**EUROPEAN
WORKPLACE LITERACY PROFILE
(EUROPEAN CORE CURRICULUM)**

**Literacy and Numeracy competences
Digital Competence
Critical Thinking**

Literacy and vocation

CONTENTS

PREFACE

1.1 What is workplace literacy?

Workplace literacy includes **Oral Communication** (Speaking and Listening), **Written Communication** (Reading and Writing), **Numeracy**, **Critical Thinking** and **Digital Competence** people need at work.

In the workplace, literacy does not mean reading books or writing essays like in school. Workplace literacy refers to real work demands based on the real documents people encounter on the job and in vocational training e.g. health and safety manuals, machine specifications, shift notes, quality records, tables and graphs, operator instructions, standard operating procedures and log books.

Employees need reading, writing, speaking and listening, numeracy and critical thinking skills (and sometimes basic digital competence) to carry out their jobs well and to understand why processes work the way they do. They need still more literacy skills to get through vocational training units such as induction and health and safety training.

Workplace literacy skills are often described separately (like in the following curriculum) but used together. For example, you need to combine reading, writing and numeracy skills when you:

- Listen to a team leader's instructions about a change in an order
- Read a job specification that has both text and numbers in a chart or tables
- Talk about the information to a co-worker
- Understand the underlying numeracy concepts such as weights and measures, tolerances or temperatures
- Read data from a gauge or dial
- Record the numerical results in writing.

1.2 Literacy skills for vocational training

Training itself often requires a higher level of reading and writing than is needed on the job because new information is usually presented in writing.

People need more reading and writing when they are doing training or unit standard assessment activities than they use on the job. A training course might require people to read notes on a whiteboard and summarise the tutor's key points in writing.

This is often the case with theory and health and safety related information. Reading workbooks or self-study material can be particularly difficult for people who are not confident readers or who have not been in formal training for a long time.

Some training material is written in quite formal language, different from the sorts of reading people may do on the job, such as informal shift notes or very short bullet points on a form.

The training material might include diagrams and charts that may not be used on the job and these are not always carefully explained. Some training material is harder to read than it needs to be because it is not clearly laid out.

1.3 Workplace literacy demands vary in different contexts

Employees are likely to have more skills in some areas than others. For example, a person's reading may be better than their writing, or someone may be good at problem solving and maths on the job but not confident at writing or speaking in meetings.

If people don't understand or pass on information by reading and writing, their ability to speak and listen is vital. Understanding production

processes and problem solving may require an understanding of numeracy concepts that some employees simply don't have.

Different jobs require different levels of literacy. The frequency with which someone has to read and write or use numeracy skills differs, as does the degree of supervision they have when they do it. The complexity of what has to be read or written also varies between roles and between companies.

The literacy demands of a particular role will change from industry to industry, from company to company. This means for example that in one company an employee may have to deal with more complex texts with less support and supervision than someone in another company. Sometimes people need higher level reading skills, not because their jobs specifically require it but because what they have to read is made complicated and difficult through poor design or unnecessarily complex writing.

2.1 The European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM)

The basis for describing the literacy skills in the European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM) constitute the Job Profiles in HELPER/ASSISTANT PROFESSIONS collected and evaluated in Austria, Bulgaria, Denmark, Germany, Spain and United Kingdom (Kitchen helper, warehouse worker, welder, domestic worker, gardener, electrician helper, housekeeping, care worker, housekeeping-hotel and cross-professional digital skills).

The analysis of the job requirements allowed collecting information and data about required literacy skills on the job - based on work processes in companies, the mastery of tools and machinery, the use of materials and the necessary knowledge and skills required in the workplace. The analysis was necessary to identify the required literacy skills that could

not be found in vocational curricula or job requirements. The profiles describe the working tasks and the literacy competences needed for the execution of the working tasks.

In a second step the single profiles have been compiled to a **Documentation of European literacy demands for two branches (occupational sectors): CRAFTS AND SERVICE PROFESSIONS**. This compilation makes visible that the standards from different vocational fields often require quite similar underpinning literacy skills (reading, writing, speaking, listening, critical thinking, media skills). Only the numeracy skills needed varies more between different vocational fields. The differences come from variations in the product, the type of process and machinery being used and also differences in the way companies organise their quality systems.

Starting from the requirements of literacy competences in the working place the **European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM)** goes one steps further: As vocational (further) training itself often requires a higher level of literacy competences than needed on the job these competences and skills form part of the description competence areas/dimensions because they are needed for an entrance into the process of lifelong learning within a vocational context.

The **European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM)** is not a didactic or methodological guide for literacy training programs and it does not reflect different competence levels. The focus lies on the description of competence areas/dimensions of literacy demands needed for the execution of vocational requirements (on the job and in vocational training).

The **European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM)** is a first step for the definition of a European framework for adult literacy education (supplementing CEFR and EQF). Such a competence framework for adult education is the condition for a European comparability and accreditation of non-formal learning outside of the regular school-systems.

2.2 Competence areas/dimensions described in the European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM)

Written communication (reading and writing), **oral communication** (speaking and listening)
(Reading competences mean always to understand!)

Basic skills in written and oral communication are a prerequisite for participating actively in and meeting the challenges of working life and community life. The competence goals have been defined with a view to the needs for competence that adults may have in the working place and in daily life. Having sufficient basic skills in this area is a decisive requirement for all other learning and competence development.

Written and oral communication is the ability to express and interpret concepts, thoughts, feelings, facts and opinions and to interact linguistically in an appropriate way in a full range of societal and cultural contexts; in education and training, work, home and leisure. Individuals should have the skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context.

Numeracy

Numeracy competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday and working life. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids.

Critical thinking

The term critical thinking refers to the thought processes used to evaluate information and the practice of using such conclusions to guide behavior. The process of critical thinking is associated with accuracy, logic, fairness, credibility, and intellectual clarity.

An individual who has strong critical thinking skills has a sense of curiosity and is interested in finding innovative solutions to problems. He or she is willing to examine previously held beliefs, opinions, or assumptions and objectively weigh them against facts—admitting when a lack of understanding or information impairs the decision making process and adjusting conclusions as needed to accommodate the introduction of new information. An individual with strong critical thinking skills can be described as self-directed, self-monitored, and self-disciplined.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change.

Digital competence

Digital competence makes individuals capable to use and exploit digital tools and services in professional and personal life. Digital competence should be one of the main competences in a modern society.

Individuals are expected to work with certain autonomy and to organise a working environment so that it is safe, tidy and organised. They should, independently, be able to use the internet or intranet and other sources of information to find and select information to meet their needs. They should be aware of accepted good practice when dealing with information of a sensitive nature, as well as the dangers from virus software, and know how to protect systems appropriately.

Individuals should know why they are carrying out an activity, have the skills to decide which tools to use, select appropriate software applications and decide on the information needed and how it is to be organised. Information will be developed by processing and formatting so that the appearance of the final presentation meets the needs of the intended purpose and is appropriate for the identified audience.

A precondition for developing digital competence is a wide range of competences in the competence areas/dimensions Written Communication (Reading), Written Communication (Writing), Numeracy and Critical Thinking.

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In Part II of this document there are defined and described 3 competence levels (Basic Level, Level 1 and Level 2) for the competence areas/dimensions **Oral Communication** (Speaking and Listening), **Written Communication** (Reading), **Written Communication** (Writing), **Numeracy, Critical Thinking and Digital competence**. It should be noted that level 1 is the minimum level needed to meet the demands of participating in vocational further training and Life Long Learning.

PART I

EUROPEAN

WORKPLACE LITERACY PROFILE (CORE CURRICULUM)

ORAL COMMUNICATION (SPEAKING AND LISTENING)
WRITTEN COMMUNICATION (READING)
WRITTEN COMMUNICATION (WRITING)
NUMERACY
CRITICAL THINKING
DIGITAL COMPETENCE

ORAL COMMUNICATION (SPEAKING AND LISTENING)

GENERAL IN-COMPANY COMMUNICATION - colleagues, supervisors, customers (1/2)

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Is aware that oral communication in a group requires a wide range of appropriate communication skills	▪ Is aware that communication is a two way process. ▪ Knows that pronunciation and tone can affect the communication process. ▪ Recognises the body language of other persons ▪ Uses suitable body language ▪ Understands opinions and attitudes expressed indirectly in oral discourse ▪ Comprehends expectations and demands also when these are not explicitly expressed ▪ Receives and responds to positive and negative feedback	
Follows and contributes to a conversation	▪ Listens to what is being said ▪ Recognises key-terms used on site ▪ Asks clarifying questions ▪ Identifies what kinds of information have to be given and to whom ▪ Is able to extract the main ideas and most details from other speakers ▪ Makes requests and ask questions ▪ Finds a compromise ▪ Formulates goals ▪ Clears misunderstandings ▪ Makes a counter proposal	Clearing work plan and activity Giving information to co-worker Explaining how a procedure works Requesting assistance from others Borrowing a tool from a colleague Ordering tools or equipment from a colleague or co-worker Informing colleagues about completion of his work Coordinating with colleagues the tasks of the day Discussing schedule for up loading– or downloading vehicle or track Ordering supplies or equipment from colleagues Discussing with colleagues who uses a machine at which time
Presents information in an appropriate language and order	▪ Speaks clearly and appropriately ▪ Has understandable pronunciation ▪ Matches the information given to the needs of the person listening ▪ Uses appropriate technical vocabulary ▪ Gives information in a logical order ▪ Uses strategies to check the listener has understood e.g. summarise what has been said, ask for questions ▪ Selects the right kind of language ▪ Uses appropriate technical vocabulary ▪ Uses a precise language	

GENERAL IN-COMPANY COMMUNICATION - colleagues, supervisors, customers (2/2)		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Communicates with customers, suppliers	▪ Welcomes (unknown) people ▪ Opens and closes conversations appropriately. ▪ Expresses interest ▪ Recognises the body language of the listener ▪ Communicates respectfully ▪ Listens in a sympathetic manner ▪ Understands the audience and select the right kind of language ▪ Identifies what kinds of information have to be given and to whom ▪ Uses strategies to check the listener has understood e.g. summarise what had been said, ask for questions ▪ Has understandable pronunciation ▪ Explains and describe specific information (why, what for, what the use of it) ▪ Uses appropriate technical vocabulary ▪ If necessary uses phone/mobile or other required equipment.	Arranging an appointment with suppliers, a visit, additional dates with customer Moving an appointment with suppliers/customers Explaining ▪ To a patient how a procedure work (e.g take blood, measure temperature) ▪ An inventory and storage of goods to a supervisor ▪ a menu to a guest ▪ to other trades people not to enter an area ▪ to a customer how the cabinet or chair will be repaired ▪ a procedure of works to other trades people, and declaring the task schedule with them Communicating ▪ with guests/patients/clients and other ▪ and co-ordinating with other trades people working on the same site ▪ with representatives of other professions regarding the coordination of work execution Giving advice ▪ to customers concerning plants and how to grow them, types of soil as well as fertilizers. ▪ to customers concerning garden equipment.

