencing exercise for use/integration of online content (pictures, quotations, etc.).<br>Generating license of their own work. |

## LEARNING OUTCOMES

Upon completion of this unit of competence, the learner will be able to:

| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
|---|---|---|
| Basic knowledge of:<br>• Protection of online accounts.<br>• Procedures to avoid risks and to report.<br>• Digital footprint and reputation; good and bad practices of digital footprint.<br>• Self-image and identity in online environment.<br>• Legal and ethical aspects on the use of ICT and digital content.<br>• Creative credits and copyright protection.<br>• How to generate a license for own work. | **Create** strong password when creating online accounts.<br>**Apply** strategies to ensure information and data security online.<br>**Recognize and develop** 'digital footprints'.<br>**Recognize** the nature of self-image and identity in the online environment.<br>**Differentiate** between true and manipulated online identities.<br>**Integrate and evaluate** content presented in diverse media and formats.<br>**Apply** creative and critical thinking skills while using and developing online content.<br>**Follow** copyright guidelines.<br>**Generate** a license for their own work. | **Demostrate** ability to create a strong password.<br>**Demostrate** ability to follow privacy and confidentiality procedures.<br>**Demonstrate** ability to recognize one's digital footprint.<br>**Demonstrate** ability to differentiate between true and manipulated online identity.<br>**Demonstrate** ability to edit and improve content that they already created or that others have created, respecting and acknowledging the rights of the original author.<br>**Demonstrate** how to reference creative credits.<br>**Demonstrate** ability to follow copyright guidelines. |

| | | |
|---|---|---|
| | | **Generate**, under supervision, a license for their own work. |

EXTERNAL RESOURCES: Computer, laptop or tablet; Internet access.

| Unit of Competence 4 – Introduction to Computational Thinking | Workload: 5h00m |
|---|---|

*"Computational Thinking (CT) is a problem solving process that includes a number of characteristics and dispositions. CT is essential to the development of computer applications, but it can also be used to support problem solving across all disciplines, including the humanities, math, and science. Students who learn CT across the curriculum can begin to see a relationship between academic subjects, as well as between life inside and outside of the classroom."* (What is Computational Thinking).This unit will focus on the definition of this rich term, the recognition of its most common applications and uses inside and outside the computer science learning environment and the identification and description of its main components leading students closer to the methods and techniques involved in CT independently from a specific programming language so that they can develop different kind of abilities that are connected to constructing, understanding and formulating the solution to computational and day-to-day problems from any discipline.

| ACTIONS | PERFORMANCE CRITERIA |
|---|---|
| To solve a problem using Algorithmic Thinking through a series of ordered steps. | Listing the main properties and applications of algorithms.<br>Following a series of ordered steps (decompose; patterns; abstraction; algorithm) to reach a solution.<br>Specifying the solution in a structured (algorithm) way. |

## LEARNING OUTCOMES

**Upon completion of this Unit of Competence, the learner will be able to:**

| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
|---|---|---|
| • Basic general knowledge of Computational thinking (CT) and Algorithmic Thinking and its relation to coding and programing.<br>• Basic factual and theoretical knowledge of the concepts that are involved in computational thinking (abstraction, algorithmic thinking, automation, decomposition, debugging, and generalization). | **Identify** a problem to be solve using Algorithmic Thinking.<br>**Analyse** possible solutions to solve a problem.<br>**Select** a solution following a series of ordered steps (decompose; patterns; abstraction; algorithm).<br>**Organize** the data in a logical manner.<br>**Recognise** the different levels of abstractions involved in problem solving and algorithm development. | **Demonstrate** the ability to represent a simple problem in a new and different way using abstractions and pattern recognition.<br>**Decide**, under supervision, on a logical solution to solve a problem. |

EXTERNAL RESOURCES: Internet connection

## Unit of Competence 5 – Introduction to coding: basic HTML, CSS and JavaScript

Workload: 48h00m

If we imagine a website like a puppet on a string, the three technologies can be distinguished like this:

1. We use HTML to structure and give meaning to our web content (defining paragraphs, headings, and data tables, embedding images and videos) – as if we were carving out the basic body parts of a puppet.
2. We use CSS to apply styling to our HTML content (setting background colours and fonts) – as when we apply forms, colours and cloths to our puppet.
3. We use JavaScript to create dynamically updating content, control multimedia, animate images – as when the puppeteers manipulates the inanimate object using the strings.

HTML (Hypertext Markup Language) is the computer programme that powers the Internet. It is the fundamental technology behind everything in a web browser. When used alongside other programming languages, like CSS (Cascading Style Sheets) and JavaScript, it will allow the building of complex web applications and services. CSS is used for the visual formatting of the web content and JavaScript enables the creation of dynamically updating content, control multimedia, animate images, and much more. In this unit learners will get a basic introduction to HTML and CSS and JavaScript programming languages, the three basic web technologies that are minimally required to build dynamic websites and applications.

### An introduction to HTML

| ACTIONS | PERFORMANCE CRITERIA |
|---|---|
| To create an html document with interconnected html files | Defining the structure of the html files using appropriate tags and attributes.<br>Structuring the html documents using paragraphs, pictures, lists and tables. |

### LEARNING OUTCOMES

Upon completion of this Unit of Competence, the learner will be able to:

| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
|---|---|---|
| Basic knowledge of:<br>• Opening and closing tags for structuring the html documents.<br>• Tags for making ordered/unordered lists.<br>• Tags for structuring tables.<br>• Tags for inserting pictures.<br>• Tags for linking documents.<br>• Giving path to outside files in a relative way.<br>• Main attributes belonging to the studied tags.<br>• Graphic programme. | **Structure** an html text.<br>**Insert** pictures in a webpage.<br>**Create** lists on a webpage.<br>**Use** the *type attribute*.<br>**Insert** a table in a HTML document.<br>**Merge** cells in a table.<br>**Connect** more documents with links.<br>**Create** a bookmark.<br>**Resize** and **link** images. | **Demonstrate,** under specialized supervision, some autonomy in developing html documents that have a clear structure, lists, tables and pictures inserted, have multiple pages, and opens up correctly in a web browser. |

EXTERNAL RESOURCES: Notepad++; Internet browser; basic image editing programme – e.g. Paint; W3schools platform.

| An introduction to CSS | |
|---|---|
| ACTIONS | PERFORMANCE CRITERIA |
| To format html document using CSS keywords | Defining html tags, attributes and CSS properties needed for formatting and html document. |

| LEARNING OUTCOMES | | |
|---|---|---|
| | Upon completion of this Unit of Competence, the learner will be able to: | |
| KNOWLEDGE<br>Basic knowledge of:<br>• Simple CSS keywords.<br>• Tags and attributes used for formatting.<br>• Basic font formatting.<br>• CSS classes.<br>• Paragraph settings.<br>• CSS selectors. | SKILLS<br>**Add** colour to different texts.<br>**Create** style sheets to be used with multiple html documents.<br>**Use** codes for shades of colour.<br>**Setting** background colours.<br>**Targeting** a particular, selected HTML tag.<br>**Set** font type, size, bold, italic and small caps styles.<br>**Add** distance between the lines.<br>**Align** texts.<br>**Create** borders.<br>**Add** border to text and image.<br>**Add** distance between content and border, content and content.<br>**Move** the setting of the list type from the HTML file to the CSS file.<br>**Use** pictures instead of standard bullets.<br>**Format** tables.<br>**Melt** together (collapse) multiple borders.<br>**Format** rows and columns in a table separately. | RESPONSABILITY and AUTONOMY<br>**Demonstrate,** under specialized supervision, some autonomy in formatting an html document text using colours, borders, adjusted font types and sizes. |

EXTERNAL RESOURCES: Notepad++; Internet browser; basic image editing programme – e.g. Paint; W3schools platform.

