



VET Empowerment through  
innovative and inclusive Learning Approaches

[2021-1-IT01-KA220-VET-000032964]

European framework for the  
provision of digital competences

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# SKILLS ASSESSMENT VALIDATION AND RECOGNITION TOOLS



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## Document information

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## Introduction

The "**Skills Assessment Validation and Recognition Toolkit**" has been created to assist Vocational Education and Training (VET) practitioners and providers in tackling innovative teaching and learning practices. It aims to enhance the development and adoption of more relevant and innovative approaches and methods, ultimately empowering vulnerable groups to address the challenges posed by the recent abrupt transition to online and distance learning. Additionally, the Toolkit strives to **promote equal opportunities for individuals from diverse backgrounds**. Its primary objective is to offer practical tools and resources for gathering and analysing both quantitative and qualitative data related to the design and implementation of training courses or programs. These resources include checklists, rubrics, questionnaires, and templates.

As we delve deeper into the toolkit's resources, it becomes evident that its target audience is diverse and inclusive. The "novice, competent, advanced learner triangle" adopted in the Toolkit is a conceptual framework used to illustrate the progression of learners' skills and competencies within a specific domain, in this case, digital competence. **It helps educators and trainers assess and guide learners' progress, tailor instruction to their current proficiency level, and set realistic learning objectives to help them advance in their digital competence.**

Based on the levels of proficiency identified in DigComp 2.2 (under dimension 3), which monitor the acquisition of skills by the learner, in this framework developed by VELA we will mainly focus on the following proficiency levels 1-2 DigComp, 3-4 DigComp, 5-6 DigComp. In general, three types of users can be identified on the basis of their digital skills.

A brief outline of each proficiency level within this framework:

1. **Novice:** Novice learners are at the beginner stage of skill development. They have limited or minimal knowledge and experience in the domain being assessed, which, in this context, is digital competence. Novice learners often struggle with basic tasks, may lack confidence, and typically require significant guidance and support in the digital world. For digital competence, novice learners may have difficulty articulating their information needs, locating digital data, or understanding the relevance and reliability of digital sources. Correspondence to level 1-2 DigComp (Foundation)
2. **Competent:** Proficient learners have progressed beyond the novice stage and possess a solid foundation of knowledge and experience in the assessed domain. They can perform tasks and solve problems with greater competence and independence. In the context of digital competence, proficient learners can effectively articulate their information needs, locate and retrieve digital data, and assess the credibility of digital sources. They have a better understanding of how to navigate digital environments and demonstrate a higher level of proficiency. Correspondence to level 3-4 DigComp (Intermediate)
3. **Advanced:** Advanced learners represent the highest level of proficiency within the framework. They have extensive knowledge and experience in the domain, showcasing expertise and mastery of the assessed skills and competencies. Advanced learners can perform complex tasks, innovate, and adapt their skills to various contexts effectively. In terms of digital competence, advanced learners excel in articulating intricate information needs, expertly navigating digital environments, critically evaluating digital content, and demonstrating a deep understanding of digital technologies and their applications. Correspondence to level 5-6 DigComp (Advanced)

The following 3 categories of learners' profile are addressed:

- **Learners Aspiring for Advancement:** Those seeking to upgrade or expand their qualifications through part-time study or pursuing additional qualifications to complement their existing ones. In terms of digital competences, they want to acquire new digital skills to integrate the labour market, communicate with others using social media, be able to write a CV and also create other digital content so as to be an active digital citizens
- **Career-Driven Learners:** Individuals looking to acquire digital qualifications that will propel them forward in their professional journey and so to be more competitive
- **Returnee Learners:** Those returning to education or training after a hiatus, ready to embrace new opportunities. They could be workers in professional retraining or reskilling.

This toolkit extends its benefits to a broad spectrum of professionals as well, including:

- **Educators and Facilitators:** Driven by the need to enhance their digital competences, enabling them to facilitate the inclusion of vulnerable groups in the education process.
- **Project Managers and Community Leaders:** Seeking to enhance their proficiency in utilising innovative digital tools to elevate the quality of online education.
- **Instructors and Social Workers:** Eager to harness digital tools effectively in their roles to empower learners and foster inclusive educational experiences.