LISTENING TO INSTRUCTIONS AND EXPLANATIONS (E.G. IN TRAINNG)

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Can follow and understand orally given instructions and explanations ▪ Identifies relevant and new information ▪ Follow and contribute ▪ Follows and understands lengthy or multi-step instructions	▪ Recognises key terms used on workplace ▪ Knows the range of technical information or abbreviations required ▪ Listens for gist and identify the main points ▪ Listens for detail using key words to extract some specific information ▪ Listens for order words such as 'first', 'second', 'then', 'afterwards', 'before that', 'later', 'next' and 'finally' ▪ Understands the language of instruction and procedures e.g. 'you must', 'always', never', 'do this first', 'before you start	Shift construction start of the day Technical information: ▪ Construction cycle ▪ Handling professional tools like carpenter knife or machine (packing machinery) ▪ Handling of new cleaning equipment ▪ Handling of tools or machines ▪ New building materials
Responds appropriately to oral given instructions and explanations ▪ Understands that asking questions is not disrespectful ▪ Has the personal confidence to ask questions ▪ Makes requests and ask questions to clarify and confirm ▪ Summarises what someone said to check if he/she understood properly	▪ Responds to instructions appropriately, by nodding, looking at speaker, taking, notes etc ▪ Ask clarify questions using appropriate technical vocabulary ▪ Asks to repeat or explain an instruction if necessary ▪ Knows that summarising can be used for checking and clarification. ▪ Knows that paraphrasing what others said can be used for checking and clarification. ▪ Ask for a clear instruction. ▪ Confirm the instructions or recurring this ▪ Asks for the next tasks, issues, work plan ▪ Confirms the agreement	Workplace information and regulations: ▪ Safety and protection rules ▪ Health and Safety issues ▪ Quality –System ▪ Disposal regulations for waste materials Verbal instructions and explanations from the supervisor: ▪ Care plan for patients ▪ Menuplanning Presentations by trainers or suppliers

MAKING A REPORT
INFORMING NEW COLLEAGUES / CONSULTING WITH SUPERVISORS

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Understands to select the right kind of language (formal or informal) **Is aware that messages are conveyed by body language and facial expressions.** **Uses appropriate style and vocabulary (formal or informal or short note or a multi-step report)** **Gives information in a sensible order** **Speaks clearly and appropriately** **Clarifies and confirms**	▪ Reports and explains new information or problems ▪ Describes only the most important points and necessary details ▪ Gives information in a logical sequence ▪ Describes precise problems, faults or downtime ▪ Use appropriate technical vocabulary ▪ Identify what kinds of information have to be given and to whom ▪ Match the information given to the needs of the person listening ▪ Present information in a coherent and logical sequence and provide further detail and development to clarify or confirm understanding ▪ Use positional vocabulary ▪ Use "logical" vocabulary 1. 2. 3. , first, then, wile, at the end ▪ Speak with sufficient volume to be heard ▪ Have understandable pronunciation ▪ Use strategies to check the listener has understood e.g. summarise what has been said, ask for questions ▪ Recognise the body language of the listener	**Consulting with supervisors** ▪ Describe a technical problem and ask for new instruction ▪ Ask for cement mixture, colour mixture according to a building instruction ▪ Consult with supervisor about a planting plan ▪ Consult with a foreman about a delivery, that does not arrive in time **Making a report** ▪ Work done ▪ Progress made on work / on given tasks ▪ Report to manager /supervisor / to senior staff about anything affecting the job process ▪ Inconsistencies and defects or explaining a production fault ▪ Special reports to: ▪ Storage of goods ▪ Incomplete delivery ▪ Lack of tools ▪ Visual inspection of a product/result (e.g. window, door, cleaned rooms, health of a patient, report on renovation a room, defect of a electrical network) **Informing new colleages** ▪ Explain tasks ▪ Explain procedures ▪ Explain equipment and tool ▪ Explain material ▪ Explain schedule ▪ Explain work plan

PARTICIPATING IN (TEAM)MEETINGS		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Is aware that oral communication in a group requires a wide range of appropriate communication skills	▪ Is aware that communication is a two way process. ▪ Knows that using appropriate language is crucial for constructive communication, e.g. less formal with team members, more formal with management ▪ Knows that pronunciation and tone can affect the communication process. ▪ Knows that there could be barriers to communication, especially cross cultural communication. ▪ Uses suitable body language ▪ Understands opinions and attitudes expressed indirectly in oral discourse ▪ Comprehends expectations and demands also when these are not explicitly expressed ▪ Receives and responds to positive and negative feedback	Explaining progress on an order Discussing an accident at a site health and safety meeting Talking about changes in responsibility at a team meeting Explaining a production fault to a small group meeting
Understands the main points of a discussion on different topics	▪ Uses strategies to clarify and confirm understanding e.g. facial expression or gesture ▪ Is able to extract the main ideas and most details from other speakers ▪ Makes requests and questions to clarify or get additional information	
Makes contributions to discussion that are relevant to the subject	▪ Express concerns, necessity, willingness, priorities ▪ Acknowledges e.g. "o.k." , "we will do this" ▪ Gives an opinion ▪ Presents and defends a viewpoint ▪ Respects the turn taking rights of others during discussion ▪ Speak clearly an appropriately ▪ Uses negotiation skills (identifies issue, suggests possible solutions, agrees on best outcome)	

PLACING AN ORDER (FACE TO FACE OR PER PHONE)		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Gives clear information with all details necessary **Uses appropriate technical terms** **Clarifies (if necessary) and confirms an order**	▪ Identifies what information has to be given ▪ Has understandable pronunciation ▪ Use appropriate technical vocabulary ▪ Recognise abbreviation ▪ Know the meanings used in codes, including number and letter sequences ▪ Know product codes ▪ Recognise a product from a serial number ▪ Know commercial prices ▪ Checks the order a second time	Ordering ▪ supplies or equipment (face to face) ▪ product with name, product codes, number, price ▪ product with size, art, number ▪ from a colleague materials or equipment Accepting a delivery and confirming the accucary Checking a delivery and indicating numbers/ an error/faults Reminding a delivery
Makes a phone call	▪ Listens actively ▪ Starts/answers a call with name, company ▪ Has understandable pronunciation ▪ Speaks with an appropriate volume ▪ Speaks clearly and slowly ▪ Presents information and uses a precise language	Direct phone calls to colleagues/supervisors Leaving an answerphone messages for suppliers, colleagues, foreman Reporting sick Asking for instructions Making an appointment Making an emergency call

WRITTEN COMMUNICATION (READING)

Pictures, symbols, codes and abbreviations Technical vocabulary		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Understands and recognises symbols, signs, images on the workplace **Can describe what pictures, symbols, abbreviations and codes mean in own words** **Knows the meanings used in codes (including number and letter sequences) and can describe it in own words** **Recognise number formats: Serial numbers, Batch numbers, Credit card numbers**	▪ Use any prior knowledge about a subject or a job to work out the meaning of signs and symbols ▪ Understands the information given by images, signs or symbols to support the job task. ▪ Knows all important signs, images or symbols used in industry, workplace and particular job ▪ Knows the different about warning signs, prohibition signs and mandatory signs ▪ Understands the colour code of warning signs, prohibition signs and mandatory signs (yellow, red and blue) and the meaning	Health and safety signs. Workplace warning signs, Exit signs, 'No entry' signs, Safety signs Alarm panels, Fire panels Floor and room numbers Safety symbols on labels, Safety signs on machines Colour coded symbols e.g. red lines in food processing Manufactured safety signs (pictograms and one or few words) Product codes and photos Equipment instructions (only pictures) Labels on products and pallets Serial numbers, Stock numbers and codes
Understands that images, signs and symbols can be used to convey additional information. **Is able to understand and to explain frequently occurring abbreviations and codes.**	▪ Identify the main points and specific detail and infer meaning from images which is not explicit in the text ▪ Recognises and interprets the images, symbols and abbreviations on documents ▪ Recognise both capital and lower case letters ▪ Knows the meanings used in codes, including number and letter sequences	Job abbreviations Dates and other codes Information on Credit and Debit cards- Account number- Card expiry date- Customer signature- Type of card Merchandise codes e.g. goods brought in for repair or replacement, checking packing slips against information on packaging and merchandise tags) Price code
Understands the common technical vocabulary and abbreviations in the workplace **Recognises patterns in words e.g. types of plastics that start with 'poly'** **Understands what is represented by abbreviations**	▪ Use any prior knowledge to work out the meaning	Stock Keeping Unit code Model code Serial Number Product codes: Recognising a product from a serial number abbreviations and acronyms e.g. PPE (personal protective equipment) Product names that are not words in the usual sense e.g. **xBox,** Names of chemicals and related abbreviations

Documents - Plans (I):
Scheme - Drawing - Road map

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Know how to read the particular form of the document	▪ Know the structure and composition e.g. plan squares ▪ Recognize the relevant technical vocabulary ▪ Understand the conventions for sketches, draws using in your industry ▪ Understand concepts such as shapes and dimensions and decimals ▪ Understand abbrevations, symbols and signs in an a legende (e.g. map or construction drawing), they provide technical information and instructions ▪	Building plans (both handwritten and computer generated) including abbreviations, symbols, technical terms) 2D and 3D representations Site plan drawings Road maps – on paper and GPS Maps (courier zone map) Map of stock locations in warehouse Store plan Restaurant layout plan Equipment instructions/User instructions (only pictures)
Trace and understand the main points of descriptive , instructional and explanatory texts.	▪ Read and obtain key information from different sources; plans, working schedules, job cards, ▪ Read information, select key information to be able to carry out the task. ▪ Read relevant information to understand the task ▪ Use glossary and indexes	
Recognise how language and other textual features are used to achieve different purposes	▪ Read instructions, explanations and descriptions. ▪ Understand the technical specifications in different materials related to their work	

Documents (II) Schedules - Lists – (Work-) Plan - Catalogs- Inventory - Labels – Inscriptions		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Know how to read the particular form of the document **Know how the particular document is organized** **Read and obtain information from different sources in texts e.g. glossary, manuals, cataloges**	▪ Read left to right ▪ Read columns down or across as needed ▪ Know structure and organize e.g. key-words, work areas ▪ names, dates, alphabetic or numeric order ▪ Understand the meaning of texts can be implied as well as specifically stated	Capacity of lifting equipment Schedule of quantities Product labels and codes Display on electronic measuring equipment Colour coded labels (eg freezer) Colour coded cutting boards and brushes
Identify the main points and specific detail from texts.	▪ Select the relevant key points from the text to enable you to carry out the task. ▪ Know the meaning used in codes, including number and letter sequences ▪ Recognize what is represented by abbreviations and acronym ▪ Understand that includes product names are not words in a usual sense (e.g.lifty)	Merchandise codes e.g. goods brought in for repair or replacement, checking packing slips against information on packaging and merchandise tags) Price code Stock Keeping Unit code Model code Serial Number
Use organisational and structural features to obtain information **Obtain specific information through detailed reading**	▪ Use illustrations and captions to locate information ▪ Read document carefully to ensure understanding of task	Labels on shelves Merchandise labels (Name - Model- Features- Price- Use-by or 'best before' dates - Ingredients- Size- Dimensions- Weight) In-store signage and labels- Merchandise tags- Sales signs- Department names "Use by" and "Best before" dates
Use different reading strategies to find and obtain information	▪ Skim read title, headings and illustrations to decide if material is of interest ▪ Scan lists, catalogs, indexes to locate information ▪ Process visual/verbal information rapidly	Information from the display of scanning devices Data tables – tools, components, parts, sizes Weight restriction charts (table format) on machines Production statistics Quality statistics Product lists, containing specifications, retail and wholesale prices Tables and charts of specifications included in manuals or service information.

