



Project n°2019-1-IT02-KA204-063317



# DInSAd

*Innovative*

*Digital Inclusion of*

*Low Skilled Adult People*

## O1 - A2 Definition of digital competences for adults



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<b>DRAFT MAPPING OF DIGITAL COMPETENCIES FOR LOW SKILLED ADULTS</b>	
<b>Basic/Foundation:</b>	To learn the necessary skills and knowledge for basic computer and Internet use. To understand about computer hardware and software, to be able to handle files and folders and know how to work with the icons and windows on a computer screen. To recognize security problems and to solve some of them.
<b>e-everyday life/e-participation/ Collaboration/ e-citizen:</b>	To learn how to create a simple document, browse the Internet and use e-mail.
<b>OUTDOOR</b>	Browse and retrieve online news about cinema, books, readings, museums and music. Find information about travel schedules (air, train, bus), seat availability, availability of holidays, hotel occupancy etc. Try to install and use an app.
<b>SHOPPING</b>	Be aware of on-line services such as <b>leisure, shopping, local entertainment</b> . Try to install and use an app.
<b>BUSINESS</b>	Browse to retrieve corporate information and be aware of <b>online banking services</b> . Browse employee news, search for a job, find out about employment, pension rights or pension funding. Try to install and use an app.
<b>SOCIAL</b>	Browse and retrieve information about social media, community groups, voluntary organisations, special interest groups, discussion groups, message boards etc. Try to install and use an app.

Areas	Digital competence	Personal	Professional
<b>Basic/Foundation:</b> To learn the necessary skills and knowledge for basic computer and Internet use. To understand about computer hardware and software, to be able to handle files and folders and know how to work with the icons and windows on a computer screen. To recognize security problems and to solve some of them.	<b>Information and data literacy</b>	Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content	Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content
	<b>Problem solving</b>	Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses	Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses
	<b>Safety</b>	Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment	Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment
<b>e-everyday life/e-participation/ Collaboration/ e-citizen:</b> To learn how to create a simple document, browse the Internet and use e-mail.	<b>Digital content creation</b>	Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences	Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences
	<b>Communication and collaboration</b>	Competence area 2: Communication and collaboration 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.6 Managing digital identity	Competence area 2: Communication and collaboration 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity

<p><b>OUTDOOR</b> Browse and retrieve <b>online news</b> about <b>cinema, books, readings, museums and music</b>. Find information about <b>travel</b> schedules (air, train, bus), seat availability, availability of <b>holidays, hotel occupancy etc.</b> Try to install and use an app.</p>	<p><b>Information and data literacy</b> <b>Problem solving</b> <b>Safety</b> <b>Digital content creation</b> <b>Communication and collaboration</b></p>	<p>Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences Competence area 2: Communication and collaboration 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.6 Managing digital identity</p>	<p>Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences Competence area 2: Communication and collaboration 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity</p>
<p><b>SHOPPING</b> Be aware of on-line services such as <b>leisure, shopping, local entertainment</b>. Try to install and use an app.</p>	<p><b>Information and data literacy</b> <b>Problem solving</b> <b>Safety</b> <b>Digital content creation</b> <b>Communication and collaboration</b></p>	<p>Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences Competence area 2: Communication and collaboration</p>	<p>Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences Competence area 2: Communication and collaboration</p>

