



101183228

WP2 Capacity Building Programme

D2.5 EU Competence Frameworks Training – DigComp

What is DigComp 3.0

DigComp 3.0 is the **European Digital Competence Framework for Citizens**, developed by the Joint Research Centre (JRC) of the European Commission.

It provides a common European reference for describing digital competences in terms of knowledge, skills and attitudes, structured into **5 competence areas, 21 competences and 8 proficiency levels**.

DigComp 3.0 is:

- Competence-based
- Learning-outcomes-oriented
- Transversal and sector-neutral
- Applicable across education, VET, employment and lifelong learning

It does not prescribe curricula, but offers a shared language and structure to design, deliver and assess digital competences.

What benefit DigComp provides

Benefits for VET Providers and Trainers

- Provides a clear and shared framework to define digital competences
- Supports coherent curriculum design across courses and programmes
- Helps avoid fragmented or ad-hoc digital skills teaching
- Enables alignment with other EU frameworks (EQF, ESCO, Europass, EQAVET)

Benefits for Mental-Health Education and Training

Strengthens competences related to:

- Safe digital communication
- Online collaboration
- Digital well-being and self-regulation
- Data protection and privacy
- Responsible use of digital tools

Supports ethical and safe digital practices in counselling, mentoring and learner support.

Benefits for Learners

- Improves employability and adaptability
- Enhances autonomy and responsibility in digital environments
- Supports inclusion and participation
- Promotes awareness of digital well-being and safety

What benefit DigComp provides

A. Integration During Course Design

DigComp competences should be integrated from the beginning, when designing a course or training module

Step 1: Identify Relevant DigComp Areas

Not all courses need all 21 competences. Trainers should identify which areas are relevant to the course objectives.

Example (mental-health training):

- Communication and Collaboration
- Safety
- Information and Data Literacy

Step 2: Select DigComp Competences

Choose specific competences from the selected areas that support the course goals. Example:

- Managing digital identity
- Protecting personal data
- Communicating respectfully in digital environments

Step 3: Define Learning Outcomes

Translate DigComp competences into course-specific learning outcomes, using learning-outcome language.

Example: “Learners are able to communicate with peers and clients using digital tools in a safe, ethical and respectful way”

Step 4: Align with Proficiency Levels

Decide which DigComp proficiency level is expected (foundation, intermediate, advanced). This ensures:

- Realistic expectations
- Coherence with learner profile
- Transparency of competence development

What benefit DigComp provides

B. Integration During Assessment

DigComp 3.0 supports competence-based assessment, not just knowledge testing

Step 1: Assess Application, Not Theory

Assessment should verify whether learners can:

- Apply digital tools
- Behave responsibly online
- Manage risks and well-being

Step 2: Use Authentic Assessment Methods

Examples aligned with DigComp:

- practical tasks scenario-based exercises simulations
- reflective journals
- digital portfolios

Step 3: Assess Autonomy and Responsibility

DigComp proficiency levels explicitly include:

- degree of autonomy
- responsibility in digital contexts

Assessment should therefore consider:

- independent decision-making
- responsible behaviour
- awareness of digital impact on self/others

Step 4: Provide Feedback Linked to DigComp

Feedback should explicitly reference:

- DigComp competence area
- competence level
- strengths and improvement areas

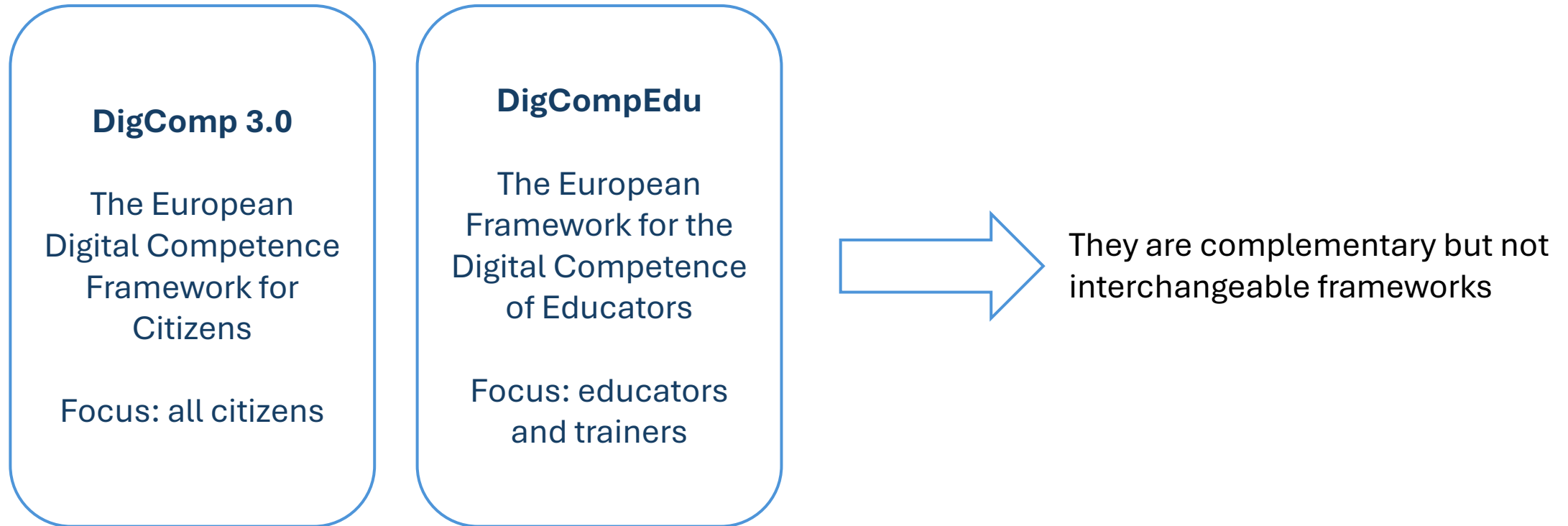
DigComp 3.0: Competence Areas & Competences



- 1
 - 1.1 Browsing, searching, filtering
 - 1.2 Evaluating
 - 1.3 Managing
- 2
 - 2.1 Interacting
 - 2.2 Sharing
 - 2.3 Engaging in citizenship
 - 2.4 Collaborating
 - 2.5 Digital behaviour
 - 2.6 Digital identity
- 3
 - 3.1 Developing
 - 3.2 Integrating and re-elaborating
 - 3.3 Copyright and licenses
 - 3.4 Computational thinking and programming
- 4
 - 4.1 Devices
 - 4.2 Personal data and privacy
 - 4.3 Wellbeing
 - 4.4 Environment
- 5
 - 5.1 Technical problems
 - 5.2 Needs and technological responses
 - 5.3 Creative solutions
 - 5.4 Digital competence needs

Two Different Frameworks, Two Different Targets

When talking about digital competences in education and training, it is important to clearly distinguish between **DigComp 3.0** and **DigCompEdu**. Although they are often mentioned together, they are two different European frameworks with different purposes and target groups.



DigCompEdu: What It Is

DigCompEdu defines the digital competences educators need to support learners' digital development.

It describes:

- 6 competence areas
- 22 educator-specific competences
- A progression model from Newcomer to Pioneer