WRITTEN COMMUNICATION (READING)

Documents (III) combined with numbers and calculations Payment slip - Order or delivery document – Recipe		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Know how to read the particular form of the document **Read and understand information given by tables, register, tabulation and summary**	▪ Know constructions of tables, columns and raws ▪ Know the typical vocabulary and abbreviations used in this documents e.g. product-id, quantity, unit, amount ▪ Read numerical information on documents. ▪ Know the meaning used in codes, including number and letter sequences for products and goods	Pay slips Lists containing customer details Packaging note Inventory lists Purchase order to ensure stock ordered is received Delivery documents Recipe ingredient list
Scan texts to locate detailed information **Recognise the important key points in a document**	▪ Read and use relevant numerical information ▪ Check the information of assigned correctly and plausibility	

Documents (IV) with short information Notes - messages - E-mails Information sheets - Data sheets - Safety sheets		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Reads and understands short straightforward texts on familiar topics accurately and independently **Trace and understand the main events of chronological descriptive and explanatory texts.** **Scan texts to locate detailed information** **Recognise the important key points in a document**	▪ Recognises how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe) ▪ Reads independently. ▪ Use punctuation and capitalisation to aid understanding of reading. ▪ Identify the key points of the text. ▪ Identifies and understands relevant specialist key words ▪ Reads and understands specialist and explanatory vocabulary e.g. in safety sheets ▪ Summarises the overall content of notes/messages to co-workers ▪ Understands the technical specifications in different materials related to their work ▪ Understands the general structure of an email address ▪ Interprets features of a retrieved message eg. From, Date sent, Reply, Forward	Job cards Storage regulations for materials and equipment Health and safety brochures or handouts Supplier information / updates Duty description sheets, Food safety rules, Hand washing instructions, Meal ingredient sheet Equipment operating manuals, Cleaning instructions Dress, hygiene and special catering requirements for patients Information on packaging Posters, information and notices on notice board –including health and safety information, production information, social activities information Information on electronic screens (Customer and job records, Customer lists, merchandise lists, store locations E-mail messages from customers and colleagues Information on a customer order form (product description, quantity, Correct amount, Customer's signature, Form of identity such as an identity card or passport Packing slips, invoices and purchase orders

Documents (V) with higher complexity of information
Instructions – Guidelines – Manuals
Rules - Excerpts from legislation and regulations - Employment Contract

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples

Instructions – Guidelines - Manuals
 	
▪ Knows that these texts to explain procedures, provide technical information, give instructions, or compare and contrast information
▪ Recognise and understand the organisational features and typical language of instructional texts.
▪ Identifies the main points and specific details
▪ Finds specific information from various types of tables, graphs and digital texts
▪ Sums up the main points from a text both during the reading process and afterwards
▪ Judges whether the information given by one source is relevant and correct in relation to the task in question
	▪ Identifies the main points and ideas in a text
	▪ Predicts the meaning of unknown words
	▪ Uses reference material to find meaning of unfamiliar words
	▪ Recognises graphic organisers and how they aid understanding e.g.
	
	    index,
	    chapter,
	    headings,
	    glossary,
	    text boxes,
	    highlighting,
	    bullet points
	▪ Is able to follow a numerical or bulleted point list.
	▪ Knows that paragraphs with topic sentences organise information
	▪ Skims read title, headings and illustrations to decide if materials is of interest
	▪ Obtains specific information through detailed reading
		Regulations or industry standards , Building standards documents, Updates to building standards
		
		Brochures and booklets from Department of Housing
		Trade journals or magazines, Catalogues and advertisements
		
		Food specification information
		In-house training documentation
		Company policies and procedures
		Emergency procedures including flowcharts and plans
		Evacuation instructions
		
		Quality system information
		Manufacturers' manuals for equipment, Machinery checklists
		Company health and safety manual
		
		Employment contract, Employment documents, Job descriptions
		Training agreements
		Company standards or rules about employment
		Information materials including company policies and practices
		COSHH and other work relevant legislation

Rules - Excerpts from legislation and regulations - Employment Contract ▪ Reads and obtains key information from documents relevant to the workplace.	Additionally to above listed skills:: ▪ Reflects upon direct and indirect information in a text ▪ Re-reads sections to get more information ▪ Summarises the key topics in the document. ▪ Uses a dictionary or the internet to research and find information	Working regime of the company: working hours , place of work, accident reporting, holidays, sick leave. Merchandise information brochures and sheets Company or supplier warranty processes Company guidelines e.g. for stocking and replenishing items, customer interactions Assembly instructions for merchandise displays Manufacturers' instructions

Vocational training materials		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Following written instructions ▪ is able to recognise the difference between information and instructions ▪ understands complex instructions requiring more than one action or requiring action depending on a condition. ▪ understands that pictures add meaning to written information ▪ is familiar with the contents and index pages e.g. in ICT course book	**Written instructions** ▪ recognises the use of the imperative in instructions. ▪ skims through a book and tells what it contains ▪ Understands that instructions are often mixed up with other text such as informative text, or information ▪ identifies in the title which section of the text is mainly information and which is mainly instructions ▪ understands the meaning of some pictures illustrating points or processes visually ▪ understands the function of table of contents and index ▪ knows that in the index topics are listed in alphabetical order	Training manuals and practical assessment record: Health and safety training Site safe training Fire extinguisher training First aid training Dangerous goods training Food safety traing Product briefings Forklift training Off job training provider materials (can be face-to-face or distance) Engineering textbooks/training documentation
Meaning of words ▪ uses prior knowledge of words, sentence structure to work out the meanings of unfamiliar words. ▪ understands the purpose of glossaries and where they are likely to be found.	**Meaning of words** ▪ use strategies to check word meanings including using reference materials as glossaries ▪ recognises the structure of a glossary and use one to find the meanings of unfamiliar words	
Understanding abbreviations/acronyms ▪ is able to understand and to explain frequently occurring abbreviations and acronyms	**Abbreviations/acronyms** ▪ identify abbreviations and acronyms in the course book. ▪ recognises how abbreviations and acronyms are formed. ▪ uses strategies to find the meanings of acronyms	
Understanding pictures, graphics and diagrams ▪ knows that pictures, graphics and diagrams illustrate written information	**Pictures, graphics and diagrams** ▪ understands that pictures, graphics and diagrams are related to labels in the text to make clearer the written information or to add additionnel information	
Taking notes ▪ knows through experience the purpose of taking notes ▪ is able to take notes from books or listening	**Taking notes** ▪ knows that taking notes can help remember important information and instructions ▪ makes sure that can read and understand his/her notes	

WRITTEN COMMUNICATION (WRITING)

WRITTEN COMMUNICATION (WRITING)

PLANNING AND WRITING WORK PLACE RELATED DOCUMENTS (1/2)		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Knows the company processes and procedures for common events **Recognizes the workplace procedures** **Uses format and structure according different purposes**	▪ Know the technical vocabulary used in your industry ▪ Understands text-types, text structure and function e.g. procedure, description, explanation or information report ▪ Uses templates or guidelines for selecting and analysing information	Workplan Description of a machine Application description Description of a operational sequence Mandatory instruction Standard operations procedure according to company guidelines and template Note about a work area for a new employee Application for materials (using putty, primers) Instructions for cleaning tools Instruction for waste separation Instruction for cleaning Instruction to prepare food Instruction to upload vehicles Maintenance of equipment Instruction for acid cleaning and revarnish (wood furniture) Instruction to regulate temperature, light, water and ventilation Task sequences for the day (cleaning rooms, iron clothes, prepare food)
Composes and plans a short documentation	▪ Knows what information will be expected ▪ Understands the way in which the text features make a text easier to read (headings, numberings) ▪ Makes a list or compose the most important points ▪ Provides an overview ▪ Adds e. g. a list of equipment, supplies, or parts needed for the procedure	
Organises and presents a document	▪ Uses formal language appropriate to purpose and audience ▪ Chooses the type of text e.g. procedure is sequence of steps (Step 1; Step 2;), description is organised in topic sentence ▪ Understands the type of language required for this task e.g. instructions use command words and include words as always, must, never, only, if ▪ Uses the appropriate technical vocabulary ▪ Presents information in chronological or logical sequence ▪ Organises writing in short paragraphs ▪ Uses headings, catchword, bullet points ▪ If necessary adds illustrations, analogies, models, anything that will aid understanding	

PLANNING AND WRITING WORK PLACE RELATED DOCUMENTS (2/2)		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Spells correctly using a variety of techniques **Uses and checks correct grammar** **Applies punctuation and capitalisation** **Applies strategies to spell correctly** **Revises logic and facts**	▪ Spell key technical vocabulary correctly ▪ Using look, read aloud, cover, write, check ▪ Use dictionaries ▪ Use glossaries, classified index e.g. manuals ▪ Use spell checker ▪ Write in complete sentence, uses correct tense ▪ Applies punctuation and capitalisation ▪ Proofreads and revises writing for accuracy and meaning ▪ Checks if the text is accurate, concise, clear, well structured. ▪ Adds any missing information ▪ Removes unnecessary detail/repetition ▪ Uses correct tense ▪ Writes in complete sentences ▪ Is aware of subject-verb agreement ▪ Constructs simple and compound sentences, using conjunctions to connect clauses ▪ Uses conjunctions and connectives correctly	

RECORDING PRODUCTS, CODES , NUMBERS		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Recognizes the forms used in the company	▪ Recognises where the information has to be recorded ▪ Knows different lists and log formats and knows how they are filled in ▪ Uses format correctly, e.g. List: column, row, cell	Product codes, abbreviations or common names on an order form/list Material list: quantities, name of materials, parts and products Detailed list of equipment and tools Updated stock lists and inventory Record of details about products Time sheets and leave forms Fill out check list Labels on goods Delivery documents Distribution list Stocktaking Compiling shopping lists (community carers) Inspection of construction site installations on the basis of the check list and compilation of construction site information Log recipe for produced concrete mixtures e.g. cement
Understands and spells correctly technical vocabulary	▪ Understanding the technical vocabulary used in your industry writing ▪ Uses written words e.g. key codes and key words ▪ Spells correctly relevant key words , technical vocabulary, abbreviations , code numbers ▪ Understands workplace conventions for writing dates and times	
Organises a structure	▪ Sorts words or alphanumerical codes by alphabetical or numerical order ▪ Classifies them according to product or work area	
Checks and confirms the records	▪ Complete forms accurately ▪ Matches/compares information from one document to another ▪ Copies correctly	
Handwriting is clear and concise	▪ When lists are completed manually, writes legibly and neatly, does not scrawl.	

DOCUMENTING WORK COMPLETED		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Knows the purpose of documentation: the most important information in a detailed and clear overview	▪ Understand function of documentation e.g. as reference for follow on work, or record for quality assurance or retrace a problem (reconstruction) ▪ Knows language style used in your company (e.g. keywords, short sentence, phrases, abbreviations) ▪ Uses appropriate templates used in company and fills in correctly ▪ Knows that many document are written continuously, write notes in the right place	
Presents important information appropriately	▪ Knows the names of the tools used regularly, machines, materials and operations. ▪ Knows how to describe the sequences of operations ▪ Identifies the main points and necessary details ▪ Sequences in chronological (or logical) order ▪ Using bullet points or numbering ▪ Uses precise and technical language ▪ Uses key words and adverbs to indicate place and time ▪ Highlights important information ▪ Give instruction for the next work items or steps if necessary	Description of a problem /damage desription the results of the work as a reference for follow-on work (e.g. record size, welding positions and quantities of materials and details) Record operations and procedures, tasks sequences Complete simple documentation e.g. patients' records Diary of work completed To explain what has been done, leave instructions Patients monitoring documentation, e.g. taking pulse, measure temperature , emotional status
Spells (the technical vocabulary) correctly using a variety of techniques **Verifies for accuracy and meaning**	▪ Spells correctly the names of the tools used daily, machines, materials and the description of (sequences of) operations ▪ Understands workplace conventions for writing dates and times ▪ Uses glossaries, classified index e.g. workplace manuals ▪ Uses dictionaries, spell checker ▪ Check notes a second time for correct content	

WRITTEN COMMUNICATION (WRITING)

WRITING BRIEF NOTES		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Plan and draft writing	▪ Understands what information has to be provided ▪ Understands what has to be written down, what the reader needs	Write a text message giving location and expected arrival time E-mail to co-worker e.g. announce a date change, where job is up to, instructions to others, questions to ask Writing notes for foreman explaining reasons why leaving the construction site Handover reporting i.e. for next care worker Short information: machine does not work and will be picked up Write a brief note on the material, tools, equipment, needed Write a short receipt Short notes about delivered goods (e.g. if broken, wrong quantity) Patient messages Telephone messages Shot note for hotel guests
Present information appropriately	▪ Write a short, understandable phrase or a paragraph (not necessarily grammatically correct) ▪ handwrites text neatly and legibly ▪ Knows how to organize and send emails ▪ checks the spelling and grammar (spelling checker)	
Uses language style appropriate to purpose	▪ Uses formal or informal language appropriate to purpose and audience (for co-workers it can be informal) ▪ Signs with name	

WRITTEN COMMUNICATION (WRITING)