What furthermore distinguishes this Toolkit is its harmonization with several prominent European frameworks that form the cornerstone of contemporary education and skills enhancement:

1. **European Framework on Digital Competences (DigComp.2.2)**<sup>1</sup>: Rooted in the DigComp.2.2 framework, this toolkit provides a comprehensive roadmap for learners, educators, and institutions to navigate the multifaceted world of digital competences.
2. **European Qualification Framework (EQF)**<sup>2</sup>: This toolkit seamlessly integrates with the EQF, providing a unified approach to assessing, validating, and recognizing digital competences. This alignment fosters transparency and comparability across diverse educational and professional contexts.
3. **European Credit System for Vocational Education and Training (ECVET)**<sup>3</sup>: ECVET standards find their place within this toolkit, enhancing the recognition and transfer of credits for acquired digital skills, further supporting lifelong learning and employability.
4. **European Quality Assurance in Vocational Education and Training (EQAVET)**<sup>4</sup>: The toolkit adheres to EQAVET standards, ensuring the quality and effectiveness of digital competence assessment and validation processes.

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<sup>1</sup> European Commission - Joint Research Centre (JRC) - Digital Competence Framework for Citizens (DigComp). Retrieved from: [https://joint-research-centre.ec.europa.eu/digcomp\\_en](https://joint-research-centre.ec.europa.eu/digcomp_en)

<sup>2</sup> Cedefop - European Centre for the Development of Vocational Training - European Qualifications Framework (EQF). Retrieved from: <https://www.cedefop.europa.eu/en/projects/european-qualifications-framework-eqf>

<sup>3</sup> Cedefop - European Centre for the Development of Vocational Training - European Credit System for Vocational Education and Training (ECVET). Retrieved from: <https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet>

<sup>4</sup> European Commission - Social Affairs and Inclusion - European Union (EU) Social Affairs Portal. Retrieved from: <https://ec.europa.eu/social/main.jsp?catId=1536&langId=en>

Noteworthy features of this Toolkit include:

- **A Unified Approach to Digital Competences:** The European Framework offers a unified approach to digital competences, aligning with the DigComp.2.2 framework and integrating seamlessly with ECVET, EQF, and EQAVET standards. It establishes a common language and structure for assessing, validating, and recognizing digital skills, fostering transparency and comparability across educational and professional contexts.
- **Comprehensive Core Areas:** The framework comprises four core areas, each dedicated to a specific dimension of digital competences. These core areas serve as a roadmap, guiding learners, educators, and institutions through the intricacies of digital skills acquisition. They cover vital areas such as information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving.
- **Self-Assessment Rubrics:** At the heart of each core area are self-assessment rubrics. These meticulously crafted tools empower learners to gauge their proficiency levels within each dimension. With clear proficiency descriptors, learners can identify their strengths and areas for improvement, fostering self-directed learning.
- **Guidelines for Real-World Application:** Beyond self-assessment, the framework equips learners with guidelines and recommendations for applying their digital competences in vocational education and training (VET) settings. This invaluable guidance ensures that acquired skills are seamlessly integrated into educational and professional practices.
- **Alignment with European Standards:** The European Framework's integration with ECVET, EQF, and EQAVET standards enhances its relevance and recognition across Europe. This alignment facilitates credit transfer, quality assurance, and the transparent documentation of learning outcomes, supporting lifelong learning and employability.
- **Dynamic and Responsive Resource:** The framework is designed to adapt to evolving digital landscapes, ensuring its enduring relevance and applicability. It embraces emerging technologies and trends in digital competences, making it a dynamic and forward-looking resource.
- **Commitment to Digital Proficiency:** The European Framework embodies a commitment to advancing digital proficiency across Europe. It empowers learners, educators, and institutions to navigate the digital age effectively, fostering excellence, innovation, and inclusivity.

## A1 - Mapping the existing EU initiatives on transparency and recognition of skills and qualifications

In the rapidly evolving global landscape, there's a pressing need for individuals to continuously enhance their skills through ongoing training and skill updates. These skills must be tailored to both changing job markets and individual learning needs, fostering self-realisation and personal fulfilment. Skill certification is vital, bridging educational gaps and unlocking new job opportunities for adult learners. The objective of the **"Mapping the existing EU initiatives on transparency and recognition of skills and qualifications"** created by VELA partners compile a comprehensive list of several European initiatives to improve information sharing in VELA, identify gaps and opportunities, and inform the creation of a competence reference framework, particularly for **digital competences in vocational education**. These initiatives underscore the profound impact of digital transformation on individuals, emphasizing **the need to enhance digital skills and recognition**, reducing inequalities, and promoting inclusion in democratic processes.