| Combined use of HTML and CSS | |
|---|---|
| ACTIONS | PERFORMANCE CRITERIA |
| To format an html document to be visually attractive and functional | Defining html tags, attributes and CSS properties needed for a design settings and navigation functions |

| LEARNING OUTCOMES | | |
|---|---|---|
| | Upon completion of this unit of competence, the learner will be able to: | |
| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
| Basic knowledge of:<br>•  HTML tag and CSS keywords used with it.<br>• <button> - html tag.<br>• Display and float properties and their values (block, inline, inline-block, none).<br>• :not CSS selector.<br>• CSS properties for image effects.<br>• CSS rules and properties for animations.<br>• Scalable Vector Graphics elements and properties.<br>• <form> </form> and <input> tags and their attributes.<br>• Layers of validation – properties.<br>• <iframe> tag.<br>• <!DOCTYPE html> declaration.<br>• @media rule.<br>• <meta> information. | **Position** and arrange content relative to the page or/and relative to each other.<br>**Set** background image.<br>**Use** unordered lists in one exercise and simple links and button.<br>**Change** the default position and visibility of a HTML element.<br>**Create** CSS navigation bars.<br>**Position** elements and the cursor for some image effects and enhancement, i.e. blur and grayscale settings.<br>**Create** simple animations.<br>**Create** HTML forms.<br>**React** to the data introduced in the form doing data validation.<br>**Use** embeddable content from other webpages (e.g. google map, social media buttons).<br>**Create** solutions to get webpage content responsive. | **Demonstrate,** under specialized supervision, some autonomy in creating an attractive, functional, responsive website. |

EXTERNAL RESOURCES: Notepad++; Internet browser; basic image editing programme – e.g. Paint; W3schools platform.

| Introduction to JavaScript | |
|---|---|
| ACTION | PERFORMANCE CRITERIA |
| To write simple, one row JavaScript codes, included in our HTML tags | Defining JAVASCRIPT variables, statements, decisions and loops, events, objects, methods and properties to create simple JavaScript codes. |

| LEARNING OUTCOMES | | |
|---|---|---|
| | Upon completion of this unit of competence, the learner will be able to: | |
| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
| Basic knowledge of:<br>• JavaScript variables, statements, decisions, loops.<br>• *Onclick, onmouseover, onmouseout* events.<br>• JavaScript new event, new object, new method and new properties<br>• Basic *objects* and *methods*<br>• Functions.<br>• Variables and parameters.<br>• Logical operators checking equality or comparing two values. | **Use** simple, one row JavaScript codes.<br>**Write** and apply simple JAVASCRIPT functions.<br>**Use** Javascript logical operators, conditional expressions, IF statements.<br>**Get** styling values out of CSS files.<br>complement the already implemented validations<br>**Use** JAVASCRIPT loops.<br>**Add** elements to their page from JavaScript code.<br>**Use** HTML forms with Javascript.<br>**Use** JAVASCRIPT arrays. | **Demonstrate**, under specialized supervision, some autonomy in writing Javascript codes. |

EXTERNAL RESOURCES: Notepad++; Internet browser; basic image editing programme – e.g. Paint; W3schools platform.

## Unit of Competence 6 – Finding a job in the ICT and digital sector

Workload: 12h00m

ICT (Information and Communication Technologies) and digital technologies, in general, take the center stage in today's society, whether either through the way we work or how we spend our free time. Technological innovation and changes happen at a fast pace, and it is important not only to have our digital skills updated but also to stay on top of the new career opportunities that emerge in this sector. This unit intends to provide the learners with the basic tools to search for a job in the ICT and digital sector. The main objective is to help them realise the challenges of the work market in an increasingly digitised world.

| ACTIONS | PERFORMANCE CRITERIA |
|---|---|
| To define the concept of digital skills. | Listing, at least, five of the key types of digital skills required in the XXI Century labour market. |
| To perform a self-assessment test in order to be aware about own digital proficiency level. | Identifying a tool and/or an online platform that can be used to assess own personal digital skills.<br>Taking the digital skills self-assessment test and collecting the results in an electronic document.<br>Recognising where own digital skills and competences needs to be improved or updated. |
| To identify job opportunities that are in accordance with own digital skills and competences. | Researching and listing the main areas in the ICT and digital sector that she can work for.<br>Researching and listing the different type of digital jobs that exisits nowadays. |
| To take the necessary steps to apply for a job vacancy. | Creating an online professional profile, using a free site (for example, Google Profile, Plaxo, Linkedin, biznik, About me, etc. ).<br>Identifying, from a provided list, online job portals which can help her look for a job vacancy.<br>Accesing to job portals from different devices like PC's, smartphones, tablets, and navigating between them.<br>Making a list of generic keywords for job searching that are suitable and useful for her.<br>Researching proactively for job opoortunities in diferent online platforms. |

## LEARNING OUTCOMES

Upon completion of this unit of competence, the learner will be able to:

| KNOWLEDGE | SKILLS | RESPONSABILITY and AUTONOMY |
|---|---|---|
| Basic and factual knowledge of:<br>• Digital skills concept.<br>• The five competences areas stated at the "Digital Competence Framework for Citizesn (updated version)".<br>• The eight digital proeficiency levels in use in the "Digital Competence Framework for Citizesn (updated version)". | **Recognise** the main digital skills and competences required for the XXI Century labour market.<br>**Identify** own digital skills and competences suitable to match a job in the ICT sector.<br>**Distinguish** from the main areas and type of jobs available in the ICT and digital sector.<br>**Create** and **manage** an online professional profiles. | **Demosntrate** autonomy, under somer guidance, in matching their interests, experience, skills and competences against job options.<br><br>**Decide,** with relatively autonomy, what steps to take if they want to apply for a particular job option. |

| | | |
|---|---|---|
| • The ICT and digital job market main trends.<br>• Online platforms and tools to create and manage a professional profile.<br>• Main procuders to apply for a job vacancy. | | |

EXTERNAL RESOURCES: PC, tablet or smartphones; access to Internet,

## C. LIFT Training Programme

The LIFT curriculum "From ICT Competence to ICT Confidence" has been designed to provide women with basic ICT competence and to introduce them into coding and programming. It is a modular curriculum organised in six units, which can be used independently of each other and can also be lengthened or shortened depending on the level of training and expertise of the learners. Each unit comprises between two to four sub-units as it follows:

UC1 **Fundamentals od Information and Communication Technologies (ICT)**
- UC1 – Sub-unit 1: Using a computer: hardware, software and basic ICT applications
- UC1 – Sub-unit 2: Going online: social media, blogging and security

UC2 **Self-management and self-development [online learning skills]**
- UC2 – Sub-unit 1: Registering to a learning platform
- UC2 – Sub-unit 2: Time management
- UC2 – Sub-unit 3: Online research skills

UC3 **Using thecnology safely and respectfully**
- UC3 – Sub-unit 1: Protection and privacy
- UC3 – Sub-unit 2: Digital footprint and reputation
- UC3 – Sub-unit 3: Creative credit and copyright

UC4 **Introduction to Computational Thinking**
- UC4 – Sub-unit 1: Introduction to Computational Thinking
- UC4 – Sub-unit 1: Methods to Computational Thinking

UC5 **Introduction to coding: basic HTML, CSS and JavaScript**
- UC5 – Sub-unit 1: An introduction to HTML
- UC5 – Sub-unit 2: An introduction to CSS
- UC5 – Sub-unit 3: Combine use of HTML and CSS
- UC5 – Sub-unit 4: Introduction to JavaScript

UC6 **Finding a job in the ICT and digital sector**
- UC6 – Sub-unit 1: Digital skills
- UC6 – Sub-unit 2: Types of ICT and digital jobs
- UC6 – Sub-unit 3: How to make your application stand out

## UC1 – Fundamentals of Information and Communciation Technologies (ICT)

| UC1 Workload: 7h00m | |
|---|---|
| Presential Learning | N/A |
| Online Learning | 4h00m |
| Evaluation | 3h00m |

| UC1 - Sub-Unit 1 | |
|---|---|
| Using a computer: hardware, software & basic ICT applications. | **Total duration:** 3h00m |

**Objectives of the sub-unit**

- Understand the use of a computer.
- Learn the most common basic ICT applications.