WRITING A REPORT OR RECORD		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Uses appropriate format and structure for reports and records	▪ Know the audience they are writing for and what information will be expected ▪ Understand text-types, general structure and function e.g. explanation, information report, recount, meeting minutes ▪ Use templates ▪ Use the typical language style for text type e.g. recount (series of events, sequenced in time, use adverbials to indicate time and place)	Record a quality issue Record a problem Report at the end of a shift to pass information on to the next team Report on a health and safety issue for a site committee Report on a project Agenda for meeting Minutes of a meeting Write: brief factual statement staff reviews Report (accident) Incident Injuries Record (reasons for downtime) Result of visual inspection (e. g. store and goods) Report on the work carried out COSSH form describing a series of events Patient/client care plan to pass information on to the next team Patient status reports Record registering, reporting and assessment of incidents and injuries for patients Multi Agency reporting documents (Police, Ambulance) Maintaining programme for green areas
Composes and plans	▪ Is aware of the main purpose of the document, e.g. meeting minutes: decisions made, recount events ▪ Makes a list of keywords, main ideas ▪ Makes a basic structure ▪ Clarifies the objectives ▪ If it necessary gathers relevant information, uses different sources, e.g. internet, manual	
Organises and presents a structured text	▪ Divides key ideas from subsidiary information ▪ Prioritises important and supporting information ▪ Combines related ideas into paragraphs ▪ Sequences information ▪ Creates text in a logical sequence, write information in an appropriate sequence e.g. time or cause and effect, or decisions made ▪ Understands the way in which the text features make a text easier to read (headings, numbering) ▪ Understands the type of language required for this task e.g. recount (Use of action verbs to refer to events, use of conjunctions and time connectives to sequence events) ▪ Uses standard text, typical wording/phrases or formulation ▪ Uses technical and precise language ▪ Gives factual information ▪ If necessary addillustrations, graphs, tables, diagrams	

COMPLETING/PRODUCING SKETCHES OR DRAWINGS WITH NOTES		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Can read and understand sketches and drawings **Understands technical terms and a range of numeracy concepts related to the job**	▪ Understands and uses correct technical terms ▪ Understands the conventions for sketches, drawings used in industry ▪ Understands concepts such as shapes, dimensions and the corresponding units (decimals) ▪ Knows the tools required for measurements	Construction drawings (foundation plan, outline, floor plans, vertical cut, details) Sketch with explanations for the construction site installations Technical information plans, drawings, reports, descriptions, manufacturers' installation instructions Drawings or sketches to supplement any written job instructions or record construction details Sketches with 2D and 3D pictures of objects Table or seating plan Buffet plan
Completes sketches or drawings with notes	▪ Know that notes complete sketches, plans or drawings ▪ Understands that work will be done according to these notes (= instructions) ▪ Uses a variety of positional vocabulary (e.g. vertical/horizontal) ▪ Uses the correct units of measurements ▪ Uses only key words or key phrases to give the important information needed (no complete sentence) ▪ Arranges notes on the right place ▪ Uses technical and precise language ▪ If necessary, list material (indicate quantity), tools and equipment needed for the tasks	

TAKING NOTES IN VOCATIONAL TRAINING		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Understands making notes helps to remember important information and helps to get clear information **Knows a variety of methods of making notes**	▪ Individual styles (Everybody makes notes in own way. Notes may be neat or messy. This does not matter as long as can make use of them.) ▪ Grammar and punctuation mustbe understandable but do not need to be 100% correct. ▪ Notes time, date and topic ▪ Identifies the main, important or new information ▪ Notes only key points, key words or key phrases ▪ Highlights important or new information ▪ Notes down annotations, questions ▪ Use different colours, sketches, pictures or symbols for illustration	Write minutes or memos New information to ▪ workplace hygiene, ▪ fire safety regulations, ▪ hazardous goods regulations, ▪ food safety regulations, ▪ General rules relating to patient care and confidentiality, ▪ Storage regulations e.g. for medicines, ▪ Disposal regulations for waste materials, ▪ Health standards for stuff and guests, ▪ Security and Safety rules for tools and equipment, ▪ employment related information
Perform written tasks, e.g. in formal assessment	▪ Clears the task or the questions knows exactly what is to do ▪ Clears what information is given and what information is questioned ▪ Knows typical terms for instructions and questions e.g. Find out, fill in, mark correct, match, How many/much, which, where… ▪ Answers questions with complete sentences, using only key words or phrases, sequences the answer in a logical or chronicle way. ▪ Understands the new information and technical terms and procedures given in the training ▪ Is able to select the right answer in formal assessments queries (e. g. multiple choice)	

SUMMARIZING REGULATIONS , HEALTH AND SAFETY INSTRUCTIONS …		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
▪ Plans and drafts a summary	▪ Identifies key information to be recorded from a larger text (e.g. production information, health issue, new instructions) ▪ Checks what information is needed.. ▪ Clears purpose and goal of summary (e.g. short report, note for co-worker, new sign for workplace)	
▪ Organises and presents information	▪ Sequences information in a logical way ▪ Understands the way in which the text features make a text easier to read (headings, numbering) ▪ Reduces the information in key words or key phrases ▪ Gives factual information ▪ Highlights important key information, key words or phrases	A short report on a health and saftety issue for a site committee or colleagues Giving new information per e-mail Writing a memo

NUMERACY

NUMBERS AND BASIC OPERATIONS (1/2)

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Understands a range of numeracy concepts as they apply to specific jobs ▪ Recognizes numbers in a number of forms as words, figures, roman numerals	▪ Knows figures of negative numbers, percentage, fractions, decimals mixed numbers, numbers with units	
Recognizes and understands alphanumeric codes ▪ Knows the meaning used in codes, including number and letter sequences	▪ Knows alphanumeric codes in job tags, product codes ▪ Recognizes a product from a serial number	Using serial numbers and codes of appliances and parts Checking the physical number of items sold matches the number of items scanned Interpreting numerical codes, when selecting product, match batch numbers
Understands concepts as required, such as whole numbers	▪ Knows positive and negative numbers ▪ Adds and subtracts whole numbers ▪ Multiplies numbers ▪ Divides numbers ▪ Identifies multipliers and square numbers ▪ Identifies whole numbers 10, 100	Counting items, goods, pieces Adding up and recording numbers of stocks Items when picking, despatching, receiving or stocktaking Reading temperature Adding or subtracting money Multiplying pieces for package, pallet, plants for a garden Dividing money
Understands concepts as required, such as place value, decimals	▪ Know decimals up to two places ▪ Understands that the decimal point separates units e.g. m and cm, euro and cent ▪ Understands the use of a leading zero, 0.5 m = 50 cm ▪ Understands how decimals are spoken, e.g. 3.14 is said as three point one four and not three point fourteen ▪ Rounds up decimals to whole numbers ▪ Knows how to add, subtract, multiply and divide decimals	Reading and writing in decimals money, length, weight Arranging decimal number according to their value

NUMBERS AND BASIC OPERATIONS (2/2)		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Understands concepts as required, such as fractions	▪ Recognizes and uses common fractions ½, ¼, ▪ Understands unit fraction (fraction of a given number e.g. 10 as a fraction of 30) ▪ Recognizes and uses equivalent fractions e.g. 5/10= 1/2 ▪ Knows fractions in a practical situation e.g. half length, 1/2 ▪ Adds, subtracts (if necessary multiplies and divides) fractions with the same denominators e.g. ¼ + ¼ ▪ Adds, subtracts (if necessary multiplies and divides) fractions with different denominators e.g. ½ - ¼	Evaluating quantities as fractions, e.g. 250 g as a fraction of a kilo Mixing colours 1/3 yellow and 2/3 white Cutting ¾ length of a cable
Understands concepts as required, such as percentage	▪ Understands that percentage is a number or ratio as a fraction e.g. of 100. ▪ Knows that percentages are often denoted using the percent sign "%" ▪ Recognizes and uses common percentages e.g. 25%, 50% ▪ Knows principles in percentage increase and decrease ▪ Knows simple percentage calculations with percentage factors (the rule of proportion, the rule of three)	Understanding measurements such as: "The production is down 10 %" The downtime is 75% because the machine don't work "We need 25% more Material" "We have 30% wood/cable waste" "The warehouse is only 85% full, we can order goods" Understanding percentage, e.g. in detergents contain 5% of chlorine, 50% of work time I need to carry out a job. "The costs are increased by 6%". Calculating the discount for large order (I always work 100%)
Recognizes the relation between fraction, percentages and decimals	▪ Understands that decimals, fractions and percentages mean representing amounts and quantities e.g.1/4= 0.25 = 25% ▪ Recognizes .5 as a half, e.g. 2.5 m	
Recognizes the language related to numeracy	▪ Forms word expressions symbols ▪ Evaluates simple expressions and formulae ▪ Translates a single step or multi stage word problem into symbols and numbers	Solving multi step calculation e.g. the costs of 2 m cable and 20 l colour Understanding problems that are presented in words e.g. "what volume has been used?" "more/less than"
Solves problems with a calculator	▪ Solves problems in adding up, subtracting, dividing and multiplying involving whole numbers and decimals using a calculator ▪ Interpret symbols as "+" "-" "x" "/" "=" "%"	

SIZE AND WEIGHT (1/3)

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Makes accurate measurement Understands mathematical language concerning basic measurement Understands the concepts and measurement relevant to particular jobs Understands the units of measure in the work you are doing	▪ Recognizes the common standard units used in your industry (m, cm, l, m3 , qm, m2) ▪ Knows the terms and units concerning e.g. meter as well as length, height, width ▪ Knows the correct measurement scale ▪ Reads measurement scales to labelled and unlabelled division ▪ Chooses and uses appropriate units and measuring instruments ▪ Judges accuracy and adjusts measurements accordingly ▪ Records measurement accurately	Determining and comparing measuring units such as millimetre with centimetre or kg and litre Reading kg on a scale or measuring container Reading different measuring units on a folding rule
Measures length, height, width Records measurement	▪ Knows how to measure length, height and width ▪ Knows the line of symmetry e.g. length of side ▪ Reads and writes the different units e.g. m, cm ▪ If necessary converts units e.g. cm in m ▪ Knows the decimals 50 cm = 0.50 m ▪ Records measurements accurately and writes the right units	Switching from meter to cm to mm to produce boards for furniture Measuring a cable and mark for cutting Measuring log lengths and mark for cutting Measuring length and width of a garden and record Measuring and cutting covers according to measurement indicated
Understands 2D and 3D shapes Recognizes the language related to numeracy	▪ Recognizes that plans and sketches using 2D and 3D shapes ▪ Knows that 2D shapes are representations of areas ▪ Knows that 3D-shapes are representations of objects ▪ Knows feature and name of common 2-D shapes e.g. square, circle, triangle or rectangle ▪ Knows feature and name of 3-D-shapes e.g. sphere, cube, cuboid, cylinder and prisms ▪ Knows the name the line of symmetry e.g. length of the side, width of the side, base and height	Measuring and checking length, catheter of welding seam Reading drawings to build a garden wall Reading sketches to renovate a house Reading plan to attach cable

SIZE AND WEIGHT (2/3)

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Measures capacity and volume Reads, estimates and measures capacity (height) and volume using standard units Records capacity and volume	▪ Is able to both estimate end measure the capacity and volume using standard units ▪ Knows that volume is normally for liquids and capacity is normally for solid e.g. wood or gas ▪ Knows the relation between units of capacity and liquids, and converts units of systems e.g. 1 l = 1 dm3 = 10 dl = 100 cl, cm, cm3 = 1000 ml ▪ Knows the correct measurement scale ▪ Chooses and uses appropriate units and measuring instruments ▪ Judges accuracy and adjusts measurements accordingly ▪ Reads and writes the different units e.g. cm, cm3,l ▪ Records measurements precise and write the right units	Reading capacity for cleaning machine, for welding machine Estimating and calculating the volume of a vehicle or the storage capacity of a storing space Working out cubic metre e.g. wood, bricks, water Measuring of stock on pallets Measuring flower soil Preparing ingredients according to the instructions e.g. glue Preparing ingredients according to a recipe
Measures weights Read, estimate and calculate weights Record weights	▪ Understands standard units used in industry such as kg, tonne, center ▪ Estimates weight with the right instruments and knows the measurement scale ▪ Knows how works the scale ▪ Knows the tolerances and critical limits and accurately identifies by reading scale e.g. upload a vehicle with 2t ▪ Converts units of systems e.g. 1 center = 50 kg, 250g = 0.25kg ▪ Knows the relation between volume and weight e.g. 1 litre = 1 kg	Weighing orders e.g. potatoes, concrete Calculating the weight of a load of bricks Weighing fish to produce an 10 kg package Loading a vehicle Weighing products and record Weighing quantities for recipe like 10 kg flour and 2 kg butter Estimating weight or quantity of portions Estimating 300 kilos of cement and measure it with the right instrument Reading road signs e.g. 5.5 t for cars
Calculates with units of measure	▪ Calculates with same units, converts units ▪ Uses basic operation needed for the task ▪ Knows that multiplying units, units can change "m x m= m2"	Calculating how many packages you can store in a given room Recognizing and using halves and quarters e.g. two half litres makes on litre
Calculates perimeter and areas	▪ Understands simple shapes (e.g. square, rectangle) ▪ Understands and uses the right formula to calculate perimeter ▪ Understands and uses the right formula to calculate areas ▪ Knows the units for areas in your industry m2, ha, a	Calculating areas of rooms Calculating areas of garden or path of a garden Calculating the areas of table cloth