Furthermore, the mapping conducted by VELA partners highlights the importance of adult education, ensuring both adult learners and VET trainers possess essential digital skills. Professional development and continuous training for VET trainers are emphasised, focusing on **innovative digital technologies** and **adaptable learning spaces** tailored to diverse adult learner needs. European initiatives set quality standards for adult vocational education and training, which can be adapted to national contexts. These initiatives prioritise aligning qualifications with labour market needs, emphasising specific occupation-related knowledge, skills, and competences. The ultimate goal is to enhance the employability of all EU citizens through upskilling and reskilling efforts across VELA countries (Italy, Spain, Cyprus, Poland, Romania) in the short, medium, and long term.

## A2 - Designing suggested tools to be used by trainers, educators and employers

The VELA European framework for the provision of digital competences, which includes a detailed **"Skills Assessment Validation and Recognition Toolkit"**, aims to provide trainers, educators and employers with step-by-step guidance and tools for monitoring and assessing the digital skills acquired by adult learners.

This European framework incorporates the contents developed as part of the training modules on digital education, developed by the European partners of VELA, which take up the 5 competence areas in the DigComp 2.2 and it is in compliance with EQF, ECVET, EQAVET European frameworks. Specifically, the [DigComp 2.2](#) provides a set of learning outcomes and sub-outcomes related to digital literacy and based on which VELA's partners developed specific tools, including some e-learning modules, that cover everything from information and data literacy to communication, digital content creation, accessibility in digital contents etc.

In this paragraph A2, we will mainly focus on the importance of assessing learners' digital skills, through the specific tools provided in point A3, A4, A5.

Assessing digital competences helps VET trainers, educators and employers identify any trainees who got or should get the necessary skills to be productive and successful both in personal and professional life, and so to highlight any areas for improvement and tailor specific training programs to meet learners' digital goals. As consequence, recognising strengths and gaps will allow the VET trainers to provide tailored training sessions and courses and enhance overall employability of adult learners as well as prepare them for a digitally driven future. Moreover, assessment can also empower adult learners to identify areas where they need to improve their digital skills for personal use and communication, to exchange and gather with other people etc. so as to be spent in their daily life and for their personal fulfilment and personal growth. It is therefore important to adopt a **holistic approach** when

dealing with digital education for adult learners, considering the different needs and abilities of individuals, both to ensure their socio-professional integration and their personal well-being.

Generally, boosting digital skills in adults requires a combination of self-motivation, access to resources, and tailored learning approaches by the VET trainers. That's why identifying specific goals (assess the preliminary skills of adult learners), tailor specific online courses and tutorials (thus encouraging adults to enrol in these programs) and provide structured learning materials will be essential.

In terms of self-motivation, it is therefore very important for VET trainers to make adult learners aware and critically informed about the importance of digital learning. VET trainers should inform adults about the importance of developing digital skills in the modern world and the opportunities these skills can offer in terms of employment and social participation. Moreover, digital skills are very transversal and have different applications as they have become increasingly important in different real-life contexts and areas (communication, education, business and entrepreneurship, remote work, travelling, social impact and activism, entertainment, and leisure etc.) due to the pervasive use of technology pre and post the recent COVID-19 pandemic.

The first objective is to identify what are the learning needs of individuals, in terms of digital skills, and to make a preliminary assessment and first diagnostic. Some of the designed skills assessment validation and recognition tools in VELA, explored in this manual, concern generic skills related to digital literacy, others are more detailed, and concern specific digital skills and creativity skills to be used for specific purposes and/or job activities. This assessment can be conducted independently by individuals, through self-assessment questionnaires on digital skills which are already available in VELA project.

### A3 - Creation of Learning Outcome Matrix and assessment activity

The VELA Rubrics are built upon the structure of the *DigComp 2.2 Framework*<sup>5</sup>, a comprehensive guide that identifies the key components of digital competence across five essential competences areas and 21 detailed competences. The VELA Rubrics, aligned with this robust framework, offer a structured and comprehensive approach to assessing and advancing digital competence, empowering learners to excel in the multifaceted digital landscape.