**Content**

- What is the best computer for you? Hardware, software and peripherals.
  - Introduction to equipment and software
  - Computer Components
  - Software: Operating systems & Main types of software and applications
- What are the most common types of ICT applications and what purpose do they serve?
- Basic ICT applications I: email: create a Gmail account, sending/receiving emails
- Basic ICT applications II: text processing: Open Office, Microsoft Word
- Basic ICT applications III: surfing the internet: Firefox, Chrome, Internet Explorer

**Resources**

1. Access to a computer or laptop.
2. Access to internet.

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| Skills | Responsibility and Autonomy |
|---|---|
| **Select** software to develop basic tasks related to text processing, email and the internet, etc.<br>**Install**, set up and use the most common ICT applications. | **Choose** the appropriate hardware and operating system.<br>**Decide** which applications to use and for what purpose. |

**Methodological approach**

Self-learning by doing, short theoretical introductions with specific assignments to perform. For each of the topics a short introduction will be provided and the learner will be directed to existing external resources which explain in more detail the use of the specific tool or skill addressed. For each of the topics an assignment is designed for the learner to apply in practice the skill acquired and use the knowledge or tool for an assignment which is as close as possible to their reality.

**Evaluation**

Self evaluation: through the assignments embedded in the unit, which will allow to evaluate whether the skills and knowledge have been acquired. Assignments are optional, but recommended. They are embedded in the basic ICT applications content, where they request the learner to perform a specific activity and then check whether they have been able to develop it properly. For the questions on what computer and what type of applications a self-reflective question is included.

| UC1 - Sub-Unit 2 | |
|---|---|
| **Going on-line: social media, blogging and security** | **Total duration:** 4h00m |

**Objectives of the sub-unit**

- Develop basic tasks related to text processing, email, surfing the internet, social networks and blogs.
- Learn how to protect your computer and data when going and engaging on-line.

**Content**

- Social media: Facebook, Twitter, Other.
- Blogging.
- Computer and data security: Spam, Antivirus, Basic tips.

**Resources**

1. Access to a computer or laptop.
2. Access to internet.

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Select** software to develop basic tasks related to social networks and blogs, etc.<br>**Install**, set up and use the most common social media.<br>**Identify** the main risks that can affect a computer and the data it contains.<br>**Choose** the appropriate tools to protect a computer and the data it contains. | Responsibility and Autonomy | **Choose** the appropriate tools to protect a computer and the data it contains.<br>**Decide** which social media to use and for what purpose.<br>**Define** which information to disclose on-line. |

**Methodological approach**

Self-learning by doing, short theoretical introductions with specific assignments to perform. For each of the topics a short introduction will be provided and the learner will be directed to existing external resources which explain in more detail the use of the specific tool or skill addressed. For each of the topics an assignment is designed for the learner to apply in practice the skill acquired and use the knowledge or tool for an assignment which is as close as possible to their reality.

**Evaluation**

Self evaluation: through the assignments embedded in the unit, which will allow to evaluate whether the skills and knowledge have been acquired. Assignments are optional, but recommended. They are embedded in the social media and the blogging, where they request the learner to perform a specific activity and then check whether they have been able to develop it properly. For the questions on how to protect the computer and its data a self-reflective question is included.

## UC2 – Self-management and self-development [online learning skills]

| UC2 Workload: 8h00 Hours | |
|---|---|
| **Presential Learning** | 2h00 Hours |
| **Online Learning** | 4h00 Hours |
| **Evaluation** | N/A |

| UC2 -Sub-Unit 1 | |
|---|---|
| **Registering to a learning platform** | **Total duration:** 2h00m |

**Objectives of the sub-unit**

- To support learners to register on the LIFT e-learning platform.
- To support learners to access education materials through the LIFT e-learning platform.
- To demonstrate to learners some of the key functionalities, navigation tools and collaborative resources on the platform.
- To support learners to grow in confidence in using the e-learning platform, so that they feel confident in accessing learning materials online.

**Content**

- Introduce learners to the LIFT e-learning platform
- Showcase the main navigation features
- Register the learners on the platform and highlight the collaborative features available to them.

**Resources**

3. Access to IT equipment – computer, laptop, internet connection, etc.
4. Access to the LIFT e-learning platform: https://ladiescode.eu/
5. Copy of step-by-step user guide/registration guide to support learners in registering on the platform.

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Create** a user profile on the LIFT e-learning platform.<br>**Remember** the steps involved in registering on the platform.<br>**Recall** the key navigation features on the e-learning platform.<br>**Make** use of the LIFT e-learning platform as an online education resource.<br>**Develop** their ICT skills through engaging on the e-learning platform.<br>**Test** the navigation and collaboration tools on the platform.<br>**Organise** their own learning through accessing materials on the platform.<br>**Compare** the LIFT e-learning platform to other learning portals and platforms. | Responsibility and Autonomy | **Demonstrate** that they can register on the e-learning platform.<br>**Demonstrate** that they can access educational materials online through the platform.<br>**Demonstrate** that they can use the collaboration functionality on the platform. |

**Methodological approach**

- The tutor should begin with a short demonstration of the LIFT e-learning platform. During this demonstration, the tutor will show learners how to register on the platform and invite learners to follow the process and complete their own registration on their personal computers or laptops.

| |
|---|
| • The tutor also demonstrates some of the key navigation features of the platform, highlighting how learners can search and access learning content through the portal.<br>• The tutor the gives learners a copy of a step-by-step guide which outlines some of the key functionalities of the platform.<br>• To support learners in engaging with the platform, at this point in the unit, the tutor may decide to show a sample module or to engage in a group chat in the collaboration area so that learners have the opportunity to practice using the online environment. |
| Evaluation<br>To assess this sub-unit, all learners will be asked to register on the platform and download/access learning materials from one online unit. This will demonstrate that the learners can engage with all functions of the e-learning platform. |

| UC2 - Sub-Unit 2 | |
|---|---|
| **Time management** | **Total duration:** 2h00m |

**Objectives of the sub-unit**

- To encourage learners to self-assess and identify their own learning style.
- To support learners to plan and schedule their own learning.
- To support learners to feel confident in planning their learning in online environments.
- To encourage learners to develop their online study skills.
- To encourage autonomy for learners in online learning environments.

**Content**

- Learning to learn: knowing your learning style.
- Online study skills.
- Time management strategies.

**Resources**

1. Learning to learn: knowing your learning style.
2. Online study skills.
3. Time management strategies.

**Learning Outcomes**

Upoon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Identify** their own learning style.<br>**Compare** the differences among other learning styles.<br>**Recognise** the multiple intelligences in adult learners.<br>**List** strategies for effective time management.<br>**Organise** their own learning to respond to their preferred learning style.<br>**Organise** their own learning using the online environment provided.<br>**Develop** a schedule to provide structure to their online learning. | Responsibility and Autonomy | **Decide** which learning materials on the e-learning platform best respond to their preferred learning style.<br>**Demonstrate** an ability to engage in e-learning autonomously. |

**Methodological approach**

- The online content of this sub-unit will comprise a description of the different learning styles in adult learners – this will be based on the VARK model and supplemented by Howard Gardener's theory of multiple intelligences.
- Following this theoretical content, learners will be guided through a self-evaluation exercise to help determine their own learning style and to understand how different educational formats can better appeal to their learning style.
- Next learners will be given a sample study schedule, which leads them through a schematic of how to plan their online learning.
- Finally, online content will include useful hints and tips to help learners to plan their online study and allocate their time most effectively.

**Evaluation**

- Learners will be asked to complete a self-reflection exercise to determine their own learning style using the worksheet provided.
- Learners will also be asked to keep a log of how they spend their time on the platform for 1 week. Learners will be asked to log how long they spend on the platform, and what activities they engage in when logged on to the LIFT e-learning platform. At the end of this

| | |
|---|---|
| | week, learners are invited to review their user log and to self-reflect on how their time could be used more effectively. |

## UC2 - Sub-Unit 3

| Online research skills | **Total duration:** 2h00m |
|---|---|

**Objectives of the sub-unit**

- To support learners to decipher between credible and unreliable online information sources.
- To support learners to get the most from their online searches.
- To provide learners with model for references information they have sourced online.

**Content**

- Understanding how to research online.
- Verifying information online.
- Sourcing and referencing online material and information (IPRs).

**Resources**

1. Access to IT equipment – computer, laptop, internet connection, etc.
2. Access to the LIFT e-learning platform: https://ladiescode.eu/
3. Hints and tips for maximising the relevance of online searches.
4. Worksheets on how to identify reliable and unreliable information sources online.
5. Links/Guide to support learners in referencing materials online.

