FVU-digital

1.1 Identity and purpose

1.1. Identity

Modern society is increasingly based on the use of digital solutions, not least in the relation to the labour market. This requires employees to possess the necessary skills to operate digital tools to share and handle data.

The course FVU-digital is aimed at individuals who need to improve their basic skills in digital problem-solving in occupational contexts. The course accordingly has a practical focus.

The educational content of FVU-digital is intended to provide knowledge of and experience with using digital solutions in the labour market and thereby create an understanding of the influence of digital solutions on working life, with positive spillover effects on future prospects in relation to future employment, education, private life and social contexts.

1.2 Purpose

The purpose of FVU-digital is to improve the participants' opportunities to develop and become accustomed to and safely use their basic digital skills with a view to using digital solutions as useful tools in the labour market, as well as to make the participants feel motivated to acquire new digital skills.

2. Learning objectives and curriculum

2.1 Learning objectives

The objective of FVU-digital is to improve the participants' ability and motivation to acquire new digital skills.

FVU-digital is offered in three levels of difficulty:

Level 1 is intended to provide the participant with a basic introduction to using digital tools

Level 2 is intended to develop the participant's digital problem-solving skills

Level 3 is intended to automate the participant's acquired digital problem-solving skills

Level 1

The objective of the course is that the participant, within the following areas:

1. Foundational knowledge of digital tools

a) can achieve familiarity with relevant devices and digital tools

b) can use a variety of programs with a pointing device and keyboard

2. Organising, structuring and managing data

a) can store and retrieve data from local as well as external/central storage media

b) can download apps

3. Information queries

a) can perform a simple information query

b) can find and use instructional videos

4. Digital communication

a) can receive and reply to e-mails and other digital messages on relevant digital devices

b) can safely handle e-mails, including unsolicited e-mails

5. Compensatory IT

a) can use relevant compensatory tools

6. Security, privacy and personal data

a) can create and manage passwords

b) has a basic familiarity with IT security practices

c) is familiar with the most important requirements related to processing personal data

Level 2

The objective of the course is that the participant, within the following areas:

1. Foundational knowledge of digital tools

a) can work further with relevant devices and digital tools to ensure optimal use

2. Organising, structuring and managing data

a) can collect, enter, edit and use data in relevant functions in databases or in digital productions

3. Information queries

a) can improve the quality of information queries through knowledge of search techniques/strategies

b) can find and use instructional videos

4. Digital communication

a) can receive and reply to e-mails and other digital messages on relevant digital devices

b) is familiar with and able to use relevant public sector digital self-service solutions

c) can safely handle e-mails, including unsolicited e-mails

5. Compensatory IT

a) can use relevant compensatory tools

6. Security, privacy and personal data

a) can find and familiarise themselves with IT security policies

b) can find and familiarise themselves with the legislative requirements for processing personal data

Level 3

The objective of the course is that the participant, within the following areas:

1. Foundational knowledge of digital tools

a) can become familiar with, securely use and optimise working with relevant devices and digital tools

2. Organising, structuring and managing data

a) can become familiar with and securely make use of skills in collecting, searching for and managing data in relevant databases or digitalised productions

3. Information queries

a) can target and optimise information queries

b) can find and use instructional videos

4. Digital communication

a) can use a shared calendar system

b) can perform searches and filter e-mails

c) can use e-mail communication on a more advanced level by using relevant features in the e-mail client

d) can collaborate digitally with others

5. Compensatory IT

a) can use relevant compensatory tools

6. Security, privacy and personal data

a) can relate IT security policy to different areas of work

b) can comply with the legislative requirements for processing of personal data

2.2. Core material

The core material will be covered in a manner that reflects specific issues of relevance to the labour market. The core material covers:

In Level 1

1. Use of pointing device and keyboard

2. Knowledge of relevant digital tools

3. Basic file management

4. Basic information queries

5. Digital communication

6. Knowledge of digital security

7. Relevant compensatory tools

In Level 2

1. Optimised use of relevant devices and digital tools

2. Management and sharing of data and files

3. Qualified information queries

4. Digital communication

5. Knowledge of digital security

6. Relevant compensatory tools

In Level 3

1. Efficient use of devices and digital tools

2. Working with data securely and with familiarity

3. Information queries and information sharing

4. Digital communication and collaboration

5. Knowledge of digital security

6. Relevant compensatory tools

2.3 Supplementary material

It will not be possible to meet the learning objectives solely on the basis of the core material. The supplementary material is intended to add further elaboration to the core material and provide a labour market perspective to it. The supplementary material contributes to ensuring that the core material becomes ingrained and examined through a practical lens.