These standardised dimensions serve as the scaffolding for digital proficiency, encompassing a wide range of critical skills:

- 1. Information and Data Literacy:** This dimension focuses on the ability to articulate information needs, locate and retrieve digital data, information, and content, assess the relevance of sources, and effectively manage and organise digital information.
- 2. Communication and Collaboration:** Within this dimension, learners develop the skills to interact, communicate, and collaborate through digital technologies, all while embracing cultural and generational diversity. Additionally, it covers participation in society through digital services and responsible digital citizenship, including managing one's digital presence, identity, and reputation.
- 3. Digital Content Creation:** Learners explore the creation and editing of digital content, learning how to enhance and integrate information and content into existing knowledge structures. Understanding copyright

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<sup>5</sup> European Commission - Joint Research Centre (JRC). (2021). Skills Assessment Validation and Recognition Toolkit. Retrieved from <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

and licensing principles is a crucial component, as is the ability to provide clear and understandable instructions for computer systems.

4. **Safety:** This dimension addresses the critical aspects of protecting devices, content, personal data, and privacy in digital environments. It also encompasses safeguarding physical and psychological well-being in the digital realm and raising awareness of the environmental impact of digital technologies.
5. **Problem Solving:** Within this dimension, learners cultivate skills in identifying needs and solving conceptual problems in digital environments. They harness digital tools to drive innovation in processes and product development while staying current with the ever-evolving digital landscape.

## Module 1: Digital Accessibility



### Learning Outcomes

#### Information and Data Literacy (Competence area 1)

- Novice: Understands the importance of digital accessibility in information and data retrieval.
- Competent: Can locate accessible digital sources for information and data related to accessibility.
- Advanced: Can critically evaluate the accessibility of digital sources for information and data retrieval.

#### Communication and Collaboration (Competence area 2)

- Novice: Understands accessible communication in digital environments
- Competent: Engages in basic accessible communication practices in digital collaboration.
- Advanced: Effectively communicates and collaborates through accessible digital tools.

#### Digital Content Creation (Competence area 3)

- Novice: Understands how to create accessible digital content.
- Competent: Creates digital content that adheres to accessibility guidelines.
- Advanced: Expertly develops and integrates accessible digital content.

#### Safety (Competence area 4)

- Novice: Understands basic safety measures related to digital accessibility.
- Competent: Implements safety measures for creating and sharing accessible content.
- Advanced: Promotes accessible digital content and boost safety.

#### Problem Solving (Competence area 5)

- Novice: Understands basic accessibility-related issues in digital environments.
- Competent: Demonstrates basic problem-solving skills for accessibility challenges.
- Advanced: Demonstrates abilities to create content without digital accessibility problems

### Assessment Activity:

Check the assessment activity available on the VELA Moodle: <https://portal.vela-project.eu/login/index.php>

## Module 2: Digital Inclusion



### Learning Outcomes

#### Information and Data Literacy (Competence area 1)

- Novice: Understands the significance of digital inclusion in information access.
- Competent: Locates digital sources relevant to digital inclusion.
- Advanced: Critically assesses information sources related to digital inclusion.

#### Communication and Collaboration (Competence area 2)

- Novice: Understands the role of accessible communication in fostering digital inclusion.
- Competent: Engages in inclusive communication practices in digital collaboration.
- Advanced: Demonstrates effective communication and collaboration for digital inclusion.

#### Digital Content Creation (Competence area 3)

- Novice: Understands the basics of creating inclusive digital content.
- Competent: Produces digital content that prioritizes inclusivity.
- Advanced: Innovatively develops and integrates inclusive digital content.

#### Safety (Competence area 4)

- Novice: Understands basic safety measures in the context of digital inclusion.
- Competent: Practices safety measures for creating and sharing inclusive digital content.
- Advanced: Ensures the safety and privacy of users in digital inclusion efforts.

#### Problem Solving (Competence area 5)

- Novice: Understand how to identify and resolve issues related to digital inclusion.
- Competent: Demonstrates basic problem-solving skills for inclusive digital challenges.
- Advanced: Effectively troubleshoots issues and drives innovation in digital inclusion.

