



# Information Literacy

**Short Description:**  
Students plan how to search, they search, collect, evaluate and use information for the construction of knowledge.



# ATS2020

Assessment of Transversal Skills

Competences and Skills	Attainment Goals	Digital Competences and Skills	Attainment Examples			Level of "proficiency" 1	Level of "proficiency" 2	Level of "proficiency" 3
			Stands (way of thinking)	Actions (way of working)	Ethics (way of living)			
1. Plan strategies to guide inquiry	1.1 Identify significant needs/problems/questions to investigate in order to satisfy the learning goals	<ul style="list-style-type: none"> <li>Use digital tools to identify significant needs/problems/questions</li> <li>Use information found in digital environments to identify significant needs/problems/questions to investigate</li> <li>Confer with others using digital tools to identify a research topic or other information need</li> <li>Identify new learning needs through Internet and Social Media</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the need for information</li> <li>Have a proactive attitude towards looking for information</li> <li>Be curious and prone to explore further and deeper</li> <li>Be motivated to seek information for different aspects in their lives</li> <li>Ask questions to probe more deeply</li> <li>Determine an appropriate scope of investigation</li> </ul>	<ul style="list-style-type: none"> <li>Define and articulate the information need</li> <li>Adjust searches according to specific needs</li> <li>Write needs in the form of questions to be answered</li> <li>Formulate questions for research based on information gaps or on re-examination of existing, possibly conflicting, information</li> <li>Deal with complex research, by breaking complex questions into simple ones, limiting the scope of investigation</li> <li>Confer with others to identify a research topic or other information need</li> </ul>	<ul style="list-style-type: none"> <li>Be curious and open in new and diverse ways of living</li> <li>Care about the needs and problems of others</li> <li>Identify needs and/or problems from their environment and/or society</li> <li>Be proactive about solving problems around them</li> </ul>	Articulate information needs to satisfy the learning goals so as to start looking for it.	Articulate information needs to satisfy the learning goals and identify goals for their information inquiries so as to start looking for it.	Articulate information needs to satisfy the learning goals and identify goals for their information inquiries. They create information strategies for their inquiries so as to start looking for it and they have the capacity to update their strategies.
	1.2 Define information inquiry goals related to the declared needs/problems/questions	<ul style="list-style-type: none"> <li>Use electronic search engines effectively to find relevant information that allows the formation of information inquiry goals</li> <li>Use electronic search engines to discover responses to similar needs/ problems/questions.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the use of different media and tools and resources</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the need/problem/questions into specific inquiry goals</li> <li>Identify keywords</li> <li>Have strategic information skills for goal oriented activities</li> <li>Define the nature of the information needed</li> <li>Define the extent of the information needed</li> <li>Define the reasons for searching for information</li> <li>Identify the media and information for a particular purpose and define the necessary content</li> <li>Identify key concepts and terms in order to formulate and focus questions</li> <li>Review the initial information need to clarify, revise, or refine the question</li> </ul>	<ul style="list-style-type: none"> <li>Recognise problems and look for solutions, media and information</li> </ul>			
	1.3 Create and update personal information strategies	<ul style="list-style-type: none"> <li>Adapt search strategies to a specific search engine, application or device</li> <li>Identify appropriate tools for finding information</li> <li>Present strategies through the use of digital technology</li> <li>Use computer programs (e.g., PowerPoint) to produce a detailed representation of planned strategies</li> <li>Use the internet to find and compare information so as to update information strategies</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate potential sources to look for media and information</li> <li>Recognise the need for media and information</li> <li>Acknowledge the availability of different resources and tools to support their inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Define or modify the information need to achieve a manageable focus</li> <li>Develop search strategies and search processes to find media and information</li> <li>Identify previous knowledge related to the inquiry goals</li> <li>Layout a work plan for the specified project</li> <li>Explore general information sources to increase familiarity with the topic</li> <li>Articulate and use criteria to make information decisions and choices</li> <li>Select and identify appropriate investigative methods e.g. laboratory experiment, simulation, fieldwork</li> <li>Investigate benefits and applicability of various investigative methods</li> <li>Develop a search plan appropriate to the investigative method</li> <li>Select appropriate controlled vocabulary or a classification specific to the discipline or information access tools</li> <li>Construct and implement a search strategy using appropriate commands</li> <li>Implement the search using investigative methodology appropriate to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that a variety of media and information serve a variety of purposes</li> <li>Observe the way other people work to update personal information strategies</li> </ul>			