SIZE AND WEIGHT (3/3)		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Calculates capacity, volume, weights	▪ Knows and uses the formula to calculate capacity and volume ▪ Knows the units for liquids and weights in your industry l or cm3 ▪ Recognizes and uses halves and quarters e.g. two half litres makes one litre	Calculating bricks and cement for a wall Calculating volume of wood Calculating weights when loading a vehicle Calculating volume of excavation, collection pits
Calculates quantities	▪ Knows the difference between pieces, total, quantity ▪ Knows the units (m, l, ml, kg, m3) used in industry ▪ Knows the package units e.g. in one package are ten pieces ▪ Uses the basic rules of addition, subtraction, multiplication and division ▪ Uses the basic multiplication table and performs multiplication and division ▪ Rounds off to next whole number or one or two decimal places ▪ Estimates sums, e.g. quantities and pieces ▪ Calculates with quantities in different units e.g. l per m2 ▪ Adds and subtracts quantities, pieces, ▪ Multiplies and divides pieces, quantities	Calculating quantities of flooring products needed for floor coverage Estimating numbers for packing a product Estimating and calculating the weight of a load of bricks Calculating how many bricks you can load on a truck with a certain loading capacity Calculating how many bricks and mortar are needed to build a wall Calculating how much cement you need to make a floor You have received a pallet of beans in cans. Checking that the amount is correct. Calculating litres of colours to paint an area (litres per m3) Calculating square meters for table cloth e.g. three course buffet lunch Calculating dinner for 70 people Checking stock lists Comparing order quantity with quantity delivered Taking an inventory of goods in stock Checking material list for task Calculating the amount of materials needed for a given task
Recognizes numbers and their values in tables, charts and graphs	▪ Extracts and interprets the information from lists, tables, diagrams, bar and tally chart	Comparing results with lists, tables or spreadsheet Calculating purchases on the basic of an inventory Presenting account by means of spreadsheet Collecting relevant data from an appropriate database Calculating the average of a simple numerical material

SPACE AND SHAPE

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Understands sketches and schemes	▪ Knows that sketches can quickly give an overview and clarity ▪ Knows that they may be supplemented and modified ▪ Knows that on them you can find instructions	Reading a garden plan Reading a room plan Drawing a sketch
Understands drawings	▪ Knows that technical drawings are templates and instructions for production e.g. cabinet ▪ Knows that construction drawings are templates and instruction for constructions buildings e.g. wall ▪ Knows the drawings are precise and accurate to scale	Building structures as set out in construction drawing Converting a garden plan into actual measurements on site Making a drawing of an existing garden with the right measures Cutting material in the most economical way by using a drawing Cutting smaller objects from a metal plate with little waste as possible Converting a drawing into full scale object with the right measures and vice versa
Knows scales calculation Knows drawings are representations of objects, and process them into real values and measurements	▪ Knows scaling factor (1:1000) ▪ Knows magnification (scale up) and miniaturisation (scale down) (e.g. hundredfold magnification) ▪ Works out dimensions from scale drawings ▪ Understands scale written as a ratio ▪ Chooses and uses appropriate units and measuring instruments	Working out dimensions from drawings with simples shapes e.g. 1 cm represents 1 m Converting measurements from plans to actual size using a scale factor

TEMPERATURE

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Measure temperature Read temperature Using instruments Record temperature in table, charts and graphs	▪ Uses Celsius temperature scale ▪ Knows how to read a temperature display on gauges e.g. warehouse, cooking programmer ▪ Knows how to handle the thermometer ▪ Knows the tolerances or critical limits of processes and products and accurately identify them by reading gauges ▪ Reads and interprets numbers and their values in tables, charts and graphs ▪ Records temperature accurately	Checking the temperature in stoves Monitoring temperature in fridge and cold storage and recording the data in a list Checking the room temperature in a hotel Checking the temperatures of welding equipment Monitoring the temperature of patients and record in a graph

TIME

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Understands schedules used in the company Recognizes the work-time regulation	▪ Reads and records time in common dates formats ▪ Reads and understands analogue and 12 hour digital clocks ▪ Reads and measures time accurately and use timetables ▪ Recognizes forms and units (halve, quarter) ▪ Uses equivalent forms (28,8 h (decimal) = 36 h) ▪ Adds and subtracts hours or minutes ▪ Reads schedules used in the company e.g. daily, weekly, monthly and annual planning like tables or diagram ▪ Fills data in annual schedules e.g. vacation (holiday) ▪ Counts working hours spent on a task and fill them in a timetable	Filling in a time table and check for correctness Changing minutes into fractions of an hour to fill a time sheet Writing fractions of an hour as decimals on a time sheet, e.g. ¾ hour as 0.75. Relating to timetables and the time for breaks
Calculates the time to carry out a job	▪ Calculates the best order to complete a job ▪ Records how much time spent on jobs	Making a work and time plan Calculating and recording hours and mileage

MONEY (CALCULATING WITH DIFFERENT UNITS)

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Calculates costs (money and quantities) Understands that cost always are calculated multiplying money with quantities e.g. time units, pieces … Understands the vocabulary Checks calculations are correct	▪ Understands the technical terms: ▪ piece and apiece (each per piece) e.g. 300 cover bolts 25mm, one for 0,5 € ▪ a number of e.g. 15 l of skimmed milk ▪ item (one of many objects, articles) e.g. 1 package cover bolt ▪ per unit ▪ unit costs e.g. 1 m cable costs 5,00 €; totals costs e.g. 110 m cable 550 € ▪ Uses approximation to find out the costs ▪ Multiplies pieces and quantities with unit cost to get the total ▪ Calculates the reduced price when the reduction is given in percentages ▪ Calculates percentages for VAT ▪ Checks with calculator for correctness, compares prices and places orders	Estimating total cost of sale Calculating costs of household items and groceries Calculating costs of a wall Calculating cost for a flower-bed Calculating costs for dinner of 10 people Estimating cost for customer (domestic jobs) may include time units, parts and supplies costs Checking a bill e.g. cleaning materials Checking a bill of the mini-bar Checking a delivery slip Giving an order and estimating the costs Checking an order form Recording fuel volumes and costs Checking amounts, stock lists and costs You have received a pallet of beans in cans. Checking that the amount is correct and what the price is.
Calculates payment Checks payment slips	▪ Counts, adds or subtracts working hours, hourly wage or multiplies hourly wages with working hours ▪ If necessary knows time per unit ▪ Knows the difference between gross wage and net wage (takes at home wage) ▪ Calculates the percentages for taxes and subtracts form the gross salary ▪ Understands piece work speeds and related pay rates	Calculating your salary for the day, week or month Calculating additional fee e.g. for night - work Calculating overtime Calculating payment if taxes are reduced 2.5%

RATIO AND PROPORTION		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Mixes ratios in the right proportion (Dosing, factoring)	▪ Reads and writes ratios 1:12 ▪ Knows these are kind of fraction e.g. 1/12 ▪ Knows units/parts used like this: 1 unit in 12 units (e.g. 1 l dish liquid in 12 l water) ▪ Measures or weights the right amount or counts the pieces ▪ Uses proportions when mixing detergents	Measuring one part of cleaning agent to 10 parts of water. Diluting pesticide or fertiliser according to factor Double/halve a receipt
Understands mass concentration	▪ Understands mass concentration like 3% of 1000 ml	

HANDLING DATA : CHECK AND FILL IN DATA		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Records data by using tables, bar charts Fills in simple forms Fills in data in a template, spreadsheet or database If necessary recognizes alphanumeric codes and units	▪ Identifies the correct data to be recorded ▪ Selects and orders data in the correct format (whole number, decimals and correct unit e.g. l or cm3) ▪ Fills in quantities in a list in the correct order ▪ Makes observation and record numerical information using a tally ▪ If necessary sorts, classifies objects using a criterion ▪ Organises data e.g. tables charts, line, graphs e.g. temperature (fever)	Filling in data in a stock lists Recording data in database e.g. needed material Reading the survey of incoming and outgoing goods form an established spreadsheet Collecting relevant data from an appropriate database

CRITICAL THINKING

PLANING AND ORGANIZING		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Identifies if own knowledge and skills are adequate to take action on own **Takes full responsibility if a job is done autonomously** **Acts responsibly**	▪ Identifies when assistance is needed from others ▪ Identifies when an action cannot be taken independently and seeks assistance ▪ Decide if assistance is needed from a colleague, supervisor, or manager ▪ If help is needed, asks for help ▪ Reads and knows information about handling hazardous goods ▪ Deals responsibly with hazardous goods ▪ Acts responsibly in respect of human resources ▪ Protects oneself and others ▪ Considers security and privacy of clients / customers	Working with others to move heavy items around confined spaces. Deciding on a construction site, whether a material can be lifted by yourself or you need help from a colleague. Accepting workloads that you can actually deal with, and communicate if it is too much. As a care worker through the direct contact with clients you become aware that a client needs different care and communicate it to the supervisor. Following an electric installation plan accurately without changes. Agree on the amount of the daily workload with supervisor and colleagues in order to be able to get it done effectively and in a safe way.
Organizes work effectively and in a safe way	▪ Gains knowledge on work procedures and processes ▪ Organizes ones workplace to enable effective and safe work ▪ Applies knowledge of safety ▪ Applies knowledge of professional trade practice to work carried out ▪ Applies knowledge of efficient work practices to determine the most effective way to complete the job ▪ Applies knowledge of time required to complete tasks to schedule work activities ▪ Reflects on how to improve work sequences	Being aware of which kind of equipment or tools you need for which task and carry it with you Identifying how to pack fragile or unusually shaped items so that they are protected in transit Determining best way to pack truck or container, considering how goods will be unloaded Cleaning the kitchen every day during and after work Tidying up a building site to ensure safe work In a warehouse after receiving the goods, they need to be unpacked, classified and stored in the store shelves Giving a special treatment to inflammable goods Being aware of dangerous situation, e.g. a tree you are cutting is falling down, and protect yourself and your colleges. Completing several tasks at the same time to ensure efficient use of time e.g. cutting next clients' hair while colour product is on earlier client's hair
Chooses the best methods and tools to complete the daily tasks	▪ Understands Gantt-charts ▪ Knows the tools and equipment needed for the tasks ▪ First assesses the situation and than prioritizes the interventions ▪ Communicate where improvements can be made and how	Decide how to cut materials to produce as little waste as possible

REFLECTING COMMUNICATION		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Identifies what is the essence of what one need to communicate	▪ Identifies the relevant/new information ▪ Identifies the right moment to speak ▪ Identifies the right language to speak ▪ Identifies who is the right person to communicate to an issue	Using a respectful language when talking to supervisors, colleges or clients Using hands and body language to communicate Listening actively to customers wishes and increase the satisfaction of the customer Sharing information can lead to fewer mistakes and more creative and innovative work Listening well to supervisors, clients and colleges improves the relations, social network, ones self esteem and self confidence and well-being Working in person orientated manner Deciding who is the right person to inform when a tool breaks.
Is aware of non-verbal communication and body language	▪ Develops the ability to accurately receive messages and to understand messages correctly ▪ Is aware of cultural differences in the communication and the social interaction (e.g. expressing emotions, body language, etc.) ▪ Uses and understands verbal and non-verbal messages ▪ Gives full attention to the speaker, maintains eye contact ▪ Nods, smiles or agrees by saying "yes" or simply "mhhhh" to encourage to continue	Observing/interpreting customers body language to help identify possible purpose (e.g. to purchase, enquire, waiting) Identifying suspicious behaviour by a customer and take appropriate actions e.g. notifying a supervisor, monitor the customer to prevent theft of goods
Reflects on what has been said and how. **Clarifies what an other person said**	▪ Respects and tolerates other opinions ▪ Is aware of religious and cultural beliefs ▪ Remains neutral and non-judgemental ▪ Does not take sides and listens to different opinions ▪ Is careful about expectations and prejudices which may lead to false assumptions and stereotyping ▪ Shows empathy – tries to see things from the point-of view of others ▪ Develops the ability to reflect words and feelings and to clarify what has been said	Dealing with difficult or angry customers Asking customers appropriate questions and adjusting per customer feedback to identify specific merchandise needs