### Assessment Activity:

Check the assessment activity available on the VELA Moodle: <https://portal.vela-project.eu/login/index.php>

## Module 3: Gamification and Moodle



### Learning Outcomes

#### Information and Data Literacy (Competence area 1)

- Novice: Understands the role of gamification and Moodle in information access.
- Competent: Locates digital resources related to gamification and Moodle.
- Advanced: Critically evaluates information sources in the context of gamification and Moodle.

#### Communication and Collaboration (Competence area 2)

- Novice: Understands the importance of communication in gamification and Moodle.
- Competent: Engages in basic communication practices within Moodle environments.
- Advanced: Effectively communicates and collaborates using gamification elements in Moodle.

#### Digital Content Creation (Competence area 3)

- Novice: Understands the basics of creating digital content within Moodle.
- Competent: Produces digital content for gamified Moodle courses.
- Advanced: Innovatively designs and integrates gamification elements into Moodle courses.

#### Safety (Competence area 4)

- Novice: Understands basic safety measures in the context of gamified learning environments.
- Competent: Practises safety measures for creating and participating in gamified Moodle courses.
- Advanced: Ensures the safety and data privacy of users within gamification in Moodle.

#### Problem Solving (Competence area 5)

- Novice: Understands how to identify and solve challenges in gamification and Moodle.
- Competent: Demonstrates basic problem-solving skills within gamified Moodle courses.
- Advanced: Skilfully troubleshoots technical and pedagogical issues in gamified Moodle environments.

### Assessment Activity:

Check the assessment activity available on the VELA Moodle: <https://portal.vela-project.eu/login/index.php>

## Module 4: Quality and Innovation



### Learning Outcomes

#### Information and Data Literacy (Competence area 1)

- Novice: Understands the role of quality and innovation in accessing information and data.
- Competent: Locates digital resources on quality and innovation in digital environments.
- Advanced: Critically evaluates information sources in the context of quality and innovation.

#### Communication and Collaboration (Competence area 2)

- Novice: Understands the importance of communication in fostering quality and innovation.
- Competent: Engages in effective communication and collaboration practices for innovation.
- Advanced: Demonstrates leadership in driving quality and innovation through digital means.

#### Digital Content Creation (Competence area 3)

- Novice: Understands the basics of creating digital content that embodies quality and innovation.
- Competent: Produces digital content that reflects innovative and high-quality standards.
- Advanced: Innovatively develops and integrates cutting-edge digital content.

#### Safety (Competence area 4)

- Novice: Understands the basics of safety measures in the context of quality and innovation.
- Competent: Practises safety measures when implementing innovative solutions.
- Advanced: Ensures the safety and ethical considerations in innovative digital practices.

#### Problem Solving (Competence area 5)

- Novice: Understands how to identify and solve challenges related to quality and innovation.
- Competent: Demonstrates problem-solving skills in enhancing quality and innovation.
- Advanced: Skilfully troubleshoots complex issues and drives innovation in digital environments.

### Assessment Activity:

Check the assessment activity available on the VELA Moodle: <https://portal.vela-project.eu/login/index.php>

## A4 - Creation of checklists, questionnaires, rubrics, templates and guidelines to embed in the training provision practices of Assessment, Validation and Recognition of skills acquisition.

### A4.1 Training Checklist - Skills Application in VET Teaching

#### A. Checklist: Compliance with EQF, ECVET, EQAVET



Compliance with the ECVET (European Credit System for Vocational Education and Training), EQF (European Qualifications Framework), and EQAVET (European Quality Assurance in Vocational Education and Training) frameworks is essential for ensuring that **VET teaching/training practices align with European standards** and quality assurance measures, and that learners' achievements are transferable and recognized across Europe.

#### ECVET Integration:

##### 1. Credit Transfer

- Have digital competence training modules been designed with clear learning outcomes and assessment criteria to allow learners to earn credits for their achievements, transferable within ECVET-compliant systems?

#### **ECVET credit points**

The European Credit System for Vocational Education and Training (ECVET) is one of the mobility and lifelong learning tools for learners and workers and is based on four main principles:

- Units of learning outcomes;
- Transfer and accumulation of learning outcomes;
- Learning agreement and personal transcript of records;
- ECVET points (credits).

ECVET is recognised as a mechanism for the official recognition, accumulation, and transfer of individually achieved learning outcomes, thus ensuring equity of different forms of learning (formal education and training; non-formal training and informal learning).