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<p><b>BUSINESS</b> Browse to retrieve corporate information and be aware of <b>online banking services</b>. Browse employee news, search for a <b>job</b>, find out about <b>employment, pension rights or pension funding</b>. Try to install and use an app.</p>	<p><b>Information and data literacy</b> <b>Problem solving</b> <b>Safety</b> <b>Digital content creation</b> <b>Communication and collaboration</b></p>	<p>Competence area 1: Information and data literacy</p> <ul style="list-style-type: none"> <li>1.1 Browsing, searching, filtering data, information and digital content</li> <li>1.2 Evaluating data, information and digital content</li> <li>1.3 Managing data, information and digital content</li> </ul> <p>Competence area 5: Problem solving</p> <ul style="list-style-type: none"> <li>5.1 Solving technical problems</li> <li>5.2 Identifying needs and technological responses</li> </ul> <p>Competence area 4: Safety</p> <ul style="list-style-type: none"> <li>4.1 Protecting devices</li> <li>4.2 Protecting personal data and privacy</li> <li>4.3 Protecting health and well-being</li> <li>4.4 Protecting the environment</li> </ul> <p>Competence area 3: Digital content creation</p> <ul style="list-style-type: none"> <li>3.1 Developing digital content</li> <li>3.2 Integrating and re-elaborating digital content</li> <li>3.3 Copyright and licences</li> </ul> <p>Competence area 2: Communication and collaboration</p> <ul style="list-style-type: none"> <li>2.1 Interacting through digital technologies</li> <li>2.2 Sharing through digital technologies</li> <li>2.3 Engaging in citizenship through digital technologies</li> <li>2.4 Collaborating through digital technologies</li> <li>2.6 Managing digital identity</li> </ul>	<p>Competence area 1: Information and data literacy</p> <ul style="list-style-type: none"> <li>1.1 Browsing, searching, filtering data, information and digital content</li> <li>1.2 Evaluating data, information and digital content</li> <li>1.3 Managing data, information and digital content</li> </ul> <p>Competence area 5: Problem solving</p> <ul style="list-style-type: none"> <li>5.1 Solving technical problems</li> <li>5.2 Identifying needs and technological responses</li> </ul> <p>Competence area 4: Safety</p> <ul style="list-style-type: none"> <li>4.1 Protecting devices</li> <li>4.2 Protecting personal data and privacy</li> <li>4.3 Protecting health and well-being</li> <li>4.4 Protecting the environment</li> </ul> <p>Competence area 3: Digital content creation</p> <ul style="list-style-type: none"> <li>3.1 Developing digital content</li> <li>3.2 Integrating and re-elaborating digital content</li> <li>3.3 Copyright and licences</li> </ul> <p>Competence area 2: Communication and collaboration</p> <ul style="list-style-type: none"> <li>2.1 Interacting through digital technologies</li> <li>2.2 Sharing through digital technologies</li> <li>2.3 Engaging in citizenship through digital technologies</li> <li>2.4 Collaborating through digital technologies</li> <li>2.5 Netiquette</li> <li>2.6 Managing digital identity</li> </ul>
<p><b>SOCIAL</b> Browse and retrieve information about <b>social media, community groups, voluntary organisations, special interest groups, discussion groups, message boards etc.</b> Try to install and use an app.</p>	<p><b>Information and data literacy</b> <b>Problem solving</b> <b>Safety</b> <b>Digital content creation</b> <b>Communication and collaboration</b></p>	<p>Competence area 1: Information and data literacy</p> <ul style="list-style-type: none"> <li>1.1 Browsing, searching, filtering data, information and digital content</li> <li>1.2 Evaluating data, information and digital content</li> <li>1.3 Managing data, information and digital content</li> </ul> <p>Competence area 5: Problem solving</p> <ul style="list-style-type: none"> <li>5.1 Solving technical problems</li> <li>5.2 Identifying needs and technological responses</li> </ul> <p>Competence area 4: Safety</p> <ul style="list-style-type: none"> <li>4.1 Protecting devices</li> <li>4.2 Protecting personal data and privacy</li> <li>4.3 Protecting health and well-being</li> </ul>	<p>Competence area 1: Information and data literacy</p> <ul style="list-style-type: none"> <li>1.1 Browsing, searching, filtering data, information and digital content</li> <li>1.2 Evaluating data, information and digital content</li> <li>1.3 Managing data, information and digital content</li> </ul> <p>Competence area 5: Problem solving</p> <ul style="list-style-type: none"> <li>5.1 Solving technical problems</li> <li>5.2 Identifying needs and technological responses</li> </ul> <p>Competence area 4: Safety</p> <ul style="list-style-type: none"> <li>4.1 Protecting devices</li> <li>4.2 Protecting personal data and privacy</li> <li>4.3 Protecting health and well-being</li> </ul>

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DRAFT MAPPING OF DIGITAL COMPETENCIES FOR LOW SKILLED ADULTS		<a href="https://europass.cedefop.europa.eu/resources/digital-competences">https://europass.cedefop.europa.eu/resources/digital-competences</a> :			EDCL Base and Intermediate Syllabus		DigComp 2.1 Foundation and Intermediate levels	
Basic/Foundation:		Digital competence	Personal	Professional	Personal	Professional	Personal	Professional
	To learn the necessary skills and knowledge for basic computer and Internet use. To understand about computer hardware and software, to be able to handle files and folders and know how to work with the icons and windows on a computer screen. To recognize security problems and to solve some of them.	<b>Information and data literacy</b>	I can look for information online using a search engine. I know that not all online information is reliable. I can save or store files or content (e.g. text, pictures, music, videos, web pages) and retrieve them once saved or stored.	I can use different search engines to find information. I use some filters when searching (e.g. searching only images, videos, maps). I compare different sources to assess the reliability of the information I find. I classify the information in a methodical way using files and folders to locate these easier. I do backups of information or files I have stored.	Understand web browsing Search effectively for online information and critically evaluate web content. Understand key copyright and data protection issues. Understand concepts of online communications and email. Send, receive e-mails and manage email settings. Organise and search emails and use calendars.	Determine what online information is needed to meet a particular requirement. Search securely for online information using search engines and social media applications. Critically evaluate information using a range of criteria. Manage and organise information using a range of tools. Plan, draft, review and deliver online information.	Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content	Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content
		<b>Digital competence</b>	<b>Personal</b>	<b>Professional</b>	<b>Personal</b>	<b>Professional</b>		