2. Evaluate and select information sources and tools based on the appropriateness to specific tasks	2.1. Select appropriate/relevant resources/tools that respond to the specific information inquiry	<ul style="list-style-type: none"> <li>Know whom to follow in online information sharing places (e.g. micro-blogging)</li> <li>Search for appropriate digital tools to perform the task</li> <li>Select and identify the most appropriate tools for finding information</li> <li>Evaluate digital tools based on criteria (e.g. usefulness, appropriateness, usability, easy to learn)</li> <li>Keep up to date with information sources, information technologies, information access tools and investigative methods.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how information is generated, managed and made available</li> <li>Understand how information can be found in different devices and media</li> <li>Be critical towards content, based on the source, media, time and other criteria that they pose</li> <li>Understand the reliability of different sources</li> <li>Understand how information is organised and disseminated, recognising the context of the topic in the discipline</li> <li>Differentiate between, and values, the variety of potential sources of information</li> <li>Understand that different sources will present different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Cross check information sources</li> <li>Use and refer to multiple tools and resources</li> <li>Choose appropriate media and information sources</li> <li>Evaluate sources based on their relevance, accuracy, authority, currency, objectivity, coverage, usability in order to select them</li> <li>Identify the intended purpose and audience of potential resources e.g. popular vs scholarly, current vs historical</li> <li>Differentiate between primary and secondary sources, recognising how their use and importance vary with each discipline</li> <li>Construct and implement effective search strategies</li> <li>Obtain information using appropriate methods</li> <li>Investigate the scope, content, and organisation of information access tools</li> <li>Consult with librarians and other information professionals to help identify information access tools</li> </ul>	<ul style="list-style-type: none"> <li>Value the positive aspects of technologies for information retrieval</li> <li>Be flexible so as to adapt to the demands of different contexts</li> </ul>	Identify multiple resources that respond to the information inquiry needs.	Identify multiple resources and multiple tools that respond to the information inquiry needs.	Apply search techniques that allow them to search for information on different tools and resources.
	2.2. Use resources/tools effectively (access and navigate)	<ul style="list-style-type: none"> <li>Know different search engines</li> <li>Understand that different search engines can provide different results</li> <li>Understand which search engines or databases best answer to their own information needs</li> <li>Use different search engines to locate different formats of information. (e.g. use YouTube to locate video)</li> <li>Adapt search strategies to a specific search engine, application or device</li> <li>Understand how search engines classify information</li> <li>Understands how feeds mechanism works</li> <li>Understands indexing principles</li> <li>Follow information presented in hyper-linked and non-linear form</li> <li>Use filters and agents</li> <li>Search for words that limit the number of hits</li> <li>Refine information searches and selects controlled vocabulary specific to the search tool</li> <li>Modify information searches according to how algorithms are built</li> </ul>	<ul style="list-style-type: none"> <li>Realise that different needs require different solutions</li> </ul>	<ul style="list-style-type: none"> <li>Compare, contrast, and integrate information from different sources</li> <li>Use various information access tools to retrieve information in a variety of formats</li> <li>Use appropriate services to retrieve information needed e.g. document delivery, professional associations, institutional research offices, community resources, experts and practitioners</li> <li>Use surveys, letters, interviews, and other forms of inquiry to retrieve primary information</li> </ul>	<ul style="list-style-type: none"> <li>Take into account financial, legal and social issues when accessing resources and tools</li> <li>Maintain awareness of changes in information and communications technology</li> </ul>			
3. Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media	3.1. Find relevant information	<ul style="list-style-type: none"> <li>Be able to search for information in digital environments</li> <li>Be able to locate different format types of information (text, video, pictures)</li> <li>Be able to use different search engines to locate different types of information</li> <li>Use alert/current awareness services</li> <li>Subscribe to relevant newsfeed and discussion groups</li> <li>Exclude irrelevant information using filters</li> </ul>	<ul style="list-style-type: none"> <li>Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives</li> <li>Recognise that not all information found on the Internet is valuable and reliable</li> </ul>	<ul style="list-style-type: none"> <li>Adjust searches according to specific needs</li> <li>Locate relevant information in the sources and material found</li> <li>Select information that responds to the inquiry needs and goals</li> <li>Identify keywords, synonyms and related terms for the information needed</li> </ul>	<ul style="list-style-type: none"> <li>Filter information coming from a variety of sources</li> <li>Be critical about the information they find</li> </ul>	Locate and retrieve information from a variety of resources and tools.	Locate and retrieve information from a variety of resources and tools. Critically evaluate information and organise it according to criteria that they set such as relevance, reliability, content, etc. Use information with respect to others (eg sensitive data) and copyright laws.	Locate and retrieve information from a variety of resources and tools. Critically evaluate information and organise it according to criteria that they set such as relevance, reliability, content, etc. Use information with respect to others (eg sensitive data) and copyright laws.