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Identify** how to source information accurately online.<br>**Recognise** unreliable online information sources.<br>**List** how to reference online information sources.<br>**Apply** critical thinking and evaluation skills to information that is sourced online.<br>**Apply** strategies to ensure accuracy in online searches.<br>**Differentiate** between reliable and unreliable sources of information. | Responsibility and Autonomy | **Demonstrate** ability to verify sources of online information.<br>**Demonstrate** ability to critically evaluate which information sources are reliable.<br>**Demonstrate** how to reference information that is sourced online. |

**Methodological approach**

- Online content for this sub-unit will be centred on supporting learners to develop their critical thinking and evaluation skills for information that is sourced online. Therefore, information from reliable sources will be organised and presented through the LIFT e-learning platform.
- In addition to providing tips and advice to help learners to evaluate the sources of online information before re-using and/or re-distributing this information.
- The sub-unit will also include a short guide to online referencing which will be useful to learners for completing references later in the curriculum.
- To demonstrate that they have developed their critical thinking skills, learners will be supported to complete a short exercise to identify 'real' vs. 'fake' news items.

**Evaluation**

Learners will be asked to complete a reflection exercise where they will be given a list of 10 news stories/headlines, and asked to research online to determine which are true news stories and which are 'fake news' stories.

## UC3 – Using technology safely and respectfully

| UC3 Workload: 6h30m | |
|---|---|
| **Presential Learning** | 2h45m |
| **Online Learning** | 3h15m |
| **Evaluation** | 1h00m (already included in the presential learning) |

| UC3 - Sub-Unit 1 | |
|---|---|
| **Protection and privacy** | **Total duration:** 1h30m |

**Objectives of the sub-unit**

In this sub-unit the learner will:

- Learn how to keep themselves safe and secure online.
- Understand what makes a password strong, and learn tips to create strong passwords that are easy to remember.
- Learn what 2-factor authentication is, and how it protects online accounts.
- Learn how to employ strategies to maintain information and data security online.

**Content**

- Safety and privacy online.
- Strong password - tips to create.
- 2-factor authentication.
- Protection of online accounts - concepts, tools and settings that can help the learners to protect their online accounts against hackers and other threats. How to identify and report an inappropriate behavior?

**Resources**

1. PC, Smartphone or Tablets.
2. Access to the internet.
3. Access to LIFT platform.

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Create** strong password when creating online accounts.<br>**Apply** strategies to ensure information and data security online | Responsibility and Autonomy | **Demostrate** ability to create a strong password.<br>**Demostrate** ability to follow privacy and confidentiality procedures. |

**Methodological approach**

For this sub-unit is suitable a combination of presentational and autonomous online learning. We recommend a total of 45 minutes of presentational learning for this this sub-unit.

Two practical exercises should be done during the presentational training:

- One for the creation of a strong password.
- One about identifying and reporting inappropriate behavior (following a protocol).

Others practical exercises should be done autonomously, but with guidance (web-based or presential) for learners who need it.

Learners should spend a minimum of 45 minutes in autonomous online learning.

**Evaluation**

Self-evaluation: learners will complete a multiple-choice test embedded in the sub-unit, which will allow them to confirm whether the skills and knowledge have been acquired.

| UC3 - Sub-Unit 2 | |
|---|---|
| **Digital footprint and reputation** | **Total duration:** 2h00m |

**Objectives of the sub-unit**

In this sub-unit the learner will:

- Learn to use technology safely, respectfully, responsibly and securely, including protecting their own online identity and privacy.
- Learn to recognize and develop 'digital footprints' - the personal history of one's Internet use.
- Learn to understand and recognize online self-image and identity.

**Content**

- Digital footprint: What is a digital footprint? How is your digital footprint used? How can you manage your digital footprint? Benefits of a digital footprint.
- Self-image and identity in the online environment: case studies for true and manipulated identity.
- Cyberbullying.

**Resources**

1. PC, Smartphone or Tablets.
2. Access to the internet.
3. Access to LIFT platform.

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Recognize** and develop 'digital footprints'.<br>**Recognize** the nature of self-image and identity in the online environment.<br>**Differentiate** between true and manipulated online identities. | Responsibility and Autonomy | **Demonstrate** ability to recognize one's digital footprint.<br>**Demonstrate** ability to differentiate between true and manipulated online identity. |

**Methodological approach**

Self-learning by doing, short theoretical introductions with specific assignments to perform and study cases to examine.

Learners should spend a minimum of an hour on autonomous online learning to complete the practical exercises on the LIFT platform.

One hour should be planned for an assignment to undertake "digital" research tasks online and to complete a referencing exercise for differentiating between true and manipulated online identity.

**Evaluation**

Self-evaluation: learners will complete a multiple-choice test embedded in the sub-unit, which will allow them to confirm whether the skills and knowledge have been acquired.

| UC3 - Sub-Unit 3 | |
|---|---|
| **Creative credit and copyright** | **Total duration:** 3h00m |

**Objectives of the sub-unit**

In this sub-unit the learner will:

- Raise awareness on Copyright and fair Use.
- Learn and practice legal and ethical behaviour online.
- Learn to integrate and evaluate content presented in diverse media and formats.

**Content**

- Legal and ethical aspects on the use of ICT and digital content.
- Creative credit and copyright.
- Creative Commons.
- Free and Public Domain Images

**Resources**

4. PC, Smartphone or Tablets.
5. Access to the internet.
6. Access to LIFT platform.

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Integrate** and evaluate content presented in diverse media and formats.<br>**Apply** creative and critical thinking skills while using and developing online content.<br>**Follow** copyright guidelines.<br>**Generate** a license for their own work. | Responsibility and Autonomy | Under specialized supervision **demonstrate** ability to edit and improve content that they already created or that others have created, respecting and acknowledging the rights of the original author.<br>**Demonstrate** how to reference creative credits.<br>**Demonstrate** ability to follow copyright guidelines.<br>**Generate**, under supervision. a license for their own work. |

**Methodological approach**

This sub-unit requres a combination of presential and autonomous online learning. We recommend a total of 45 minutes of presential learning for this this sub-unit.

One practical exercises should be during the presential training, the others should be done autonomously but with guidance (web-based or presential) for learners who need it.

Learners should spend a minimum of 45 minutes in autonomous online learning completing te exercises on the LIFT platform.

One hour should be planned for to develop own project while integrating of online content (pictures, quotations, etc.) by observing the copyright, and to generate license of their own work.

**Evaluation**

Individual project evaluation:

The trainer will give individualized feedback and will provide recommendations on what and how to improve. Feedback can be given by email or on face-to-face evaluation sessions.

## UC4 – Introduction to Computational Thinking

| UC4 Workload: 5h00m Hours | |
|---|---|
| Presential Learning | N/A |
| Online Learning | 3h30m |
| Evaluation | 1h30m |

**UC4 - Sub-Unit 1**

**Introduction to Computational Thinking** — **Total duration:** 1h00m

**Objectives of the sub-unit**

In this sub-unit the learner will:

- Understand what is Computational Thinking and Algorithmic Thinking
- Raise awareness on benefits and applications of Computational Thinking.
- Learn how the concept Computational Thinking emerged.
- Understand the links and differences between programming and Computational Thinking

**Content**

- What is Computational Thinking?
- Computational Thinking – Origins and applications
- Computational Thinking in Computer Science and other disciplines

**Resources**

1. Access to a computer or laptop
2. Access to internet
3. Access to LIFT platform.

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Integrate** Computational Thinking to solve problems.<br>**Identify** problems to be solved using Computational Thinking.<br>**Recognise** application fields to Computational Thinking | Responsibility and Autonomy | **Demostrate** ability to recognise problems to be solved using Computational Thinking. |

**Methodological approach**

This sub-unit requres a combination of presential and autonomous online learning. We recommend a total of 60 minutes of presential learning for this sub-unit.

**Evaluation**

Mainly based upon self-evaluation. Two or three self-reflective questions will be included
Assignments are optional, but recommended.
They are embedded in the Computational Thinking (CT) content, where the learner is requested to perform specific activities and then check whether they have been able to perform them as requested.

| UC4 - Sub-Unit 2 | |
|---|---|
| **Methods to Computational Thinking** | **Total duration:** 4h00m |

**Objectives of the sub-unit**

In this sub-unit the learner will:

- Identify and define the skills and concepts that are involved in computational thinking (abstraction, algorithmic thinking, automation, decomposition, debugging, and generalization)

**Content**

- What are the main methods to computational thinking
- Computational Thinking I: Decomposition- breaking down a complex problem or system into smaller parts.
- Computational Thinking II: Pattern recognition– finding similarities among and within problems.
- Computational Thinking III: Abstraction–,Ignoring irrelevant detail to focus on the important information only.