		<b>Problem solving</b>	I can find support and assistance when a technical problem occurs or when using a new device, program or application. I know how to solve some routine problems (e.g. close program, re-start computer, re-install/update program, check internet connection). I know that digital tools can help me in solving problems. I am also aware that they have their limitations. When confronted with a technological or non-technological problem, I can use the digital tools I know to solve it. I am aware that I need to update my digital skills regularly.	I can solve most of the more frequent problems that arise when using digital technologies. I can use digital technologies to solve (non-technical) problems. I can select a digital tool that suits my needs and assess its effectiveness. I can solve technological problems by exploring the settings and options of programmes or tools. I regularly update my digital skills. I am aware of my limits and try to fill my gaps.	close program, re-start computer, re-install/update program, check internet connection	How to install antivirus, firewall I can solve technological problems by exploring the settings and options of programmes or tools. I regularly update my digital skills. I am aware of my limits and try to fill my gaps. Select ways to adjust and customise digital environments to personal needs.	Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses	Competence area 5: Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses
		<b>Digital competence</b>	<b>Personal</b>	<b>Professional</b>	<b>Personal</b>	<b>Professional</b>	<b>Personal</b>	<b>Professional</b>
		<b>Safety</b>	I can take basic steps to protect my devices (e.g. using anti-viruses and passwords). I know that not all online information is reliable. I am aware that my credentials (username and password) can be stolen. I know I should not reveal private information online. I know that using digital technology too extensively can affect	I have installed security programmes on the device(s) that I use to access the Internet (e.g. antivirus, firewall). I run these programmes on a regular basis and I update them regularly. I use different passwords to access equipment, devices and digital services and I modify them on a periodic basis. I can identify the websites or e-mail	Understand the key concepts relating to the importance of secure information and data, physical security, privacy and identity theft. Protect a computer, device, or network from malware and unauthorised access. Understand the types of networks, connection types, and network specific issues, including firewalls.	Be aware that there are data protection issues within any social media platform, be aware about data protection and copyright issues. Recognise copyright with social media and be aware of the impact for downloading content.	Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment	Competence area 4: Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment

			<p>my health. I take basic measures to save energy.</p>	<p>messages which might be used to scam. I can identify a phishing e-mail. I can shape my online digital identity and keep track of my digital footprint. I understand the health risks associated with the use of digital technology (e.g. ergonomics, risk of addiction). I understand the positive and negative impact of technology on the environment.</p>	<p>Browse the World Wide Web; communicate on the Internet securely. Understand security issues related to communications, including e-mail and instant messaging. Backup and restore data appropriately and safely; securely dispose of data and devices. Recognise the importance of intellectual property rights and the appropriate use of content when using online collaborative tools.</p>	<p>Recognise issues of privacy, security, online etiquette and Cyberbullying within social media . Understand the importance of managing your online reputation. Identify and recognise your online assets (e.g. websites, social media sites, domain names, etc.).</p> <p>Be aware of online monitoring tools. Track what is going on (negative and positive conversations, etc.) by using free alert and analytic tools, such as, Google Alerts and Google Analytics. Understand social influence. Recognise the importance of having a social media online reputation plan.</p> <p>Recognise the importance of dealing with complaints and being honest and transparent in all</p>		
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						<p>communications .</p> <p>Develop a social media policy document for your organization to manage and monitor what is being said and how social media is used in the organisation. Confirm that employees know about, and are compliant with, any policy documents used, and sign to this effect as required. Set appropriate admin rights and access for any organizational social media platforms.</p> <p>Know how to prevent a social media crisis, how to protect yourself against rogue social media updates, and how to respond to a crisis.</p>		
<b>e-everyday life/e-participation/ Collaboration/ e-citizen:</b>	To learn how to create a simple document, browse the Internet and use e-mail.	<b>Digital competence</b>	<b>Personal</b>	<b>Professional</b>	<b>Personal</b>	<b>Professional</b>	<b>Personal</b>	<b>Professional</b>
		<b>Digital content creation</b>	I can produce simple digital content (e.g. text, tables, images, audio files) in at least one format using digital tools. I can make basic editing to content	I can produce complex digital content in different formats (e.g. text, tables, images, audio files). can apply basic formatting (e.g. insert footnotes, charts,	The electronic devices (computer, tablet, mobile) Identify the main parts of the device. Turn on the device.	Understand key concepts relating to ICT, computers, devices and software. Start up and shut down a computer	Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-	Competence area 3: Digital content creation 3.1 Developing digital content 3.2 Integrating and re-