	3.2. Analyse information and data presented in a variety of forms	<ul style="list-style-type: none"> <li>Select digital sources of information according to personal needs (e.g., webpage, video, audio)</li> <li>Classify information obtained through different digital sources and different formats based on specific criteria</li> <li>Source, share and analyse information that is found in different technologies and digital media formats</li> <li>Analyse digital information, judging its relevance and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Understand how different media can include hidden content</li> <li>Judge the validity of content found on the internet or the media</li> <li>Motivate themselves to find authoritative sources</li> </ul>	<ul style="list-style-type: none"> <li>Identify the writer, the purpose, the language and the context of a text</li> <li>Analyse, examine, and extract relevant media and information</li> <li>Identify the best and most useful media and information</li> <li>Decode information in a variety of forms: written, statistical, graphs, charts, diagrams and tables</li> <li>Assess the quantity, quality, and relevance of the search results to determine whether alternative information access tools or investigative methods should be utilised</li> <li>Identify gaps in the information retrieved and determines if the search strategy should be revised</li> </ul>	<ul style="list-style-type: none"> <li>Realise that hidden agendas may exist in information depending on the author and context</li> <li>Understand the intentions of different people when sharing information</li> </ul>			
	3.3. Critically evaluate information	<ul style="list-style-type: none"> <li>Search for author's credentials online.</li> <li>Use internet to compare information</li> <li>Compare the value and reliability of information depending on the source that it is found on (i.e., electronic encyclopaedia or blog)</li> <li>Assess digital tools and information based on their problem solving needs</li> <li>Apply assessment technics to evaluate digital technology information</li> </ul>	<ul style="list-style-type: none"> <li>Be critical about the information they find</li> <li>Acknowledge that not all online information is reliable</li> <li>Understand the reliability of different sources</li> <li>Be aware that search engine mechanism and algorithms are not necessarily neutral in displaying the information</li> <li>Understand that information sources need to be cross-checked</li> <li>Recognise that media try to attract different audiences for different purposes</li> <li>Recognise and question prejudice, deception, or manipulation</li> <li>Recognise the cultural, physical, or other context within which the information was created and understand the impact of context on interpreting the information</li> <li>Recognise and understand own biases and cultural context</li> </ul>	<ul style="list-style-type: none"> <li>Assess the relevance, usefulness, accuracy, authority, currency, timeliness, objectivity, coverage, usability of information</li> <li>Cross-check and assess the information validity and credibility</li> <li>Deal with information pushed at the user</li> <li>Compare, contrast, and integrate information from different sources</li> <li>Distinguish reliable information from unreliable sources</li> <li>Identify the writer, his/her position, expertise, and prejudice on the subject</li> <li>Compare information with their previous knowledge and experiences</li> <li>Distinguish editorial from commercial content / factual and fictional content of media and information</li> <li>Analyse the structure and logic of supporting arguments or methods</li> <li>Determine whether information satisfies the research or other information need and whether the information contradicts or verifies information used from other sources</li> <li>Analyse messages in a variety of forms by identifying the author, purpose and point of view, and evaluating the quality and credibility of the content</li> </ul>	<ul style="list-style-type: none"> <li>Understand and question context, ownership, regulation, audiences, economic, legal, privacy and security issues of media and information</li> <li>Evaluate how people, places, issues, ideas and concepts are represented in media and information, with an appreciation of the importance of diversity in the media and information</li> <li>Recognise that media and information have social and political implications and that the media and information often have an agenda setting function</li> <li>Understand and evaluate the functions of media and information in society</li> <li>Develop awareness of the importance of assessing content with a sceptical stance and with a self-awareness of their own biases and worldview</li> <li>Understand that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialogue and research</li> </ul>			