DEALING WITH CHANGES		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**
Identifies where changes to the work plan are necessary **Evaluates and makes adjustments to the plan**	▪ Has knowledge on working processes and procedures ▪ Adopts an open and flexible attitude towards changes ▪ Identifies the reason why changes are necessary ▪ Decides what are the priorities according to the situation	When the weather is bad, gardeners have to change their work plan for this day. Changes in the every-day life of a family can lead to changes in the work plan of house keepers. Material that is indispensable for a (piece of) work is not available. Important co-workers don´t show up for work. A work plan turns out to be ineffective. There is no electricity and work with machines cannot be done. Because of an error something has to be repeated. A method or construction plan turns out to be useless.
Discusses and agrees on changes to the plan **Decides if changes need to be referred to co-workers and supervisors** **Communicates where changes are necessary**	▪ Reflects on the work plan (alone or in group) ▪ Asks for advice and help when necessary ▪ Confirms changes in the work plan with management and supervisors ▪ Communicates changes to co-workers ▪ Communicates when changes are irritating or confusing	
Responds appropriately to changes in work plan	▪ Takes responsibility where necessary ▪ Implements changes in the work plan	

DEALING WITH PROBLEMS OR CONTINGENCIES (1/2)		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Examples**

Can deal with contingencies
 	
Recall and follow specified procedures to deal with contingencies
	▪ Is able to identify the root of the problem
	▪ Tries to see it from different points of view
	▪ Is able to identify problems and develop solutions by using problem solving methodology:
	    ▪ Identifies the issue and the situation that requires a solution
	    ▪ Identifies possible solutions and list them
	    ▪ Determines best outcome and select best solution
	    ▪ Decides on plan of action
	    ▪ Carries out plan
	    ▪ Evaluates the results
		Forgetting tools or equipment e.g. saw, carpenters-rule, colours, etc.
		Ingredients for the preparation of a meal are not available
		Interpreting illegible handwritten instruction
		Discrepancy between actual stock list and record
		Contingencies in case of problems with tools or equipment
		Client is in a worse health state and needs professional help of a supervisor or doctor
		Dealing with contingencies in case of personal injury or accidents
		Deal with contingencies with customers or supplier
		Material needed for the work is not available in the quality required
		Co-worker/colleague does not turn up for work but is needed in collaborating to solve a task / problem
		Weather conditions are not favourable for certain work
		Reading instructions of a broken apparatus to make it work again and/or ask for help to a supervisor or colleague

Informs colleagues and managers about a problem **Develops and applies cooperative problem solving strategies**	▪ Identify the key players in problematic situations ▪ Gathers information and weigh up the risk involved ▪ Asks for different points of view and opinions ▪ Expresses critique in an appropriate way, if necessary	Work not to standard Materials cut too short, too long Injuries Problem with a drawing / plan – may involve talking to supervisor or architect Problems with work completed by other contractors Problems with equipment
Takes responsibility in the situation	▪ Knows the instructions for contingencies and follows the instruction ▪ Uses instruction manuals ▪ If there are no instructions asks for help or advice	Weather issues Power outages Identify discrepancies between actual stock and records on computer (inwards goods received and documentation, stock on pallet against picking list) Deal with contingencies (stock not available, broken or damaged stock, documentation missing) Identifying when you do not have sufficient training or experience to carry out a particular task

DEALING WITH PROBLEMS OR CONTINGENCIES (2/2)

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples

Responds appropriately to unexpected emergency situations	▪ Identifies dangerous situations and avoid them
	▪ Deals emergency situations appropriately:
	    ▪ Identifies what action should be taken.
	    ▪ Identifies when action should be taken.
	    ▪ Identifies how action should be taken.
	    ▪ Knows the key processes (in unforeseen or critical situations, all key processes must operate rapidly, smoothly and securely)
		Ask for help and/or call the ambulance when a colleague is injured at work

DEALING WITH CONFLICTS

Literacy-skills (outcome)	Specific skills (what people have to do)	Examples
Is able to deal adequately with conflict situations and can address conflicts in a de-escalating way: ▪ Is able to identify the grid and root of a conflict ▪ Is able to address a conflict ▪ Is able to identify who is the right person to address the conflict ▪ Is able to de-escalate a conflict	▪ Listens to what is being said ▪ Is able to separate facts from emotions in a conflict ▪ Is open for creative conflict solutions ▪ Identifies the right moment to speak ▪ Uses listening skills to understand both sides of any argument ▪ Encourages and facilitates people to talk to each other ▪ Tries not to be biased or judgemental to open the way for conflict resolution ▪ Takes a respectful attitude ▪ Reflects on one owns responsibility and the responsibility of the other in the conflict ▪ Speaks of oneself instead of accusing the other ▪ Puts himself into the position of others ▪ Has learned to troubleshoot and resolve problems and conflicts as they arise ▪ Has learned to be a mediator	Finding out who is responsible and in charge when mistakes occur and solve the problem Listen to clients who are unsatisfied and try to fulfil what they need Mediating when there is a conflict e.g. between colleagues trying to find out what is the grid of the conflict and develop a solution together

EVALUATING WORK DONE		
Literacy-skills (outcome)	**Specific skills (what people have to do)**	**Workplace Examples**
Understands production and quality assurance process and the implications for the tasks carried out	▪ Knows quality standards and how they are applied to tasks ▪ Knows the work plan and the work procedures and processes ▪ Documents tasks ▪ Documents time, problems and completion on paper or digitally ▪ Records time spent on particular jobs ▪ Determines errors ▪ Inspects results of work and records inspection results ▪ Compiles daily work report (for self-assessment) ▪ Considers work sequences and illustrates improvements ▪ Reflects among colleagues about the work situation or working procedures ▪ Asks a colleague or supervisors for help	Supervisor goes through the work plan with the employees and makes sure employees become familiar with work standards Employees know how to document time spent on job Employees examine the result of their work and check with a colleague if it is well done Care Workers document the work done with the clients. Workers reflect together with supervisor on a work result and identify an error. Together they develop ways of improving the work.
Checks if workplace procedures are being met and results meets with the standards	▪ Reflects on the work plan and evaluates it ▪ Reflects and evaluates working processes and procedures ▪ Reflects and evaluates the results of the work ▪ Visualises e.g. an object from a drawing or plan and compares it with the results. ▪ Applies knowledge of efficient work practices to check if the tasks have been carried out with minimum time and material wastage. ▪ Reflects on own behaviour and actions at work ▪ Asks a colleague or supervisor for help	

DIGITAL COMPETENCE

ICT TRAINING COURSE (1/2)

Outcome (Literacy-skills)	Specific skills (what people have to do)	Examples
Following verbal communication • knows how to clarify and confirm understanding	**Verbal communication** • uses strategies for picking out relevant details from verbal instructions • recognizes sequence words in instructions • checks understanding and asks for help when needed • formulates questions appropriately and asks politely and clearly	
Following written instructions • is able to recognize the difference between information and instructions • understands complex instructions requiring more than one action or requiring action depending on a condition • understands that pictures add meaning to written information • is familiar with the contents and index pages e.g. in ICT course book	**Written instructions** • recognizes the use of the imperative in instructions • skims through a book and tells what it contains • understands that instructions are often mixed up with other text such as informative text or information • identifies in the title which section of the text is mainly information and which are mainly instructions • understands the meaning of some pictures illustrating points or processes visually • understands the function of table of contents and index • knows that in the index topics are listed in alphabetical order	Use digital and printed learning resources for training Use computer programs for training In case of disorder (printer doesn't print, a file can not be opened, memory stick can not be opened, e-mail messages are not sent): explain the problem and ask the trainer for help
Meaning of words • uses prior knowledge of words and sentence structure to work out the meanings of unfamiliar words • understands the purpose of glossaries and where they are likely to be found	**Meaning of words** • uses strategies to check word meanings including using reference materials as glossaries • recognizes the structure of a glossary and use one to find the meanings of unfamiliar words connected to ICT	

ICT TRAINING COURSE (2/2)		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**
Understanding abbreviations/acronyms ▪ is able to understand and to explain frequently occurring abbreviations and acronyms	**Abbreviations/acronyms** ▪ identifies abbreviations and acronyms in the course book ▪ recognizes how abbreviations and acronyms are formed ▪ uses strategies to find the meanings of acronyms	
Understanding icons, screenshots and diagrams ▪ is aware that icons represent a function and that by understanding the icons and their functions, you can save time and become more efficient ▪ knows that screenshots and diagrams illustrate written information	**Icons, screenshots and diagrams** ▪ recognizes current icons from the desktop, toolbar, taskbar and Start Menu ▪ concludes meaning of icons where meaning is not explicit ▪ understands the functions represented by current icons ▪ understands that diagrams or screenshots are related to labels in the text to make clearer the written information	Use digital and printed learning resources for training Use computer programs for training In case of disorder (printer doesn't print, a file can not be opened, memory stick can not be opened, e-mail messages are not sent): explain the problem and ask the trainer for help
Taking notes ▪ knows through experience the purpose of taking notes ▪ is able to take notes from books or listening	**Taking notes** ▪ knows that taking notes can help remember important information and instructions ▪ makes sure that can read and understand his/her notes	

HARDWARE AND SOFTWARE		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**
Matches hardware equipment to purpose	▪ identifies hardware components e.g. keyboard, mouse, monitor/screen, drives… ▪ knows the functions of these elements ▪ knows to connect the main peripheral hardware to PC (mouse, speakers, keyboard, monitor, printer …) ▪ checks functionality of the main peripheral hardware ▪ uses the mouse with agility and interprets the function of mouse buttons	
Starts and shuts down a Computer in the correct way	▪ distinguishes between hardware and software ▪ starts the computer and log on securely using a user name and password ▪ saves and closes files, then the application and shutdown the computer	Use computerized equipment Use digital photographs to document, e.g. accidents
Distinguishes in the choice of applications for a given purpose **Starts an application, creates a document and saves it**	▪ installs programs (following the instructions on the screen or the manual). ▪ recognizes the typical features of an application window – title bar, toolbar, menu bar, status bar, scroll bar ▪ has a basic knowledge of drop-down menus, what sub-menus they contain and conventions for activating them ▪ selects menu items from a drop-down menu ▪ understands orientation of page for document layout ▪ names and saves a document in appropriate folder/directory	Take digital photos to capture and record details of situations, or parts of appliances Print out orders or deliveries using computerized systems Use GPS in vehicle if fitted for direction finding Use computer to sign on and off jobs Use computer to record time in and time out Scan barcode into computer system Use measuring devices e. g. Manometers, combustion analysers, gas detectors, CO detectors
Prints document	▪ uses print preview to view a document before printing ▪ considers what needs to be printed e.g. single pages or whole document, number of copies ▪ understands and uses dialogue boxes ▪ fit correctly the paper into the printer ▪ change the ink cartridges from the printer, knows to print a test page to check the quality of printing.	Use information communications technology to read or record information using company customised software or templates Look up job records on computer system In case of error (printer doesn't print, a file can not be opened, memory stick can not be opened, e-mail messages are not sent): ask for help or inform the administrator
Knows and understands organisation policies about computer use.	▪ knows that password must not be given to another person ▪ knows and respects if the use of internet for personal situations is not allowed ▪ knows and respects that data of an organisation (e.g. company) must not be copied to a personal storage ▪ is aware of the fact that most of operations of a computer (using internet and visiting websites/sending e-mails/deleting or copying files …) are documented by the system and that the administrator can see these procedures	