**Currently, across Europe**, it is agreed to commute 1 ECVET point for approximately 25 hours of learning (i.e. practical, self-study and assessment hours). VELA's approach adopts this reference for allocating ECVET points to its training programme (i.e. 25 learning hours = 1 ECVET point).

Example for the VELA project:

| Tools that apply to the VELA E-book and be of use for trainers, educators, VET providers and employers. | HOURS     | ECVET POINTS |
|---------------------------------------------------------------------------------------------------------|-----------|--------------|
| ITALY – PRISM & I.E.R.F.O.P. (partner in VELA)                                                          | 5         | 0.2          |
| CYPRUS – PCX (partner in VELA)                                                                          | 5         | 0.2          |
| SPAIN - UNIVERSIDAD DE ALCALA (partner in VELA)                                                         | 5         | 0.2          |
| ROMANIA – CPIP (partner in VELA)                                                                        | 5         | 0.2          |
| POLAND - ORANGE HILL (partner in VELA)                                                                  | 5         | 0.2          |
| <b>VELA TRAINING PROFILE</b>                                                                            | <b>25</b> | <b>1</b>     |

Profile VELA descriptor

The VELA program comprises a total of 5 categories of tools (1 for every partner country):

| MEC level | ECVET points | Categories of tools | Learning hours | Target users                                                                                                   |
|-----------|--------------|---------------------|----------------|----------------------------------------------------------------------------------------------------------------|
| 4         | 1            | 5                   | 25             | Educators, facilitators, and VET provider / Project managers, community leaders, instructor and social workers |

Specifically, the 25 learning hours will be divided as follows:

- 14 hours of practical sessions (face-to-face and/or online) for VET learners
- 9 hours of self-learning sessions for VET learners
- 2 hours of evaluation sessions for VET learners

**2. Quality Assurance:**

- Have quality assurance mechanisms, including regular evaluations, peer reviews, and feedback mechanisms, been implemented to monitor and assess the quality of digital competence training?

**EQF Integration:**

**3. Alignment with Qualification Levels:**

- Have digital competence training modules been mapped to the appropriate EQF qualification levels, ranging from Level 1 (basic) to Level 8 (advanced), to ensure alignment with recognized qualifications across Europe?

**4. Descriptors:**

- Have learning outcomes and descriptors associated with each EQF level been clearly defined to help learners understand the competencies they'll acquire and maintain consistency with EQF guidelines?

**EQAVET Integration:**

**5. Quality Assurance Standards:**

- Have EQAVET's quality assurance standards, which include self-assessment, external evaluation, and continuous improvement, been adhered to for the regular review and update of digital competence training practices to maintain quality?

**6. Learning Outcomes:**

- Have clear and measurable learning outcomes for each digital competence module been defined to ensure alignment with expected EQAVET standards and effective evaluation?

**Compliance Documentation:**

**7. Documentation and Reporting:**

- Has comprehensive documentation of training activities, assessments, and learner achievements been maintained for compliance demonstration with ECVET, EQF, and EQAVET frameworks?

**8. Transparency and Recognition:**

- Have learners been informed about the transparency of digital competence training programs and their alignment with ECVET, EQF, and EQAVET? Have learners been made aware of the recognition they will receive for their achievements?

**Monitoring and Evaluation:**

**9. Periodic Reviews:**

- Have regular reviews and evaluations of training practices been conducted to ensure they continue to meet the standards and criteria set forth by ECVET, EQF, and EQAVET?

**10. External Evaluation:**

- If possible, has an external evaluation or assessment of training programs been sought to provide independent verification of compliance?

## B. Checklist: Course design



- **Learning Objectives:** Are the learning objectives of the digital competence course clearly defined and aligned with the needs of VET learners and the industry?
- **Curriculum Development:** Does the course curriculum include a comprehensive range of topics relevant to digital competence, such as digital literacy, online collaboration, and data security?
- **Assessment Strategies:** Have appropriate assessment methods, such as quizzes, projects, and practical exercises, been integrated into the course design to evaluate learners' digital competencies?
- **Accessibility:** Is the course content accessible to all learners, including those with disabilities, and does it adhere to accessibility standards?