	3.4. Store and retrieve information	<ul style="list-style-type: none"> <li>Use information management services, software and applications</li> <li>Know how to save files and content (e.g. texts, pictures, music, videos, and web pages)</li> <li>Know how to go back to the content they have saved</li> <li>Save, store or tag files, content and information and have their own storing strategy</li> <li>Retrieve and manage the information and content they have saved or stored</li> <li>Apply different methods and tools to organise files, content, and information</li> <li>Deploy a set of strategies for retrieving the content they or others have organised and stored</li> <li>Be aware about the importance of back-ups</li> </ul>	<ul style="list-style-type: none"> <li>Realise benefits and shortfalls of different storage devices/services (online and local storage options)</li> <li>Be aware of consequences when storing content as private or as public</li> <li>Understand how information is stored on different devices/services</li> <li>Be aware about the importance of back-ups</li> <li>Realise benefits and shortfalls of different storage devices/services (online and local storage options)</li> <li>Acknowledge the importance of having an understandable and pragmatic storage system/scheme</li> <li>Be aware of consequences when storing content as private or as public</li> </ul>	<ul style="list-style-type: none"> <li>Know different storage options and select the most appropriate</li> <li>Use different storage options</li> <li>Organise information and content</li> <li>Retrieve and access previously stored information and content</li> <li>Structure and classify information and content according to a classification scheme/method</li> <li>Use various classification schemes to store and manage resources and information</li> <li>Tag content</li> <li>Arrange/Save/ Store/Preserve/ Delete media and information</li> <li>Download/Upload and classify information and content</li> <li>Organise the content in a manner that supports the purposes and format of the product e.g. outlines, drafts, storyboards</li> </ul>	<ul style="list-style-type: none"> <li>Be flexible</li> <li>Evaluate the practicality of their choices based on their environment</li> </ul>			
	3.5. Apply copyright law and licences	<ul style="list-style-type: none"> <li>Search for information to provide references when using information found on the web (e.g., photographs, videos etc.)</li> <li>Process digital information (i.e., paraphrase, adapt, use part of) based on copyright law and licences</li> <li>Use electronic material to create an e-portfolio taking into consideration copyright law and licences</li> </ul>	<ul style="list-style-type: none"> <li>Understand copyright and licence rules</li> <li>Understand the purpose of the copyright law</li> <li>Understand the financial, legal and social issues in relation to the use of information</li> <li>Know that some of the content they use can be covered by copyright</li> <li>Know there are different ways of licensing intellectual property production</li> <li>Have basic knowledge of the differences about copyright, copyleft and creative commons and can apply some licences to the content they create</li> <li>Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain</li> <li>Know how different types of licences apply to the information and resources they use and create</li> </ul>	<ul style="list-style-type: none"> <li>Use references for information and content used</li> <li>Give credit to the original ideas of others through proper attribution and citation</li> <li>Use appropriate licences for authoring and sharing content</li> <li>Consider licences regulation principles of use and publication of information</li> <li>Find information on copyright and licence rules</li> <li>Compile references in the required bibliographic format</li> <li>Mention restrictions in reproducing or posting work done by others</li> </ul>	<ul style="list-style-type: none"> <li>Respect the intellectual rights of the work and its creator</li> <li>Respect private and sensitive data</li> <li>Respect the original ideas of others</li> <li>Value the skills, time, and effort needed to produce knowledge</li> <li>Value the open educational resources approach</li> </ul>			



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Assessment of Transversal Skills

Competences and Skills	Attainment Goals	Digital Competences and Skills	Attainment Examples			Level of "proficiency" 1	Level of "proficiency" 2	Level of "proficiency" 3
			Stands (way of thinking)	Actions (way of working)	Ethics (way of living)			