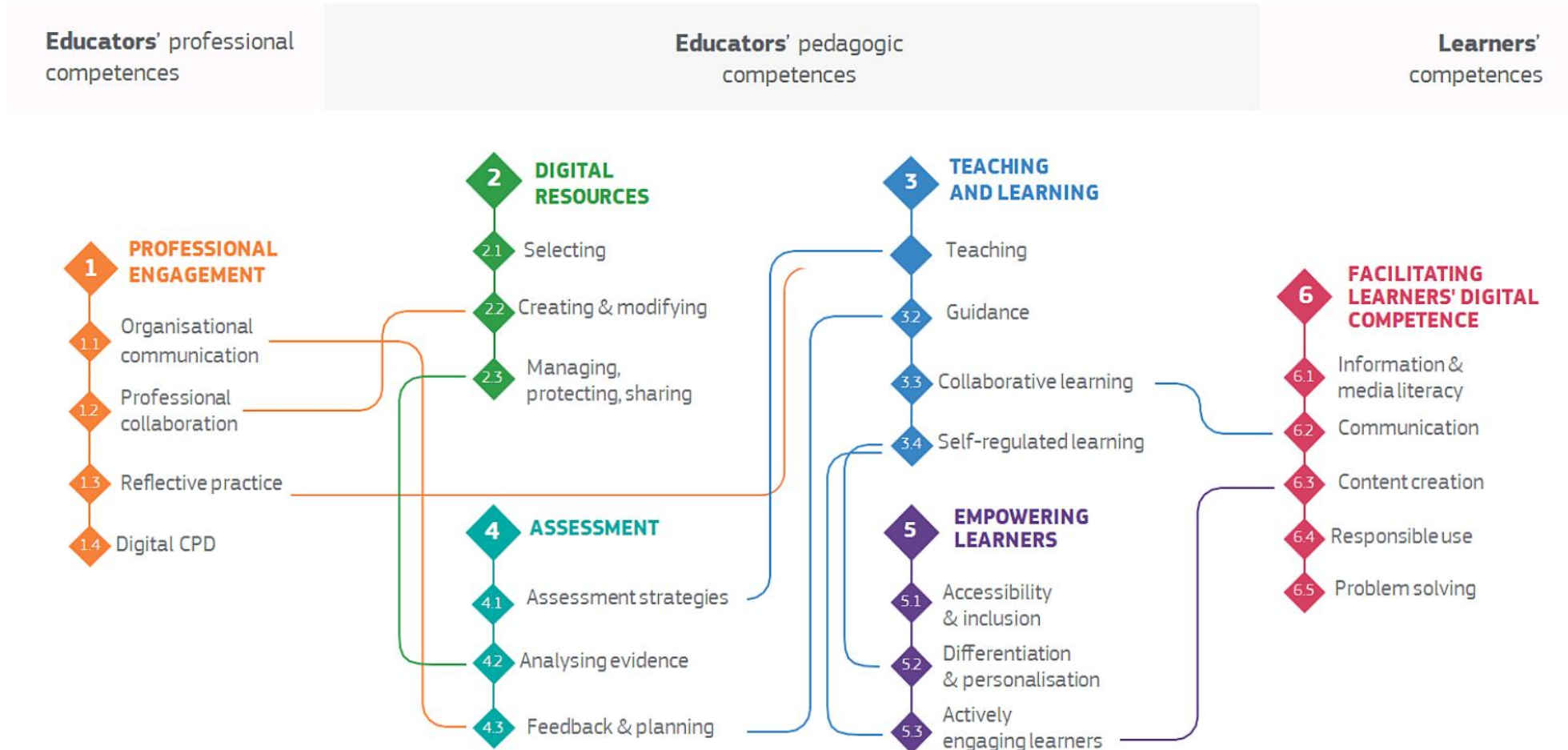
Target group:

- Teachers
- Trainers
- Educators
- Mentors
- VET instructors

Purpose:

- Support digital teaching and training
- Improve pedagogical use of technology
- Help educators empower learners' digital competence

DigCompEdu Framework



How DigComp 3.0 & DigCompEdu work together in VET

DigComp 3.0 should be used when:

- Defining learning outcomes for courses and training programmes
- Integrating transversal digital competences into existing curricula
- Supporting learners' digital autonomy, safety and well-being
- Assessing learners' ability to use digital tools responsibly and effectively

DigCompEdu should be used when:

- Training teachers, trainers, mentors and counsellors
- Improving the pedagogical use of digital technologies
- Designing digital or blended learning activities
- Strengthening educators' capacity to assess and support learners online

Exercise

Scenario

You are part of a VET institution that delivers a course for learners preparing to work in mental health support, counselling, mentoring or learner assistance. Your task is to redesign one module of this course by integrating transversal digital competences using DigComp 3.0.

PART 1: Selecting Relevant DigComp Areas

Instruction: review the five DigComp 3.0 competence areas and select at least one that is most relevant for your course.

Justification (why these areas are relevant for a mental-health VET course).

PART 2: Selecting DigComp Competences

Instruction: from the selected areas, choose 2-4 DigComp competences that best support the objectives of your course.

-DigComp Area
-Competence Name
-Why Important for this course.

PART 3: Defining Learning Outcomes (Course Design)

Instruction: translate the selected DigComp competences into course-specific learning outcomes.

-LO1: learners are able to...
-LO2: ...
-LO3: ...
-LO4: ...
- ...

PART 4: Aligning with DigComp Proficiency Levels

Instruction: decide which DigComp proficiency level is appropriate for your learners.

1. Appropriate
2. Intermediate
3. Advanced

Justification.

PART 5: Designing Competence-Based Assessment

Instruction: define how you will assess whether learners have achieved the DigComp-based learning outcomes.

1. Learning Outcome
2. Assessment Method
3. What Is Assesed



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Thank you!