			<p>produced by others. I know that content can be covered by copyright. I can apply and modify simple functions and settings of software and applications that I use (e.g. change default settings).</p>	<p>tables) to the content I or others have produced. I know how to reference and reuse content covered by copyright.</p>	<p>Recognize desktop icons and menus. Manipulate desktop windows. Use the mouse / keyboard to carry out actions. Shut down the device properly. Use Help functions. Be able to use Files and Folders View folders, directories. Recognise different file types. Copy, move files, folders. Delete files, folders. Simple Applications Use a common application to create a new document. Open existing documents. Enter text and make some small editing changes. Save files in different formats such as: doc, txt, rtf, html. Print outputs. Close an application.</p>	<p>Work effectively on the computer desktop using icons, windows Adjust the main operating system settings and use built-in help features Create a simple document and print an output Work with documents and save them in different file formats, locally or in the cloud. Use available help resources, shortcuts and the go to tool to enhance productivity. Create and edit word processing documents that will be ready to share and distribute. Apply different formats and styles to enhance documents and recognise good practice in choosing the appropriate formatting options. Insert tables, pictures and drawn objects into documents. Prepare documents for mail merge operations. Adjust document page settings and</p>	<p>elaborating digital content 3.3 Copyright and licences</p>	<p>elaborating digital content 3.3 Copyright and licences</p>
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						check and correct spelling before printing. Know about the main concepts of file management and be able to efficiently organise files and folders Understand key storage concepts and use utility software to compress and extract large files		
		<b>Digital competence</b>	<b>Personal</b>	<b>Professional</b>	<b>Personal</b>	<b>Professional</b>		
		<b>Communication and collaboration</b>	I can communicate with others using mobile phone, Voice over IP (e.g. Skype) e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange). I can share files and content using simple tools. I know I can use digital technologies to interact with services (as governments, banks, hospitals). I am aware of social networking sites and online collaboration tools. I am aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information).	I can use advanced features of several communication tools (e.g. using Voice over IP and sharing files). I can use collaboration tools and contribute to e.g. shared documents/files someone else has created. I can use some features of online services (e.g. public services, e-banking, online shopping). I pass on or share knowledge with others online (e.g. through social networking tools or in online communities). I am aware of and use the rules of online communication ("netiquette").	Recognise that ICT (Information and Communication Technology) can support and promote online collaboration. Understand that email is a digital messaging service carried on the Internet. Know about different email accounts: Internet Service Provider Accounts (ISP's), Webmail. Understand the make-up and structure of an email address. Understand what an attachment is and the implications of its size. Understand the term virus. Understand security risks associated with	Understand the key concepts relating to online collaboration and cloud computing. Set up accounts to prepare for online collaboration. Use online storage and web-based productivity applications to collaborate. Use online and mobile calendars to manage and plan activities. Collaborate and interact using social networks, blogs, and wikis. Schedule and host online meetings and use online learning environments.	Competence area 2: Communication and collaboration 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.6 Managing digital identity	Competence area 2: Communication and collaboration 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity

					<p>opening certain email attachments. Be aware of the possibility of receiving fraudulent and unsolicited email. Understand the term address book. Understand the term inbox folder, and open an email. Understand the term Sent Items folder. Create a new message. Insert a mail address in the To field. Insert a title in the Subject field. Send a message. Use the reply function. Forward a message. Identify the main types of services supporting online collaboration like: cloud computing, mobile technology. Identify the main types of tools supporting online collaboration like: common productivity applications, social media, online calendars, online meetings, online learning environments. Outline the benefits of using online collaborative tools like: shared files and calendars, reduced travel expense, ease of communication,</p>	<p>Understand key mobile technology concepts and use features such as e-mail, applications, and synchronization. Understand what social media is and recognise the main features of common social media tools. Understand how social media has changed the way we communicate, who is using it and why they are using it. Recognise how social media tools can create higher visibility, allow individuals, businesses, organisations, governments and social groups to connect and increase reach. Recognise the opportunity to publish and cross-promote, integrate and share, using different social media platforms and resource tools Recognise the advantage of social media, such as: practical in nature, easily applied,</p>		
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					<p>enhanced teamwork, global access. Be aware of the risks associated with using online collaborative tools like: unauthorised access to shared files, insufficient management of version control, malware threats, identity/data theft, service interruptions. Understand what social media is and recognise the main features of common social media tools. Understand how social media has changed the way we communicate, who is using it and why they are using it. Recognise how social media tools can create higher visibility, allow individuals, businesses, organisations, governments and social groups to connect and increase reach. Recognise the opportunity to publish and cross-promote, integrate and share, using different social media platforms and resource tools Recognise the advantage of social media, such as: practical</p>	<p>relevant and credible. Be aware that social media is fully mobile with applications (or apps) available to support Smart Phones (iPhone, Android, Blackberry), or tablets (iPad, Samsung, HRC, Kindle Fire, etc.) Be aware of common reasons why organisations use social media: engage with customers, improve services, better access, promotions, etc. Understand what the term 'active listening' means and know how to engage with people online. Recognise the importance of timely and relevant content. Decide what you want to achieve with social media, recognise the importance of setting goals and reflect this in a social media plan. Consider your online identity and the messages you want to convey.</p>		
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					<p>in nature, easily applied, relevant and credible. Be aware that social media is fully mobile with applications (or apps) available to support Smart Phones (iPhone, Android, Blackberry), or tablets (iPad, Samsung, HRC, Kindle Fire, etc.)</p> <p>Be aware of common reasons why organisations use social media: engage with customers, improve services, better access, promotions, etc.</p> <p><b>News:</b> Browse and retrieve online news such as local, national, other media (TV, radio) and corporate news.</p> <p><b>Government:</b> Browse and be informed about government social services and business services, current initiatives, laws and legislation, central &amp; local government issues of topical interest, public statistics.</p> <p><b>Consumer:</b> Be aware of on-line services such as banking, leisure, shopping, local entertainment, cultural events. Browse to be informed of new offers, availability of goods,</p>	<p>Be aware of the resources necessary to run an effective social media programme, the importance of measurement, maintenance and ownership of the programme.</p> <p>Decide who will be responsible for maintaining social media accounts, agree frequency of messaging and updates. Know the fundamentals of creating and managing social presences on common social media networks, such as, Facebook, Google+, Twitter, Blogger, YouTube, Instagram and LinkedIn.</p> <p>Know how to create and maintain a business presence on common social networks.</p> <p>Understand Facebook Page Features and Facebook Insights.</p>		
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					<p><i>pricing, upcoming cultural events.</i></p> <p><b>Travel:</b> Find information about travel schedules (air, train, bus), seat availability, availability of holidays, hotel occupancy etc.</p> <p><b>Education/Training:</b> Find information about education and training courses (University, College, Schools, training including e-training) and enrolling in courses. Search libraries for information and references.</p> <p><b>Employment:</b> Browse employee news, search for a job, find out about employment, pension rights or pension funding.</p> <p><b>Health:</b> Browse and retrieve information on public health, private medicine, alternative medicine, certification of drugs and health insurance.</p> <p><b>Interest Groups:</b> Browse and retrieve information about community groups, voluntary organisations, special interest groups, discussion groups, message boards etc.</p> <p><b>Business:</b> Browse to retrieve corporate information and be</p>	<p>Know that photos and contests are effective methods of generating involvement.</p> <p>Know that you can use Google + to join and participate in relevant Google+ communities. Know how to create and use Google+ Circles. Understand what social media is and recognise the main features of common social media tools. Understand how social media has changed the way we communicate, who is using it and why they are using it.</p> <p>Recognise how social media tools can create higher visibility, allow individuals, businesses, organisations, governments and social groups to connect and increase reach. Recognise the opportunity to publish and cross-promote, integrate and share, using different social</p>		