  Computational Thinking IV: Algorithms- developing logical step-by-step solutions to a problem.

**Resources**

1. Access to a computer or laptop
2. Access to internet
3. Access to LIFT platform.

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Identify** a problem to be solve using Algorithmic Thinking.<br>**Analyse** possible solutions to solve a problem.<br>**Select** a solution following a series of ordered steps (decompose; patterns; abstraction; algorithm).<br>**Organize** the data in a logical manner.<br>**Recognise** the different levels of abstractions involved in problem solving and algorithm development. | Responsibility and Autonomy | **Demonstrate** the ability to represent a simple problem in a new and different way using abstractions and pattern recognition.<br>**Decide**, under supervision, on a logical solution to solve a problem. |

**Methodological approach**

Self-learning by doing. Including short theoretical introductions with specific assignments to perform.

**Evaluation**

Mainly based upon self-evaluation. Two or three self-reflective questions will be included to each section.

Assignments are optional, but recommended. They are embedded in the Computational Thinking (CT) content, where the learner is requested to perform specific activities and then check whether they have been able to perform them as requested.

## UC5 – Introduction to coding: basicHTML, CSS and JavaScript

| UC5 Workload: 48h00m | |
|---|---|
| Presential Learning | 29h00m |
| Online Learning | 15h00m |
| Evaluation | 4h00m |

| UC5 - Sub-Unit 1 | |
|---|---|
| An introduction to HTML | **Total duration:** 16h00m |

**Objectives of the sub-unit**

- Learn how a webpages folder looks from "inside" and what kind of applications and files do we need to start our work.
- Learn what "tags" are and which are the compulsory tags in any HTML document.
- Learn how to give the path and name of the file when we refer to an outside file from our HTML document.
- Define titles and paragraphs to be able to later format and structure the text.
- Learn how to create lists on a webpage.
- Learn to insert a table in a HTML document.
- Learn how we can connect more documents with links.
- Learn to refer to other/outside webpages, downloadable documents and pictures.
- Learn how to add a picture to a webpage and how to add links to pictures.
- Acquire basic knowledge about image editing.

**Content**

- Basic information on files with html, css, js extensions.
- Basic information on the HTML language.
- Programmes needed for editing and visualising webpages.
- <html> </html> ; <head> </head> ; <body> </body> ; <title> </title> ; <link> tags.
- Inserting comments in a HTML document.
- <h1>, <h2>, <h3>, <h4>, <h5>, <h6> ; <br> ;   tags.
- Tags to create lists: <ul> </ul> , <ol> </ol> , <li> </li> tags.
- Attributes to change the symbol used in marking a list item.
- Tags to insert a table in a HTML document: <table> </table> ; <tr> </tr> ; <td> </td> ; <th> </th> ; <caption> </caption.
- The attributes/properties colspan and rowspan.
- The <a> </a> tag and its attributes: href; target; download.
- Tags for adding images: <img> ; <map> </map> ; <area>; <figure> </figure>; <figcaption></figcaption> and their attributes.
- Resizing images and searching for coordinates in an image editor.

**Resources**

The main learning resources will be the LIFT platform.

Other resources:

1. Notepad++
2. Internet browser.
3. Basic image editing programme – e.g. Paint.
4. W3schools sections:

https://www.w3schools.com/html/html_intro.asp
https://www.w3schools.com/html/html_editors.asp
https://www.w3schools.com/html/html_paragraphs.asp
https://www.w3schools.com/html/html_headings.asp

https://www.w3schools.com/html/html_lists.asp
https://www.w3schools.com/html/html_tables.asp
https://www.w3schools.com/html/html_links.asp
https://www.w3schools.com/TAGS/att_a_download.asp
https://www.w3schools.com/TAGS/tag_a.asp
https://www.w3schools.com/html/html_images.asp
https://www.w3schools.com/tags/tag_img.asp
https://www.w3schools.com/tags/tag_map.asp
https://www.w3schools.com/tags/tag_area.asp

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Structure** an html text.<br>**Insert** pictures in a webpage.<br>**Create** lists on a webpage.<br>**Use** the *type attribute*.<br>**Insert** a table in a HTML document.<br>**Merge** cells in a table.<br>**Connect** more documents with links.<br>**Create** a bookmark.<br>**Resize** and **link** images. | Responsibility and Autonomy | **Demonstrate,** under specialized supervision, some autonomy in developing html documents that have a clear structure, lists, tables and pictures inserted, have multiple pages, and opens up correctly in a web browser. |

**Methodological approach**

The contents of this unit will be organised in seven lessons on the LIFT PLATFORM (lessons 1 to 7). As this is the introductory unit, to get familiar with the learning platform, the necessary programmes and the practice exercises, we recommend eight hours of presentational to this sub-unit:

- The first five lessons, including all practice exercises in these lessons should be done under the guidance of the trainers.
- A minimum of three hours of presentational learning should be dedicated to lessons six and seven.

A minimum of six hours of autonomous online learning should be spent by the learners to complete the practical exercises in lessons six and seven and practicing on w3schools.

**Evaluation**

1. **Individual project evaluation**

The learners will upload their HTML files to the platform. The trainer will give individualized feedback and will provide recommendation on what and how to improve. Feedback can be give by email or on face-to-face evaluation sessions.

2. **Multiple choice questions**

The lessons on the LIFT platform are conceived in a way that the learners cannot proceed to the next lesson until they do not successfully answer the multiple choice questions of the previous lesson.

| UC5 - Sub-Unit 2 | |
|---|---|
| An introduction to CSS | **Total duration:** 10h00m |

**Objectives of the sub-unit**

- Applying some easy formatting settings to HTML documents;.
- Insert CSS keywords to different places: adding colour to different texts.
- Use color codes (to use the shades of the colors).
- Setting background colors to the HTML elements.
- Use the separate CSS file to apply formatting.
- Learn how to target a particular, selected HTML tag.
- Try some basic font formatting.
- Set font type, size, bold, italic and small caps styles.
- Learn about CSS classes.
- Learn the paragraph settings known from text editors, the indentation of the first line of text blocks, add distance between the lines and align texts.
- Try out selectors related to links, to format links in different states.
- Learn to add border to text and image.
- Experiment to add distance between content and border, content (with or without a border) and other content.
- Move the setting of the list type from the HTML file to the CSS file and use pictures instead of standard bullets.
- Format tables: melt together (collapse) multiple borders.
- Try outlines (frames to borders) and vertical alignment.
- Learn to format rows and columns in a table separately.

**Content**

- <style></style> ; <link> </link> HTML tags.
- The style HTML property.
- The color CSS property.
- The id HTML attribute.
- The background-color CSS property.
- The class HTML attribute.
- The font-family, font-size, font-style, font-weight, font, font-variant CSS properties.
- The text-indent, line-height, text-align, text-transform, text-decoration CSS properties.
- The :link, :visited, :hover, :active CSS selectors.
- The border, margin, padding CSS properties.
- The list-style-type, list-style-image, list-style-position CSS properties.
- The <col>, <colgroup> HTML tags.
- The outline, border-collapse, vertical-align CSS properties.
- The *:nth-of-type(…)* CSS selector.

**Resources**

The main learning resources will be the LIFT platform.