MAINTENANCE OF PC
FILE MANAGEMENT

Outcome (Literacy-skills)	Specific skills (what people have to do)	Examples
Has a global knowledge why to check a computer and knows basically how to do it	▪ carries out basic activities of maintenance of the system (updates antivirus, makes backup, deletes unnecessary files and folders or software for better performance) ▪ recognizes the existence or absence of anti-virus protection ▪ copies, moves files and folders into a storage ▪ explores, locates and retrieves the files from a storage	
Understands to organize adequately the information through files and folders	▪ knows the basic terminology: file, folder, file manager ... ▪ knows the basic terminology of the storage media: internal and external hard drives, memory stick, CD/DVD … ▪ distinguishes and recognizes the icons of programs, documents, folders ▪ identifies the basic structure of directories and subdirectories ▪ locates a directory or subdirectory requested ▪ creates folders or subfolders and names them according to their content ▪ changes the names of files and folders according to their content ▪ saves and retrieves files on hard disk and other storage media (CD, memory stick, external hard drive …) ▪ uses the recycle bin properly (deleting or restoring files)	Read and understand formats, names or abbreviations for file management Store action plans in computer folders Store completed tasks in files Read and understand formats, numbers, dates, names or abbreviations for file management

INTERNET		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**

Has a range of reading skills (along with a basic understanding of search engines and web browsers) to find information effectively
 	
Interprets information from a website
	▪ is clear in the goal of search and browse relevant itineraries for the job to perform (not navigate without direction)
	▪ understands and uses key words in a simple search
	▪ uses different reading skills to find and read information on a website:
	   o scans for key words on a web page
	   o uses format and structure to navigate a web page
	   o practises skim reading to get the gist of information
	   o understands how format helps when skim reading
	   o practises strategies learned for reading information in detail
	▪ is able to decide whether the information is of relevance and has criteria to evaluate the reliability of the information	

Knows how to use a browser and uses the "search engines" to locate specific information on the internet.	▪ understands purpose of a browser ▪ uses and understands the features of a browser (back, forward, stop, search, refresh, history, home buttons, address bar, loading status) ▪ understands key features of a web page (links, site map, feedback, email) ▪ uses and understands hyperlinks/navigation buttons ▪ equates URL with web address ▪ understands the general structure of a web address ▪ accesses to web sites by typing the URL in the address bar or by selecting it in the favorites menu ▪ bookmarks a location and uses prepared bookmarks ▪ identifies the sites visited and does not repeat the access ▪ searches through indices of categories in websites	Search for programs on the internet Use search engines to investigate information Find information on the intranet, e.g. cleaning schedules or descriptions of routines Find relevant forms on the intranet, Check product information online, e.g. a new machine Find data sheets for new products online Check new environmental requirements for products on the internet Look up the company's HSE regulations Compare prices of different suppliers using internet Use internet looking for special website (supplier information- road maps- job information) Search for merchandise information
Knows how to save information found	▪ uses the right mouse button to save web images on the disk ▪ selects a text within a web page for copying into a document ▪ downloads documents or video file from web page	
Knows and understands organisation policies about computer use.	▪ knows that password must not be given to an other person ▪ knows and respects if the use of internet for personal information is not allowed ▪ understands and knows that not everything found in the internet can be used for other purposes (copyright questions) ▪ is aware of the fact that most of the operations of a computer (using internet and visiting websites/sending e-mails) are documented by the system and that the administrator is able to see it anytime	

COMMUNICATION (INTERNET, MOBILE phone …) E-MAIL / SMS		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**
Knows and respects the rules of courtesy, correctness and respectability	- uses responsibly all kinds of communication ways (SMS messages, e-mails, chats, forums, etc) - respects the opinions of the participants in a forum, values diversity positively - participates actively and constructively in chats and forums - participates in the joint tasks of interest that are proposed in chats and forums	
Knows how to create an email account and how to send and organize emails	- creates and configures an new email account following the instructions - understands the general structure of an email address - adds, deletes and modifies contacts in the address book - interprets features of an inbox e.g. owner, date, subject, size - interprets features of a new message e.g. To, Cc, Subject - interprets features of a retrieved message e.g. From, Date sent, Reply, Forward - sends emails: - including message subject, sender, and signature - uses the address book to add contacts and select recipients - uses the subject field to enunciate the content of the message - retrieves and replies to an email - confirm the receipt of messages when prompted by the sender - forwards an email - sends an attachment with an email - downloads or opens an attachment from emails	Communicate with his/her employer by email and text message Maintain contact with customers or managers by email Send enquiries about goods as email attachments Send orders by email Send, receive and respond emails
Writes and checks the correctness (spelling and linguistic adequacy) of emails	- identifies the key features of formal and informal messages - observes the spelling and grammatical rules in writing messages as well as punctuation - uses upper case when typing proper nouns and whenever necessary - understands that proofreading and editing can improve the accuracy and understanding of a text - proofreads and makes corrections if necessary - avoids spelling errors in the subject of the messages too	

WORD PROCESSING (1/2)		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**
Has a range of writing skills to present information appropriately	▪ knows to plan and draft a text ▪ organises and presents the information according to purpose ▪ uses formal or informal language according to purpose ▪ proofread ▪ applies correctly grammar, punctuation and capitalisation ▪ applies strategies to spell correctly	
Has a range of general skills for handling software	▪ distinguishes in the choice of applications for a given purpose ▪ starts an application, creates a document and save it ▪ recognizes the typical features of an application window – title bar, toolbar, menu bar, status bar, scroll bar ▪ has a basic knowledge of drop-down menus, what sub-menus they contain and conventions for activating them ▪ selects menu items from a drop-down menu ▪ understands orientation of page for document layout ▪ names and saves a document in appropriate folder/directory ▪ uses print preview to view a document before printing ▪ considers what needs to be printed e.g. single pages or whole document, number of copies	Fill in information about work completed Write electronic deviation reports Fill in information and write shift reports in electronic journals Write letters and notes To read or record information using company templates (Incident forms) Write brief factual statement Record registering, reporting and assessment of incidents and injuries
Is familiar with the use of the keyboard and the mouse	▪ types sentence(s) without assistance ▪ modifies a window with the mouse, by performing the following functions: minimize, maximize, restore, and close. ▪ select a text using the mouse or keyboard (or through menu) ▪ highlights text using the mouse or keyboard ▪ select a text using the mouse or keyboard (or through menu) ▪ copies, pastes, cuts, deletes a highlighted text using the mouse or keyboard ▪ locates and uses return/enter, space, delete/backspace, shift, caps lock	

WORD PROCESSING (2/2)		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**
Understands the basic concept of text formatting, paragraph formatting, page layout and knows to apply it	▪ knows the appropriate terminology - font, upper/lower case, bold, italic, underline ▪ varies font, size and style ▪ knows the appropriate terminology for paragraph alignment (left, center or right aligned text, justified text, line spacing …) ▪ formats text and paragraphs ▪ uses bullets, numbering ▪ uses columns ▪ can choose or modify page margins, orientation (portrait, landscape), size (A4, A5 …, letter) ▪ knows how to insert automatic page numbering into a text document	Fill in information about work competently Write electronic deviation reports Fill in information and write shift reports in electronic journals Write letters and notes Read or record information using company templates (Incident forms) Write brief factual statement Record registering, reporting and assessment of incidents and injuries
Knows to use tables in a text document **Knows to insert images, graphics to a text document**	▪ can decide when it is appropriate to display information in a table ▪ adds a table to a document and edits rows and columns ▪ can insert an image or graphic through copying from an other document ▪ can insert an image or graphic through copying from an other document ▪ can resize an image	
Identifies and corrects errors	▪ uses the basic options of the spell checker ▪ uses spell checker and thesaurus ▪ realizes limitations of spell checker and uses a dictionary if needed	

SPREADSHEETS		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**
Has the basic numeracy skills and knows to apply them	▪ knows to add, subtract, divide and multiply in any situation ▪ understand mathematical language concerning basic measurement ▪ understands the units of measures ▪ measures length, height an width ▪ calculates areas in square meters and volumes in cubic metres ▪ measures heights and weights ▪ calculates percentage ▪ is able to check the correctness of calculations	
Has a range of general skills for handling software	▪ distinguishes in the choice of applications for a given purpose ▪ starts an application, creates a document and saves it ▪ recognizes the typical features of an application window – title bar, toolbar, menu bar, status bar, scroll bar ▪ has a basic knowledge of drop-down menus, what sub-menus they contain and conventions for activating them ▪ selects menu items from a drop-down menu ▪ names and saves a document in appropriate folder/directory ▪ uses print preview to view a document before printing	Use electronic tools to register working hours Check salary payments Use electronic calculation tools to make, change or evaluate price offers Use digital diaries to record job information, schedules Update spreadsheets e.g. price lists, supplier lists, customer lists Read or record information using company customised software (Incident forms) Fill in text/data in form or table
Knows the basic terminology of spreadsheets **Uses the basic functions of spreadsheets: makes simple calculations, sets the format, stores and prints …**	▪ understands basic terminology - column, row, cell, formulas and data ▪ understands the purpose/structure of a spreadsheet ▪ interprets data from an existing spreadsheet ▪ indicates in a given worksheet where are the data and where the formulas ▪ understands active cell and enters data (labels, values) in a cell ▪ understands cell addressing ▪ uses sum formula and undertakes basic calculations ▪ adds and modifies formulas and data in a spreadsheet ▪ knows how to copy formula ▪ formats data to currency, time, number, percentage ▪ sorts data ▪ formats data in a cell e.g. bold, alignment ▪ changes column width and row height ▪ adds/deletes row/columns ▪ creates autonomously a simple entering data and simple formulas ▪ generates appropriate graphs e.g. bar, column, line	Compile or update lists Estimate and check calculations Calculate with drawings and plans sizes and quantities Perform simple calculations Calculate with plans to scale Calculate with drawings and plans sizes and quantities

DATABASE AND ELECTRONIC FORMS		
Outcome (Literacy-skills)	**Specific skills (what people have to do)**	**Examples**
Understands basically the function and structure of databases	- identifies possible applications of a database and knows examples of common uses of large-scale databases like: airline booking systems, bank account records. - understands what a database is and distinguishes it from other programs and documents - understands how a database is organized in terms of tables, records and fields - understands that each field in a table should contain only one element of data like text, number, date/time, yes/no. - knows that data entry, data maintenance and information retrieval are carried out by users.	Use electronic tools to register working hours Fill in information about work completed Order goods using an electronic form Check meetings and appointments Register worked hours into electronic forms Register goods and deliveries using a hand-held terminal Go through and update electronically stored lists, e.g. inventory list
Uses basically a database application and electronic forms	- opens, closes a database application and a database - adds, modifies and deletes records in a table - understands that a query is used to extract and analyze data. - locates specific information searching by subject, key word, author - or using the search command for a specific word, number, date in a field. - applies (and removes) a filter to a table, form - creates a table query using one single specific search criterium	Check that electronic orders or invoices are correct Order goods digitally from remote warehouse or supplier Check that warehouse stock is correctly updated in the computerized account system Register goods electronically Find if merchandise is in stock, and the location of a particular item Read or record information using company customised software (Incident forms) Enter data on computer system to record progress of goods movements, print off labels, close off job, send notifications Record registering, reporting and assessment of incidents and injuries

PART II

DESPRIPTION OF COMPETENCE LEVELS

COMPETENCE LEVELS

BASIC LEVEL

LEVEL 1*

LEVEL 2

* Level I is the minimum level needed to meet the demands for participating successfully in vocational further training and Life Long Learning

IN THE COMPETENCE FIELDS

WRITTEN COMMUNICATION (READING)
WRITTEN COMMUNICATION (WRITING)
ORAL COMMUNICATION (LISTENING AND SPEAKING)
NUMERACY
CRITICAL THINKING
DIGITAL COMPETENCE

BASIC LEVEL

WRITTEN COMMUNICATION (READING)

Recognise and interpret pictures, symbols, abbreviations and codes	Use any prior knowledge about a subject or a job to work out what the text means Get information from pictures and symbols Recognise alphabet and alphabetical order Recognise both capital and lower case letters Know the meanings used in codes, including number and letter sequences
Recognise relevant technical vocabulary	Recognise alphabet and alphabetical order Recognise patterns in words e.g. types of plastics that start with 'poly' Understand what is represented by abbreviations
Read and understand very short documents	Understand what they have to do with the information Match text from one document to another Locate key information Read graphs and tables and understand what is being measured Know how to read the particular form of the document e.g. reading left to right, reading columns down or across as needed Read numbers in figure and word form* Recognise workplace numeracy problems that are presented in word form

WRITTEN COMMUNICATION (WRITING)