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					<p><i>aware of intranets and extranets for business networking.</i> Understand what the term 'active listening' means and know how to engage with people online. Recognise the importance of timely and relevant content. Decide what you want to achieve with social media, recognise the importance of setting goals and reflect this in a social media plan. Consider your online identity and the messages you want to convey.</p>	<p>media platforms and resource tools. Recognise the advantage of social media, such as: practical in nature, easily applied, relevant and credible. Be aware that social media is fully mobile with applications (or apps) available to support Smart Phones (iPhone, Android, Blackberry), or tablets (iPad, Samsung, HRC, Kindle Fire, etc.) Be aware of common reasons why organisations use social media: engage with customers, improve services, better access, promotions, etc. Understand what the term 'active listening' means and know how to engage with people online. Recognise the importance of timely and relevant content. Decide what you want to achieve with social media, recognise the importance of</p>		
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						<p>setting goals and reflect this in a social media plan. Consider your online identity and the messages you want to convey. Be aware of the resources necessary to run an effective social media programme, the importance of measurement, maintenance and ownership of the programme.</p> <p>Decide who will be responsible for maintaining social media accounts, agree frequency of messaging and updates. Know the fundamentals of creating and managing social presences on common social media networks, such as, Facebook, Google+, Twitter, Blogger, YouTube, Instagram and LinkedIn. Recognise 'social aggregator' tools like Hootsuite, Sendible and Buzzbundle and know how they can</p>		
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						<p>be used to manage your social media accounts. Know how to create and maintain a business presence on common social networks. Understand Facebook Page Features and Facebook Insights. Know that photos and contests are effective methods of generating involvement.</p> <p>Understand how Facebook ads work and can generate significant returns. Know how Sponsored Stories and Promoted Posts are used and how they can drive traffic. Know that you can use Google + to join and participate in relevant Google+ communities. Know how to create and use Google+ Circles. Use Google + to follow news stories and be updated.</p> <p>Use Google + to publish news and</p>	
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						<p>updates, share multi-media. Know how to use Google + Hangouts to generate traffic and how to broadcast a Hangout to your YouTube channel or embed it in your website.</p> <p>Use Google + as a management tool, to update about schedules, projects, and to organise teams and topics of interest into 'Circles'.</p> <p>Recognise how Twitter can help develop participation and a sense of community. Know that Twitter particularly attracts people on mobile devices.</p> <p>Use Twitter to track an interesting conference or seminar.</p> <p>Follow a famous persons, topic or trend.</p> <p>Create a list and know what it means to do this.</p> <p>Use Twitter to seek out opinions and pose questions. Use Twitter for limited</p>		
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						<p>time offers to generate traffic. Use Twitter to help with work, to update about schedules, project due dates, etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events.</p> <p>Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful.</p> <p>Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a schedule of blog posts for future use. Add some blog posts to maintain an active conversation. Understand the uses and values of video sharing tools like YouTube and how it can be a highly</p>		
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						<p>effective communication tool. Be aware of the key features of a good video (interesting, compelling, brief, title, description, etc.)</p> <p>Sign up for YouTube resources and review a broad range of subject matter playlists.</p> <p>Recognize that LinkedIn has its own unique community and caters to professionals and can connect you to other 'fire-starters'. Know that LinkedIn's 'Best Practice Guide' and HubSpot's 'Cheat Sheet' can help you get the most out of the site. Recognise how LinkedIn's advertising network, research and recommendations can be used to promote yourself and your products. Understand what Delicious is and how it can allow you to share resources.</p> <p>Understand how you can use a tool like</p>		
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							Flickr to share visuals on social media platforms. Understand what Pinterest is and how it can be used as a serious social networking too		
<b>OUTDOOR</b>	Browse and retrieve online news about cinema, books, readings, museums and music. Find information about travel schedules (air, train, bus), seat availability, availability of holidays, hotel occupancy etc. Try to install and use an app.	<b>Information and data literacy Problem solving Safety Digital content creation Communication and collaboration</b>							
<b>SHOPPING</b>	Be aware of on-line services such as <b>leisure, shopping, local entertainment</b> . Try to install and use an app.	<b>Information and data literacy Problem solving Safety Digital content creation Communication and collaboration</b>							
<b>BUSINESS</b>	Browse to retrieve corporate information and be aware of <b>online banking services</b> . Browse employee news, search for a job, find out about employment, pension rights or	<b>Information and data literacy Problem solving Safety Digital content creation Communication and collaboration</b>							

	pension funding. Try to install and use an app.							
<b>SOCIAL</b>	Browse and retrieve information about social media, community groups, voluntary organisations, special interest groups, discussion groups, message boards etc. Try to install and use an app.	<b>Information and data literacy</b> <b>Problem solving</b> <b>Safety</b> <b>Digital content creation</b> <b>Communication and collaboration</b>						