4. Process information and construct new knowledge	4.1. Create new content in different formats	<ul style="list-style-type: none"> <li>Create and edit digital content</li> <li>Use software tools to create and edit text, presentations, videos and other formats</li> <li>Select appropriate tools to create new content</li> </ul>	<ul style="list-style-type: none"> <li>Know which tool/application fits better the kind of content they want to create</li> <li>Know that digital content can be produced in a variety of forms</li> <li>Understand how meaning is produced through multimedia (text, images, audio, video)</li> </ul>	<ul style="list-style-type: none"> <li>Create knowledge representations (e.g. mind maps, diagrams) using digital media</li> <li>Create original works as a means of personal or group expression</li> <li>Use basic packages to create content in different forms (text, audio, numeric, images)</li> <li>Apply media and information in contextually-relevant settings to target audience</li> <li>Create new information after making a critical review and revision of assimilated information</li> <li>Show awareness of their target and intended audience</li> <li>Communicate clearly and in a style to support the purposes of the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Judge constructively and appreciate the work of others</li> </ul>	Process information to create or edit content in a variety of formats, using different tools.	Process information to create or edit content in a variety of formats, using different tools. Construct their own (and new) knowledge.	Process information to create or edit content in a variety of formats, using different tools. Construct their own (and new) knowledge, in a creative and innovative way. Publish new content with respect to others.
	4.2. Edit and improve content	<ul style="list-style-type: none"> <li>Use digital tools that allow editing of existing content</li> <li>Combine information from different digital sources to create a completed view of a topic</li> <li>Use different technologies and digital media tools to improve content found on line</li> <li>Create and edit new content (from word processing to images and video)</li> <li>Select information from different digital tools to edit and improve the content of their e-portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Recognise trends and patterns to make conclusions from information sources</li> <li>Integrate and re-elaborate previous knowledge and content</li> <li>Produce creative expressions, media outputs and programming</li> <li>Use a range of ICT tools to effectively present information in various forms conforming to their purpose, recipient and content</li> </ul>	<ul style="list-style-type: none"> <li>Group and organise the retrieved media and information</li> <li>Edit the content in order to enhance the final output</li> <li>Use the information they have located to edit data or to perform a task</li> <li>Select and synthesise media and information</li> <li>Combine information from multiple sources and with different characteristics, structure, forms and purposes to produce representation of information</li> <li>Summarise information from multiple sources</li> <li>Summarise the main ideas that come out of the information and combine them to create new meanings</li> <li>Recognise interrelationships between concepts and draws conclusions based upon information gathered</li> <li>Extend initial synthesis at a higher level of abstraction to construct new hypotheses</li> <li>Incorporate principles of design and communication appropriate to the environment</li> <li>Present in an organised manner the information they have selected</li> </ul>	<ul style="list-style-type: none"> <li>Respect intellectual property rights and licences</li> <li>Respect others when making adjustments and alterations</li> </ul>			
	4.3. Express creatively through different media and technologies	<ul style="list-style-type: none"> <li>Use a range of appropriate information technology applications in creating the product</li> <li>Create original videos and recordings using relevant software</li> <li>Find original ways of combining information coming from different media and technologies</li> <li>Communicate knowledge found on the web in ways that correspond to different age groups</li> </ul>	<ul style="list-style-type: none"> <li>See the potential of technologies and media for self-expression and knowledge creation</li> </ul>	<ul style="list-style-type: none"> <li>Engage with creative content</li> <li>Use a variety of media to express themselves creatively (e.g. text, images, audio, and movie)</li> <li>Take part in public conversation (e.g. through comment sections)</li> <li>Keep a blog or other version of online diary</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate feelings and stance in life through work with media and technology</li> <li>Incorporate parts of own personality and interests into work</li> </ul>			