Complete simple workplace documentation	Write numbers Understand workplace conventions for writing dates and times e.g. 12 or 24 hour clock, Julian calendar Understand any background numeracy concepts Recognise where the information has to be recorded Identify key information to be recorded from a larger text or production information
Write a brief factual statement	Write letters of alphabet using upper and lower case Write a short, understandable phrase or sentence – not necessarily grammatically correct Spell key technical vocabulary correctly Understand what information has to be provided

BASIC LEVEL

ORAL COMMUNICATION (LISTENING AND SPEAKING)

Listen to procedures and instructions given orally and respond appropriately	Listen to what is being said Recognise key terms used on site Listen for order words such as 'first', 'second', 'then', 'afterwards', 'before that', 'later', 'next' and 'finally' Respond to instructions appropriately by nodding, looking at speaker, taking notes etc Have the personal confidence to ask questions Understand that asking questions is not disrespectful Know the technical terms or abbreviations required Understand the language of instruction and procedures e.g. 'you must', 'always', 'never' , 'do this first', 'before you start', 'at the end'
Give factual information orally and check for understanding	Use appropriate technical vocabulary Have understandable pronunciation Know how to use required equipment e.g. RT/mobile phone, office message system Recognise the body language of the listener Use strategies to check the listener has understood e.g. summarise what has been said, ask for questions Match the information given to the needs of the person listening

NUMERACY

Understand a range of numeracy concepts as they apply to specific jobs	Understand the concepts and measurements relevant to particular jobs Know the tolerance or critical limits of processes and products and accurately identify them by reading gauges, counting product faults etc Understand Problems that are presented in words e.g. 'How much more do we need to meet the order?', 'What volume of raw product has been used' Recognise numbers and their values in tables, charts and graphs* Read numbers in figures and words
Record data from workplace observation or measurements	Identify the correct data to be recorded Recognise numbers in a number of forms as words, figures, roman numerals* Use the basic operations needed for a particular task (addition, subtraction, multiplication, division) Select and order data in the correct format e.g. as whole numbers, fractions and percentages, or as temperatures or as a liquid volume Copy or enter the data correctly Recognise if any action is required from what has been observed or measured

LEVEL I

WRITTEN COMMUNICATION (READING)

Read and understand short workplace documents	Predict what the text might be about from the context of the text
	Read a text quickly (to skim it) to get the gist of it
	Skim to understand the purpose of the text and to get the gist of what it's about
	Scan to locate specific information in a text
	Use a dictionary or glossary to find the meaning of terms
	Re-read sections, to ensure to understand

WRITTEN COMMUNICATION (WRITING)

Write a paragraph	Write a complete sentence
	Sequence information
	Prioritise important and supporting information
	Know who will read it and what information will be expected
	Organise the content using a 'mind map' or a list of key points
	Have a first draft and correct it
	Record a problem or quality issue on a computer

ORAL COMMUNICATION (LISTENING AND SPEAKING)

Organise and sequence information and present it orally	Identify what kinds of information have to be given and to whom
	Plan what needs to be said
	Understand the audience and select the right kind of language
	Present it
	Speak with sufficient volume to be heard
	Have pronunciation understandable to the listeners
	Use appropriate technical vocabulary
	Know how to use required equipment e.g. RT/mobile phone, office message system
	Recognise the body language of the listener
	Use strategies to check the listener has understood e.g. summarise what has been said, ask for questions
	Match the information given to the needs of the person listening

LEVEL I

NUMERACY	
Carry out simple calculations for specific work tasks	Use the basic operations needed for a particular task (addition, subtraction, multiplication, division)
	Understand concepts as required, such as whole numbers, place value, decimals and rounding, ratios, fractions
	Understand that decimals, fractions and percentages are means of representing amounts and quantities e.g. ¼, 0.25, 25%
	Use a calculator correctly
	Identify the correct data to be recorded
	Recognise numbers in a number of forms such as words, figures, roman numerals*
	Select and order data in the correct format e.g. as whole numbers, fractions and percentages, or as temperatures or as liquid volume
	Copy or enter the data correctly
	Recognise if any action is required from what has been observed or measured

CRITICAL THINKING	
Identify when workplace procedures are not being met and take appropriate action	Understand the concepts of measurement or tolerances for products and processes
	Understand the significance of a deviation from the 'norm' or critical limits
	Know the company processes and procedures for common events, hazards or faults
	Locate the specific information in standard operating procedures (SOP), machine specifications, procedures etc
	Observe what is happening in the workplace and decide if it is within the limits or guidelines
	Take action e.g. adjust a machine or process or tell someone
	Report as required e.g. write on a whiteboard, report it to a supervisor

LEVEL II

WRITTEN COMMUNICATION (READING)

Read and understand complex workplace documents	Predict the meaning of unknown words
	Recognise graphic organisers and how they aid understanding e.g. index, chapter headings, glossary, text boxes, highlighting and bullet points
	Skim and scan texts
	Summarise information from longer documents
	Obtain specific information from close reading of a text
	Compare information presented in different forms

WRITTEN COMMUNICATION (WRITING)

Write in complete sentences	Write in complete sentences
	Combine related ideas into paragraphs
	Write information in an appropriate sequence e.g. by timing or cause and effect
	Create text in a logical sequence
	Understand the way in which text features e.g. headings, numbering etc make a text easier to read
	Know the audience they are writing for and what information will be expected
	Understand the type of language required for this task e.g. instructions include words such as 'always', 'must', 'never', 'must not', 'only', 'if', 'but'

ORAL COMMUNICATION (LISTENING AND SPEAKING)

Participate in discussions with work team	Be able to extract the main ideas and most details from other speakers
	Know the language that is appropriate for the people in the group e.g. less formal with team members, more formal with management
	Take turns when speaking
	Ask questions to clarify or get additional information
	Give an opinion

LEVEL II

NUMERACY

Carry out a range of measurements	Know the correct measurement scale being used e.g. cubic metre for hectare, proportion of dry to liquid ingredients to produce volume required
	Use the basic operations needed for a particular task (addition, subtraction, multiplication, division)
	Use measurement tools required
	Record measurements accurately
	Judge accuracy and adjust measurements accordingly
	Use the basic operations needed for a particular task (addition, subtraction, multiplication, division)
	Understand concepts as required, such as whole numbers, place value, decimals and rounding, ratios, fractions
	Understand that decimals, fractions and percentages are means of representing amounts and quantities e.g. ¼, 0.25, 25%
	Correctly use a calculator

CRITICAL THINKING

Recognise significant events not covered by procedures and take appropriate action	Know the range of actions possible e.g. telling someone, acting independently, stopping part of the plant or equipment
	Identify the time frame required in which to act
	Report as required after the event

PART III

**THE EUROPEAN
WORKPLACE LITERACY PROFILE (CORE CURRICULUM):
CORRESPONDANCE TO NATIONAL AND EUROPEAN
FRAMEWORKS**

THE EUROPEAN WORKPLACE LITERACY PROFILE (CORE CURRICULUM): CORRESPONDENCE TO

UK: NATIONAL ADULT LITERACY AND NUMERACY CORE CURRICULUM and

NEW ZEALAND: WORKBASE - NEW ZEALAND'S MOST COMPREHENSIVE LANGUAGE, LITERACY AND NUMERACY SERVICE PROVIDER

THE EUROPEAN WORKPLACE LITERACY PROFILE Literacy and Vocation		UK***		New Zealand**
Basic Level	➜	Entry Level 1	➜	Level 1
		Entry Level 2		Level 2
		Entry Level 3		Level 3
Level 1*	➜	Level 1	➜	Level 4
Level 2	➜	Level 2	➜	Level 5/6

*   Level I (Literacy and Vocation) is the minimum level needed to meet the demands of participating in vocational further training and Life Long Learning

**   Workbase, New Zealand, The descriptor bank project, www.workbase.org.nz;
         Since 1991 Workbase has provided literacy training programmes to more than 150 companies and 6,000 individuals, and continues working to improve workforce literacy provision throughout New Zealand.
         [In 2006] The New Zealand Qualifications Authority accredits Workbase to deliver the National Certificate in Adult Literacy Education (Vocational Tutor and Workplace Trainer) [NCALE (Voc)]

***   Adult Literacy Core Curriculum including Spoken Communication and Adult Numeracy Core Curriculum

         Produced by Cambridge Training and Development Ltd. on behalf of the Basic Skills Agency, DfES 2001,

THE EUROPEAN WORKPLACE LITERACY PROFILE (CORE CURRICULUM): CORRESPONDENCE TO

THE EUROPEAN FRAMEWORK FOR KEY COMPETENCES

At the end of 2006, a European Framework for Key Competences for Lifelong Learning has been adopted by the Council and the European Parliament. The Framework identifies and defines, for the first time at the European level, the key competences that citizens require for their personal fulfilment, social inclusion, active citizenship and employability in our knowledge-based society.

One of the main aims of the reference framework is to identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society. To reach this aim the Reference Framework sets out eight key competences:

Communication in the mother tongue;
Communication in foreign languages;
Mathematical competence and basic competences in science and technology;
Digital competence; Learning to learn;
Social and civic competences;
Sense of initiative and entrepreneurship;
Cultural awareness and expression.

THE EUROPEAN WORKPLACE LITERACY PROFILE and THE EUROPEAN FRAMEWORK FOR KEY COMPETENCES have high congruence in the following competence areas/dimensons:

THE EUROPEAN WORKPLACE LITERACY PROFILE LITERACY AND VOCATION COMPETENCE AREAS/DIMENSIONS		THE EUROPEAN FRAMEWORK FOR KEY COMPETENCES COMPETENCE FIELDS
WRITTEN COMMUNICATION (READING AND WRITING)	➔	COMMUNICATION IN THE MOTHER TONGUE
ORAL COMMUNICATION (SPEAKING AND LISTENING)	➔	COMMUNICATION IN THE MOTHER TONGUE IN PARTS OF THE COMPETENCE FIELD: CULTURAL AWARENESS AND EXPRESSION
NUMERACY	➔	MATHEMATICAL COMPETENCE
DIGITAL COMPETENCE	➔	DIGITAL COMPETENCE
CRITICAL THINKING	➔	IN PARTS OF THE COMPETENCE FIELDS: LEARNING TO LEARN SENSE OF INITIATIVE AND ENTREPRENEURSHIP CULTURAL AWARENESS AND EXPRESSION

THE EUROPEAN WORKPLACE LITERACY PROFILE (CORE CURRICULUM): CORRESPONDENCE TO

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

The descriptors of **THE EUROPEAN WORKPLACE LITERACY PROFILE** can be set in relation to the European Framework of Reference for Languages, which defines - in contrast to of THE EUROPEAN WORKPLACE LITERACY PROFILE **-** several reference levels and corresponding descriptors of varying difficulty.

Both learners and teachers, lecturers and trainers is offered the possibility to assign the descriptors of THE EUROPEAN WORKPLACE LITERACY

PROFILE TO the language levels of the Common European Framework of Reference, in order to reflect individual learning needs especially for foreign language learning. For native speakers in literacy training **THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES** is not an appropriate reference framework.

CEFR READING LEVEL A1	THE EUROPEAN WORKPLACE LITERACY PROFILE WRITTEN COMMUNICATION (READING) BASIC LEVEL	CEFR READING LEVEL B1	THE EUROPEAN WORKPLACE LITERACY PROFILE WRITTEN COMMUNICATION (READING9 LEVEL 1
I can read very slowly very short, simple texts by understanding familiar names, words and basic phrases.	Understands and recognises symbols, signs, images in the workplace	Can rapidly grasp the content and the significance of news, articles and reports on topics connected with interests or job, and decide if a closer reading is worthwhile.	Skims and scans texts to locate significance information
Can find basic information in posters, adverts or catalogues	Reads and obtains information from different sources in texts e.g. glossary, manuals, catalogues	Can understand lengthy instructions, for example in a user manual for a TV or digital camera, for installing software, as long as can reread difficult sections.	Traces and understands the main events of chronological descriptive and explanatory texts.
Can understand information about people (place of residence, age, etc.) in a text if there is visual support.	Uses illustrations and captions to locate information	Can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.	Identifies the main points and ideas in a text Predicts the meaning of unknown words Uses reference material to find meaning of unfamiliar words
Can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages.	Reads and understands short straightforward texts on familiar topics accurately and independently		

The project results are notably based on European cooperation.

Further information:

www.literacy-and-vocation.eu