Other resources:

1. Notepad++
2. Internet browser.
3. Basic image editing programme – e.g. Paint.
4. W3schools sections:

https://www.w3schools.com/css/css_colors.asp
https://www.w3schools.com/colors/colors_names.asp
https://www.w3schools.com/css/css_background.asp
https://www.w3schools.com/cssref/sel_id.asp

https://www.w3schools.com/css/css_colors.asp
https://www.w3schools.com/colors/default.asp
https://www.w3schools.com/colors/colors_picker.asp
https://www.w3schools.com/css/css_font.asp
https://www.w3schools.com/cssref/sel_class.asp
https://www.w3schools.com/css/css_text.asp
https://ww.w3schools.com/css/css_link.asp
https://www.w3schools.com/cssref/css3_pr_text-decoration-style.asp,
https://www.w3schools.com/cssref/css_units.asp.
https://www.w3schools.com/css/css_boxmodel.asp
https://www.w3schools.com/css/css_margin.asp
https://www.w3schools.com/css/css_padding.asp
https://www.w3schools.com/css/css_border.asp
https://www.w3schools.com/css/css_list.asp
https://www.w3schools.com/css/css_outline.asp
https://www.w3schools.com/css/css_border.asp
https://www.w3schools.com/css/css_table.asp

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Add** colour to different texts.<br>**Create** style sheets to be used with multiple html documents.<br>**Use** codes for shades of colour.<br>**Setting** background colours.<br>**Targeting** a particular, selected HTML tag.<br>**Set** font type, size, bold, italic and small caps styles.<br>**Add** distance between the lines.<br>**Align** texts.<br>**Create** borders.<br>**Add** border to text and image.<br>**Add** distance between content and border, content and content.<br>**Move** the setting of the list type from the HTML file to the CSS file.<br>**Use** pictures instead of standard bullets.<br>**Format** tables.<br>**Melt** together (collapse) multiple borders.<br>**Format** rows and columns in a table separately. | Responsibility and Autonomy | **Demonstrate,** under specialized supervision, some autonomy in formatting an html document text using colours, borders, adjusted font types and sizes. |

**Methodological approach**

The contents of this unit will be organised in seven lessons on the LIFT PLATFORM (lessons 8 to 14). We recommend 7 hours of presentational learning for this this unit, one hour for each lesson. One or two practice exercises per lessons should be done during the presentational training, the others should be done autonomously, but guidance (web-based or presentional) should be available for learners who need it.

A minimum of three of autonomous online learning should be spent by the learners to complete the practical exercises on the LIFT platform and on w3schools.

**Evaluation**

1. **Individual project evaluation**

The learners will upload their developed, improved HTML files to the platform. The trainer will give individualized feedback and will provide recommendation on what and how to improve. Feedback can be give by email or on face-to-face evaluation sessions.

2. Multiple choice questions

The lessons on the LIFT platform are conceived in a way that the learners cannot proceed to the next lesson until they do not successfully answer the multiple choice questions of the previous lesson.

| UC5 - Sub-Unit 3 | |
|---|---|
| Combine use of HTML and CSS | **Total duration:** 10h00m |

**Objectives of the sub-unit**

- Arrange the content by positioning it relative the page or/and relative to each other.
- Wrap multiple HTML tags and position them together.
- Align content horizontaly and verticaly.
- Position content in front of/behind another element.
- Set background image.
- Learn to create navigation bars using unordered lists, as well as simple links and button.
- Study the possibilities to change the default position and visibility of a HTML element.
- Positioning of elements, of the cursor and some image effects like blur and grayscale settings.
- Add movement to our webpage without actually writing scripts: using gif images, but CSS animations and SVG graphics.
- Create HTML forms and learn about some form elements to understand how it works and learn more individually. (Without coding, the forms are not really working, the objective here is only to create a surface, some JavaScript and the attributes needed will be added when using scripts later.).
- Learn how to use embeddable content from other webpages.
- Finding possibilities on the Internet to ease or work, saving time on programing, designing and security.
- Try some solutions to get our webpages content adapted to the browser windows / screens size (responsiveness).
- Use relative sizing, defining different sizes, objects for different screen sizes.

**Content**

- The  HTML tag.
- The position, top, bottom, left, right, z-index, background-image CSS keywords.
- The <button> HTML tag.
- The display and float CSS properties.
- The :not CSS selector.
- The block, inline, inline-block, none values.
- The opacity, filter, box-shadow, grid-template-columns, clear CSS properties.
- The animation-name, animation-duration, animation-iteration-count, animation-direction CSS properties.
- The <svg> </svg> HTML tag.
- The <circle /> , <line /> , <text> </text> , <animate> SVG elements.
- The stroke, stroke-width , fill SVG properties.
- animation tags: <animateMotion>, <animateTransform>.
- The <form> </form>, <input> HTML tags.
- type="text", type="password" , type="radio" , type="checkbox" , type="number", type="submit", type="reset".
- The <fieldset> </fieldset> , <legend> </legend> , <select> </select> , <option> </option> HTML tags.
- The placeholder, value, required, pattern, title, maxlength, name, checked attributes.
- Data validation.
- The <iframe> HTML tag
- Embedding youtube video, google maps, social media button.
- The <!DOCTYPE html> declaration.
- The @media rule.

- The <meta> and <picture> HTML tags.
- The min-width and max-width CSS properties.
- Examples <meta> information.
- Examples on <picture> tag.
- Example on @media rule.

**Resources**

The main learning resources will be the LIFT platform.

Other resources:

1. Notepad++
2. Internet browser.
3. Basic image editing programme – e.g. Paint.
4. W3schools sections:

https://www.w3schools.com/tags/tag_div.asp
http://learnlayout.com/position.html
https://www.w3schools.com/Css/css_positioning.asp
https://css-tricks.com/absolute-positioning-inside-relative-positioning/
https://www.w3schools.com/cssref/pr_background-image.asp
https://www.w3schools.com/cssref/pr_class_display.asp
https://www.w3schools.com/css/css_display_visibility.asp
https://www.w3schools.com/html/html_blocks.asp
https://www.w3schools.com/howto/howto_css_dropdown.asp
https://www.w3schools.com/Css/css_navbar.asp
https://www.w3schools.com/css/css_image_transparency.asp
https://www.w3schools.com/howto/howto_css_image_overlay_slide.asp
https://www.w3schools.com/howto/howto_css_image_transparent.asp
https://www.w3schools.com/css/css_grid.asp
https://css-tricks.com/snippets/css/complete-guide-grid/
https://www.w3schools.com/css/css3_animations.asp
https://css-tricks.com/the-at-rules-of-css/
https://www.w3schools.com/graphics/svg_intro.asp
http://tutorials.jenkov.com/svg/index.html
https://css-tricks.com/guide-svg-animations-smil/
https://www.w3schools.com/html/html_forms.asp
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https://developers.google.com/maps/documentation/embed/guide
https://support.google.com/youtube/answer/171780?hl=en
https://developers.facebook.com/docs/plugins
https://www.w3schools.com/Tags/tag_meta.asp
https://www.w3schools.com/html/html_responsive.asp
https://www.w3schools.com/Css/css_rwd_mediaqueries.asp
https://www.w3schools.com/css/css_rwd_intro.asp
https://www.w3schools.com/CSSref/css_units.asp
https://www.w3schools.com/html/html5_syntax.asp

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Add** colour to different texts.<br>**Create** style sheets to be used with multiple html documents.<br>**Use** codes for shades of colour.<br>**Setting** background colours.<br>**Targeting** a particular, selected HTML tag.<br>**Set** font type, size, bold, italic and small caps styles.<br>**Add** distance between the lines.<br>**Align** texts.<br>**Create** borders.<br>**Add** border to text and image.<br>**Add** distance between content and border, content and content.<br>**Move** the setting of the list type from the HTML file to the CSS file.<br>**Use** pictures instead of standard bullets.<br>**Format** tables.<br>**Melt** together (collapse) multiple borders.<br>**Format** rows and columns in a table separately. | Responsibility and Autonomy | **Demonstrate,** under specialized supervision, some autonomy in formatting an html document text using colours, borders, adjusted font types and sizes. |

**Methodological approach**

The contents of this unit will be organised in seven lessons on the LIFT PLATFORM (lessons 15 to 21). We recommend seven hours of presentational learning to this unit, one hour for each lesson. One or two practical exercises per lessons should be done during the presentational training, the others should be done autonomously, but guidance (web-based or presentional) should be available for learners who need it.

A minimum of three hours of autonomous online learning should be spent by the learners in order to complete the practical exercises on the LIFT platform and on w3schools.

**Evaluation**

1. **Individual project evaluation**

The learners will upload their HTML and CSS files to the platform. The trainer will give individualized feedback and will provide recommendation on what and how to improve. Feedback can be give by email or on face-to-face evaluation sessions.