	4.4. Responsibly publish content	<ul style="list-style-type: none"> <li>Be aware of digital safety and security issues when publishing content online</li> <li>Choose a communication medium and format that best supports the purposes of the product and the intended audience</li> <li>Participate in electronic discussions following accepted practices e.g. Netiquette</li> <li>Use BCC and CC to communicate information to various audiences</li> <li>Use different digital tools to publish content based on specific needs</li> <li>Share resources through online tools taking others' needs</li> <li>Responsibly engage with Web 2.0 user-generated content such as blogs, forums, video and photo sharing, social gaming, and other forms of social media</li> </ul>	<ul style="list-style-type: none"> <li>Be critical about knowledge production and consumption with media and technologies</li> <li>Decide where and how their information is published according to purpose</li> <li>Make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information</li> <li>Demonstrate an understanding of what constitutes plagiarism and correctly acknowledges the work and ideas of others</li> <li>Identify and articulate issues related to privacy and security in the print and electronic environments</li> <li>Identify and understand issues related to censorship and freedom of speech</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ethical use of information</li> <li>Protect personal data</li> <li>Communicate the learning product with acknowledgement of intellectual property</li> <li>Understand fair dealing in respect of the acquisition and dissemination of educational and research materials</li> <li>Obtain, store, and disseminate text, data, images, or sounds in a legal manner</li> <li>Demonstrate an understanding of intellectual property, copyright and fair use of copyrighted material</li> </ul>	<ul style="list-style-type: none"> <li>Understand the responsibility of publishing content (e.g., reliable, not offensive, not harmful, etc.)</li> <li>Foresee consequences that published content may have on themselves or others</li> <li>See themselves as contributors to the information marketplace rather than only consumers of it</li> <li>Take social action by working individually and collaboratively to share knowledge and solve problems</li> </ul>			
5. Integrate new knowledge and apply to new situations	5.1. Make connections between what they already know and new information		<ul style="list-style-type: none"> <li>Identify whether there are differing values that underpin new information or whether information has implications for personal values and beliefs</li> <li>Apply reasoning to determine whether to incorporate or reject viewpoints encountered</li> <li>Maintain an internally coherent set of values informed by knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Apply new knowledge and skills in new situations</li> <li>Compare new knowledge with previous knowledge to define its value and the contradictions and draw conclusions based on the information gathered</li> <li>Learn or internalise media and information as personal knowledge</li> <li>Evaluate knowledge for usefulness</li> </ul>	<ul style="list-style-type: none"> <li>Learn from their past actions and be open to change.</li> <li>Transform information into knowledge</li> </ul>	Integrate knowledge they already have and with new one.	Integrate knowledge they already have and with new one. Are able to question their ideas and other people's and adjust their thinking. Review, restructure and reproduce new ideas.	Integrate knowledge they already have and with new one. Are able to question their ideas and other people's and adjust their thinking. Review, restructure and reproduce new ideas.
	5.2. Question ideas and assumptions, both their own and other people's	<ul style="list-style-type: none"> <li>Contribute to the public knowledge domain (e.g. wikis, public forums, reviews)</li> </ul>	<ul style="list-style-type: none"> <li>Question, revisit, restructure, review, adjust, improve, and change ideas</li> </ul>	<ul style="list-style-type: none"> <li>Pose questions asking for clarifications</li> <li>Refer to alternative solutions to problems</li> <li>Request explanations for other people's thinking</li> </ul>	<ul style="list-style-type: none"> <li>Be critical about ideas and assumptions</li> <li>Acknowledge that ideas can be improved</li> </ul>			
	5.3. Adjust their thinking in light of new information		<ul style="list-style-type: none"> <li>Be critical about knowledge production and consumption.</li> </ul>	<ul style="list-style-type: none"> <li>Develop new action plans for achieving their goals</li> <li>Revise their strategies after collecting new information</li> </ul>	<ul style="list-style-type: none"> <li>Respect other people's opinions and ideas</li> </ul>			



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