### Online Resources:

- **Content Quality:** Are the digital resources, such as e-books, videos, and interactive modules, up-to-date and of high quality?
- **Interactivity:** Do the online resources provide interactive elements, simulations, or gamified components to enhance engagement and learning?
- **Multimodal Learning:** Are various forms of content, including text, images, videos, and audio, used to cater to different learning styles?
- **User Experience:** Is the online learning platform user-friendly and responsive on different devices?

### Assessment and Validation:

- **Assessment Rubrics:** Are clear rubrics and criteria available to assess learners' digital competence at various proficiency levels?
- **Self-Assessment Tools:** Have self-assessment tools been provided to help learners gauge their own digital competence and track progress?
- **Validation Process:** Is there a transparent process for learners to validate and recognize their digital competencies within the framework of ECVET, EQF, and EQAVET?

### Continuous Improvement:

- **Feedback Mechanisms:** Are feedback mechanisms in place to collect input from learners regarding the effectiveness and relevance of digital competence training?
- **Regular Updates:** Is the course content regularly updated to reflect emerging digital trends and technologies?
- **Professional Development:** Are trainers and instructors encouraged to participate in professional development programs to enhance their own digital competencies and teaching methods?

### Compliance and Quality Assurance:

- **Documentation:** Are records and documentation related to course design, assessments, and learner achievements well-maintained for compliance purposes?
- **External Audits:** Have external audits or reviews been conducted periodically to ensure compliance with national and European quality assurance standards?

#### Checklist for Learner Support:

- **Support Services:** Are learner support services, such as help desks, tutoring, and technical assistance, readily available to assist learners during the course?
- **Digital Literacy Support:** Are resources and guidance provided to learners who may require additional support in developing basic digital literacy skills?

#### Checklist for Ethical Considerations:

- **Privacy and Data Security:** Are privacy and data security considerations addressed in the course, particularly when dealing with personal data and digital tools?
- **Digital Ethics:** Is there a focus on teaching ethical behaviour and responsible use of digital technologies in the course content?

### C. Checklist: Training Material design



Remember that the successful integration of digital competence in VET teaching/training is an ongoing process. It requires adaptability, continuous learning, and a commitment to enhancing the learning experience for your students/participants.

#### **Before Implementation:**

##### **1. Planning:**

- Have course materials and lesson plans been reviewed to identify opportunities for integrating digital competence?
- Have specific learning objectives where digital skills can enhance the educational experience been identified?

##### **2. Competence Selection:**

- Have the DigComp.2.2 competences that align with teaching/training goals been chosen?
- Have considerations been made regarding how competences from competence 3 (Digital Content Creation) can enhance teaching?

##### **3. Tool Selection:**

- Have digital tools and technologies that support the chosen competences been explored?
- Are these tools accessible to students/participants?

#### **During Implementation:**

##### **4. Integration:**

- Have digital competence elements been incorporated into teaching/training materials?
- How has competence 1 (Information and Data Literacy) been integrated into teaching?

##### **5. Engagement:**

- Is active participation and collaboration using digital platforms being encouraged?
- How is competence 4 (Safety) being promoted by educating learners about online risks?

##### **6. Digital Citizenship:**

- Is responsible online behaviour (netiquette) being taught?
- Has emphasis been placed on the importance of managing digital identity to protect online reputation?

#### **After Implementation:**

##### **7. Evaluation:**

- Has the impact of integrating digital competence on learning outcomes been assessed?
- What data has been collected on student/participant performance and engagement?

##### **8. Continuous Improvement:**

- Has reflection on teaching/training practices led to the identification of areas for improvement?
- How is staying updated with evolving digital technologies (competence 5, Problem Solving) being achieved?

**9. Sharing Best Practices:**

- Have collaborations with colleagues resulted in the sharing of successful strategies for integrating digital competence?
- How has the promotion of competence 3 (Digital Content Creation) through sharing digital resources and materials been carried out?

**Exploitation Potential:**

**10. Expanding Applications:**

- Is there continuous exploration of new ways to apply digital competence in various aspects of VET teaching/training?

**11. Supporting Learners:**

- Have resources and guidance for learners to enhance their digital competence been provided?
- How is support offered to learners in identifying their competence gaps and accessing resources to bridge them?

**12. Staying Informed:**

- Is there an effort to stay informed about the latest developments in digital competence, especially in the field of VET?
- Have relevant workshops, conferences, or training sessions been attended to keep skills up-to-date and share knowledge with peers?