3. Organisation

3.1 Didactic principles

The course is based on the participant's needs in relation to performing digital tasks in an occupational context. In relation to the organisation of the course, the teacher should incorporate the following elements:

Practice-based learning Participants work on course content and digital tools through authentic assignments, and the participants are taught how to use what they learn in relevant contexts.

Modelling: The teacher outlines and demonstrates how to perform digital tasks, after which the participant - either on their own or with fellow course participants - performs relevant related tasks.

Differentiation: The starting point for each participant's learning is their prior knowledge of the subject and their purpose behind taking the course.

Linguistic considerations: Consideration should be taken to ensure a bridge is built between the participant's everyday language and work-related language.

Compensation: The individual participant's need for compensatory tools will be taken into account.

3.2 Teaching and working methods

A significant part of the preparatory adult education course is individualised, and the participant's independent work with the relevant digital tools - under the guidance of the teacher - is a key part of the course. This work can be initiated by teacher/participant presentations in the context of the common core material, putting the concrete work into a relevant context in relation to different work tasks.

In addition, an important element of the teaching is to create space for participants to collaborate and exchange experiences about the digital assignments.

The aim is to ensure the participant works experimentally in a way where testing out the possibilities of the digital tools becomes a predominant way of learning.

3.3 IT

Performing digital tasks in relation to working life is a core element of the course. Accordingly, the inclusion of IT and relevant digital tools is relevant to all the learning objectives of the course.

Where relevant, the participants must acquire user-level skills in using digital tools to compensate for a lack of other basic skills, e.g. reading and writing, that may hinder their use of the subject matter in the labour market.

4. Evaluation

4.1 Running evaluation

The participant's skills will be evaluated on a running basis. The evaluation is intended to inform the participant about their progress in relation to the learning objectives, provide an overview of what they have learned and contribute to planning the participant's continued progression along each level. The evaluation will be based on the learning objectives and the specific course content.

The planning, structure and content of the course will be evaluated on a running basis and adapted to each participant's learning needs. The running evaluation may be verbal, written, digital or combinations thereof.

4.2 Course documentation/final achievement level assessment

Level 1 and 2 conclude with an achievement level assessment.

In connection with the achievement level assessment, the participant must complete a digital assignment during the course. The assignment must document that the participant has achieved relevant learning objectives. The assignment may entail managing data, using digital tools, organising/structuring data, information queries, digital communication, compensatory IT and digital security and privacy. The completed assignments are sent digitally to the teacher.

The content of the course documentation may vary according to the participant's prior experience and knowledge. The teacher selects the forms of documentation deemed most suitable for the purpose and each individual participant.

The assessment focuses especially on whether the participant can demonstrate an appropriate approach to performing the assigned task and how they use their chosen digital tools.

The achievement level assessment uses a binary pass/fail grading system.

4.3 Final assignment

Level 3 concludes with a locally held exam intended to demonstrate the examinee's achievement of the course objectives. The assignment entails a combined verbal and practical exam where the examinee demonstrates how to perform a digital assignment. The assignment will be provided by the teacher and result in a pass or fail.

The exam will be based on digital assignments that the examinee has learned how to perform.

The exam is taken individually and organised so that 3-4 examinees can take it at the same time and complete it within 1 hour. While the examinees are working, the examiners (one internal and one external) speak with each one in turn. The verbal portion of the exams are based on the performance of the digital assignment and last 15 minutes in total per examinee. Between verbal portions, the examinee works on the assignment in writing/digitally.

4.3.1 Examination basis

The examination basis is the exam assignment prepared by the teacher.

4.3.2 Basis of assessment

The assessment is based on an overall evaluation of the examinee's performance.

4.3.3 Assessment criteria

The assessment is an evaluation of the extent to which the examinee's performance meets the learning objectives indicated in section 2.1.

A key consideration is whether the examinee can:

a) demonstrate an appropriate approach to completing the assignment they were provided

b) using their chosen digital tools.