2. **Multiple choice questions**

The lessons on the LIFT platform are conceived in a way that the learners cannot proceed to the next lesson until they do not successfully answer the multiple choice questions of the previous lesson.

| UC5 - Sub-Unit 4 | |
|---|---|
| Introduction to JavaScript | **Total duration:** 10h00m |

**Objectives of the sub-unit**

- Define what a “program” is.
- Try some simple, one row JavaScript codes, included in our HTML tags, to get used how JavaScript works.
- Define ***variables***, ***statements***, ***decisions***, ***loops***.
- Define and learn how to use *functions*.
- Reuse code.
- Learn about variables, a way to temporarily store data until it gets handled.
- Learn about parameters, the way functions can communicate.
- Introduce data types and some operations related to variables.
- Learn about using conditional expressions in if statements.
- Learn about new (logical) operators checking equality or comparing two values to decide how to continue our program.
- Get styling values out of CSS files the simplest possible way.
- Complement the already implemented validations.
- Learn about a new form element, the range type number input and some new events that can be used with forms.
- Learn about the advantages of writing our JavaScript functions in a separate file.
- Learn about creating loops, repeating instructions.
- Adding elements to our page from JavaScript code.
- Learn about how to store multiple data in one variable.

**Content**

- The onclick, onmouseover, onmouseout events.
- Objects: document, this.
- Method: document.getElementById(the id comes here).
- The innerHTML and style properties with examples.
- The <script> HTML tag.
- The onload and onresize events.
- The window object.
- The setTimeout(function, milliseconds), addEventListener(‘the events name’, the functions name), alert("the text comes here"), date() methods.
- The innerWidth and innerHeight properties.
- The Date and Math objects.
- The ClearTimeout(reference to a timer), getHours, getMinutes, getSeconds, Math.floor(number), Math.random() methods.
- Variables and examples on numbers, stings, date.
- Example on function with parameters.
- Example on function returning value.
- Ehe the_main_string.search(the string to be found), getComputedStyle(element), getPropertyValue(the name of the property), confirm(message text) methods.
- Ehe onmouseenter, onmouseleave events.
- Example on getting a CSS attributes value.
- Example on if statement.
- Example on conditions.
- Examples on comparing strings.
- The <input type="range" /> form element.
- The min, max, step, value, checked JavaScript properties.

- The onfocus, onfocusout, onchange, onsubmit events.
- The isNaN(data to be checked) event.
- Example on form element without an actually form.
- Example on validation on actual forms.
- The createElement(a tagname), setAttribute(name of the attribute, value), appendChild(an element created), removechild(a reference to an element) methods.
- The for loop.
- The while loop.
- The getElementsByClassName(the name of the class), getElementsByTagName(the name of the tag), querySelectorAll(the name of the selector), charAt(index) methods.
- The length property.
- Examples on defining and using an array.
- Example on using getElementsByClassName.
- Example on using sequence numbers on strings.

**Resources**

The main learning resources will be the LIFT platform.

Other resources:

1. Notepad++
2. Internet browser.
3. Basic image editing programme – e.g. Paint.
4. W3schools sections:

https://www.w3schools.com/js/js_intro.asp
https://www.w3schools.com/js/js_events.asp
https://www.w3schools.com/js/js_htmldom_html.asp
https://www.w3schools.com/js/js_timing.asp
https://www.w3schools.com/Jsref/met_win_settimeout.asp
https://www.w3schools.com/Jsref/obj_window.asp
https://www.w3schools.com/jsref/met_element_addeventlistener.asp
https://www.w3schools.com/js/js_numbers.asp
https://www.w3schools.com/js/js_strings.asp
https://www.w3schools.com/js/js_string_methods.asp
https://www.w3schools.com/js/js_dates.asp
https://www.w3schools.com/js/js_date_methods.asp
https://www.w3schools.com/js/js_functions.asp
https://www.w3schools.com/jsref/jsref_if.asp
https://www.w3schools.com/jsref/jsref_getcomputedstyle.asp
https://www.w3schools.com/CHARSETS/default.asp
https://www.w3schools.com/Jsref/met_win_confirm.asp
https://developer.mozilla.org/en-US/docs/Web/HTML/Element/input/range
https://www.w3schools.com/js/js_validation.asp
https://www.w3schools.com/howto/howto_css_login_form.asp
https://www.w3schools.com/js/js_loop_while.asp
https://www.w3schools.com/js/js_loop_for.asp
https://www.w3schools.com/jsref/tryit.asp?filename=tryjsref_img_create
https://www.cssscript.com/easy-gallery-lightbox-pure-javascript-purejslightbox/
https://www.w3schools.com/jsref/met_document_createelement.asp
https://www.w3schools.com/js/js_arrays.asp
https://www.w3schools.com/jsref/met_document_queryselectorall.asp

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Use** simple, one row JavaScript codes.<br>**Write** and apply simple JAVASCRIPT functions.<br>**Use** Javascript logical operators, conditional expressions, IF statements.<br>**Get** styling values out of CSS files. complement the already implemented validations<br>**Use** JAVASCRIPT loops.<br>**Add** elements to their page from JavaScript code.<br>**Use** HTML forms with Javascript.<br>**Use** JAVASCRIPT arrays. | Responsibility and Autonomy | **Demonstrate**, under specialized supervision, some autonomy in writing Javascript codes. |

**Methodological approach**

The contents of this unit will be organised in seven lessons on the LIFT PLATFORM (lessons 22 to 28). We recommend seven hours of presentational learning to this unit, one hour for each lesson. One or two practical exercises per lessons should be done during the presentational training, the others should be done autonomously, but guidance (web-based or presentional) should be available for learners who need it.

A minimum of three hours(but preferably much more) of autonomous online learning should be spent by the learners in order to complete the practical exercises on the LIFT platform and on w3schools.

**Evaluation**

1. **Individual project evaluation**

The learners will upload their codes and the HTML files where they inserted their codes. The trainer will give individualized feedback and will provide recommendation on what and how to improve. Feedback can be give by email or on face-to-face evaluation sessions.

2. **Multiple choice questions**

The lessons on the LIFT platform are conceived in a way that the learners cannot proceed to the next lesson until they do not successfully answer the multiple choice questions of the previous lesson.

## UC6 – Finding a job in the ICT and Digital sector

| UC6 Workload: 12h00m | |
|---|---|
| **Presential Learning** | 6h00m |
| **Online Learning** | 6h00m |
| **Evaluation** | 1h25m (already included in the presential learning) |

| UC6 - Sub-Unit 1 | |
|---|---|
| **Digital skills** | **Total duration:** 2h00m |

**Objectives of the sub-unit**

- Introduce the learner to the concept of digital skills and competences.
- Present the "Digital Competence Framework for Citizens (DigComp)".
- Guide the learner in the process of assessing their own digital competences.

**Content**

- Digital skills and competences.
- Digital skills levels:
  - Level 1 to Level 2: Foundation.
  - Level 3 to Level 4: Intermediate.
  - Level 5 to Level 6: Advanced.
  - Level 7 to Level 8: High Specialised.
- Digital skills frameworks: "The Digital Competence Framework for Citizens (DigComp)".
- DigComp competences areas:
  - Information and data literacy.
  - Communication and collaboration.
  - Digital content creation.
  - Safety.
  - Problem solving.
- XXI Century skills: Collaboration; Communication; Creativity; Problem solving.
- Five digital skills needed for today work world:
  - Coding and Programming.
  - Web Analytics;
  - Project Management;
  - Image/Video Editing;
  - Social Media Management Tools.

**Resources**

This sub-unit intends to give the learner theoretical support so that she can be familiarized with the concept of digital skills and competences. We suggest as the main reference document the "Digital Competence Framework for Citizens (DigComp)", available at:

1. https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework
2. Print out, in big format and in colours, of the pages 14 and 15 of the DigComp "Learning to swim in the Digital Ocean".

Examples of videos about digital skills and competences:

1. What are digital skills?
2. The digital future of work: what skills will be needed?
3. Why digital skills matter.

List of references about the XXI Century Skills (for the trainer):

4. Proposal for a council recommendation on key competences for lifelong learning.
5. Recommendations on Key Competences for Lifelong Learning.
6. XXI Century Skills.

List of material needed:

6. PC, Smartphone or Tablets.
7. Access to the internet.

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Recognise** the main digital skills and competences required for the XXI Century labour market.<br>**Identify** own digital skills and competences suitable to match a job in the ICT sector. | Responsibility and Autonomy | **Demonstrate** some autonomy, under guidance, in the process of assessing own digital proficiency level. |

**Methodological approach**

This sub-unit is for presential learning only. The trainer must reserve at least:

- 30 minutes to explain the theoretical bases and to conduct a small debate with the trainees;
- 25 minutes to present the levels of digital proficiency and the online tools that the trainees can use to assess their own level.
- 25 minutes for the trainees to complete the self-assessment test.
- 25 minutes for the trainees to present the results of the self-assessment test to the rest of the class.
- 15 minutes to make a resume of the sub-unit and introduce the next sub-unit.

All practice is proceeded by some theoretical bases. In this sub-unit, the main objective is to present to the learn the concept of digital skills and its importance to the XXI Century job market. While doing it, the trainer must give examples using the DigComp document.

Prepare a resume of the main concepts and ideas and present it to the trainees in an interactive way. For example, use a video about digital skills and competences available on YouTube and conduct a small debate with the trainers. Search for the following key words: digital skills gap; digital skills for the future; digital skills training; digital skills programme; et. Remember to use recent videos and those more appropriate to your national context.

Print out, in big format and in colours, pages 14 and 15 of the DigComp "Learning to swim in the Digital Ocean", and display it in front of the class when explaining the different levels of digital skills proficiency.

For the topic "Five digital skills needed for today work world" the trainer must mention or outline the skills that the learners can develop in UC5 - "Introduction to coding: basic HTML, CSS and JavaScript".

To introduce the sub-unit "Types of ICT and digital jobs", ask the trainees to bring to the next class a list of the main areas in the ICT and digital sector that she can work for. The trainer must provide the exercise in digital format by sending the document to the learner via e-mail.

**Evaluation**

The evaluation part of this sub-unit corresponds to the digital self-assessment test that the trainee has to do in order to be aware of its own digital proficiency level. To guide the learners in the process of assessing their own digital competences, the trainer can use the DigComp to create a self-assessment test. When creating this test, use a free online questionnaire platform. We suggest that the trainers do the test in the classroom using a PC or a tablet. The trainer has to prepare the test and the results. There is also a list of possible online tests that the trainer can use. The trainer has to make sure if they fit the purpose of the sub-unit and the group level. Here are some examples:

- Ikanos Digital Competences, Self-diagnosis test. It is a questionnaire based on the DigComp framework. It takes 25 minutes to complete. At the end the trainee receives a report with an extended explanation of the results. Available only in English and Spanish.
- TOSA DigComp Test. The test is available in English, Dutch and French. It includes various activities and direct manipulation of *software*, files and the operating system. The test covers the following areas: The Web; Software and files; Hardware and Operating System; Networks and Digital Communication; Security.

| UC6 - Sub-Unit 2 | |
|---|---|
| Types of ICT and digital jobs | **Total duration:** 5h00m |

**Objectives of the sub-unit**

- Present to the trainees to the main areas of work in the ICT and digital sector.
- Guide the trainees in the process of recognising job opportunities in the ICT and digital sector.
- Support the learners to identify job opportunities that match their own digital skills and competences.

**Content**

- The existing ICT and digital sector career paths: ex. computer programming and software engineering, IT support, IT security, systems analysis and design, networks, database administration and web and multimedia.
- Type of ICT and digital jobs:
  - Jobs that are created in the ICT industry and ICT-enabled services.
  - ICT-enabled jobs across the sector.
  - Jobs that are accessed and performed online.
  - Jobs that are emerging based through / created via online platforms.
  - Jobs that are created through digital entrepreneurs.
- Companies and industries that use computing and information technology. Education and training to get a job in the ICT and digital sector.

**Resources**

1. PC, Smartphone or Tablets.
2. Access to the internet.
3. Worksheets.

**Learning Outcomes:**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Distinguish** from the main areas and type of jobs available in the ICT and digital sector.<br>**Identify** the type of companies and industries that use computing and information technology.<br>**Recognise** the education and training needed to get a job in the ICT and digital sector. | Responsibility and Autonomy | **Demosntrate** autonomy, under somer guidance, in matching their interests, experience, skills and competences against job options. |

**Methodological approach**

The total workload for this sub-unit is:

- 3:00 hours for online learning (this part corresponds to exercise given to the trainees at the end of the last sub-unit).
- 2:00 hours for presential learning, 0:30 minutes of which should be reserved for evaluation.

The trainer should start this sub-unit inviting the trainees to present the results of the research they have done regarding the Types of ICT and digital jobs". All trainees must present a list. The trainer can then compare a previously prepared list with the trainees' list. This can be done conducting a small debate and dialog with the trainees.

When presenting this unit to the trainees, the trainer must also emphasise that to access this types of jobs it is essential to have basic literacy and computer skills and also knowledge of English.

| |
|---|
| The trainer must also approach this unit explaining to the trainees that there is an opportunity for them in the ICT and digital sector and they just need to find a way. Maybe some of the work they have done in the past required digital skills and there is always room for improvement.<br><br>After presenting the different companies that offer jobs in the ITC and digital sector and the education and training required to get those jobs, the trainer can conduct a small exercise where the trainees match their interesting with some of the existing offer. |
| Evaluation<br>The evaluation of this sub-unit will be made through a self-reflection exercise. The trainees will be challenged to confront the results of their digital skills self-assessment test and match it with the real job opportunities. The results of this self-reflexion exercise will be used in the sub-unit 3. |

| UC6 - Sub-Unit 3 | |
|---|---|
| How to make your application stand out | **Total duration:** 5h00m |

**Objectives of the sub-unit**

- Support the learners creating an online professional profile.
- Guide the learners in the different steps to apply for a job opportunity in the ICT and digital sector.

**Content**

- The different online platforms to create professional profiles.
  The main differences between an online professional profile and an online personal profile.

**Resources**

1. PC, Smartphone or Tablets.
2. Access to the internet.
3. Video projector.

**Learning Outcomes**

Upon completion of this unit the learner will be able to:

| | | | |
|---|---|---|---|
| Skills | **Create** and **manage** an online professional profile. | Responsibility and Autonomy | **Decide,** with relatively autonomy, what steps to take if they want to apply for a particular job option. |

**Methodological approach**

The total workload for this sub-unit is:

- 2:00 hours for presential learning, 0:30 minutes of which should be reserved for evaluation.
- 3:00 hours for online learning (this part corresponds to the improvements to the professional profile that the learners, now as independent user's, have to make after attending this sub-unit).

In a simulated situation, the trainees will be challenged to apply for job vacancy and the trainer must provide support in all the steps:

- Creation of an online professional profile, that can be accessed via PC or Smartphone.
- Identify job portals to search for job vacancies.
- Make a list of generic keywords for job searching that are suitable and useful for her. This should be done using the information registered during the self-reflection exercise done in the previous sub-unit.
- Identify two or three possible job opportunities that match their skills.

In this job search, the trainees must look for jobs that match their digital skills.
Even being a simulated situation, the trainer must emphasise not only the need to have basic digital skills, but also the necessity to update them continuously in order to follow the future trend for jobs.

Since this is a simulated situation, trainees won't answer the job vacancy, but the trainer must provide support explaining to them how they should answer it if they fulfil all the requirements.
The main objective is to help the learners to perceive that they can open up to other career options if they improve their digital skills.

**Evaluation**

The evaluation of this sub-unit will be made through an oral presentation in class. The trainees will be challenged to present in front of the class, during 5 minutes, their professional profile.

## D. References

Communication from te Commission to the European PArtliment, the Council, The European Economic and Social Committee and the Committee of the Regions on the Digital Education Plan. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A22%3AFIN [last access, 15-09-2018].

Council Recommendation of 22 May 2018 on key competences for lifelong learning. Annex: Key Competences for Lifelon Learning, a European Framework. https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32018H0604%2801%29 [last access, 15-09-2018].

Digital Skills Toolkit. https://www.itu.int/en/ITU-D/Digital Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf [last access, 15-09-2018].

White Paper | What are digital skills? A comprehensive definition for modern organisations. http://www.skillsoft.com/assets/white-papers/Skillsoft_whitepaper_What-are-digital-skills-a-comprehensive-definition.pdf [last access, 15-09-2018].