## D. Checklist: Learners' user experience



Integrating considerations for user experience, UX, ensures that learners not only acquire digital competence but also have a positive and effective learning experience. A learner-cantered approach that focuses on usability and satisfaction contributes to better outcomes and increased motivation in VET teaching/training practices.

Here's how you can enhance the UX while applying digital skills:

### Before Implementation:

#### 1. Assess Learner Needs:

- Have the technical proficiency and digital skills of learners been assessed to tailor the approach to their existing capabilities?
- Have accessibility requirements been considered, and have digital tools and materials been ensured to be user-friendly for all participants?

#### 2. Select User-Friendly Tools:

- Have digital tools and platforms that are intuitive, user-friendly, and aligned with the skill levels of learners been chosen?
- Have tools offering a seamless user experience and providing adequate support resources been selected?

### During Implementation:

#### 3. Provide Clear Instructions:

- When introducing new digital tools or resources, have clear, step-by-step instructions on their usage been provided?
- Have learners been granted access to user manuals or tutorials if needed?

#### 4. Promote Engagement:

- Have engaging digital activities and assessments been designed to motivate active learner participation?
- Have gamified elements or interactive content been incorporated into the learning experience?

#### 5. Foster Collaboration:

- Have digital platforms facilitating collaboration and communication among learners been used?
- Are these collaborative tools easy to navigate and user-friendly?

### After Implementation:

#### 6. Collect Feedback:

- Has regular feedback from learners regarding their digital learning experience been gathered through surveys or feedback forms?
- Have challenges faced by learners and areas needing improvement been identified and addressed based on their feedback?

#### 7. Iterate and Improve:

- Based on learner feedback, have iterative improvements been made to the digital teaching/training components?

- Is the continuous enhancement of the user experience (UX) achieved by refining content, resources, and tool choices?

**Exploitation Potential:****8. Enhance Accessibility:**

- Have investments been made in tools and technologies promoting accessibility for learners with diverse needs?
- Has content been ensured to be accessible to all, including individuals with disabilities?

**9. Stay Informed:**

- Is the knowledge of UX trends and best practices in educational technology kept up-to-date?
- Have UX-focused training or workshops been attended to enhance UX design skills?

**10. Customization Options:**

- Are learners provided with some degree of customization in their digital learning experience, allowing them to choose tools or resources that suit their preferences?

**11. User Support:**

- Is ongoing user support available for learners encountering technical difficulties, with a clear point of contact for issue resolution?

## E. Checklist: Accessibility



This checklist is designed to help ensure that digital content and online resources are accessible to all learners, including those with disabilities. By following these guidelines, can you create a more inclusive learning environment?

### **Before Implementation:**

#### **1. Familiarize with Accessibility Standards:**

- Have accessibility standards and guidelines, such as WCAG (Web Content Accessibility Guidelines), EN 301549 and the European Accessibility Act, been learned about?
- Are the legal requirements for accessibility in your region or institution understood?

#### **2. Choose Accessible Learning Platforms and Tools:**

- Have learning management systems (LMS) and digital tools that support accessibility features been selected?
- Have these platforms been verified to comply with accessibility standards ?

#### **3. Provide Accessibility Training:**

- Have instructors and content creators been trained on accessibility best practices?
- Are there resources and available on creating accessible content?

### **During Implementation:**

#### **4. Create Accessible Content:**

- Has it been ensured that all course materials, including documents, videos, and images, are accessible?
- Has the materials accessibility been tested with automatic checkers and manually?

#### **5. Implement Keyboard Navigation:**

- Has it been verified that all digital resources and activities can be navigated using a keyboard?
- Has keyboard functionality been tested in your chosen platforms?

#### **6. Test for Screen Reader Compatibility:**

- Have you used screen reader software to test the accessibility of your content?
- Are all textual and non-textual elements readable by screen readers?

#### **7. Provide Transcripts and Captions:**

- Are transcripts offered for audio and video content?
- Do videos include captions or subtitles for learners with hearing impairments?

#### **8. Check for Resize and Zoom Compatibility:**

- Has it been ensured that content can be resized and zoomed without loss of functionality or readability?

#### **9. Offer Alternative Formats:**

- Are materials provided in alternative formats (e.g., PDFs in Word format) upon request?

**10. Evaluate Third-Party Content:**

- Have you reviewed the accessibility of third-party resources and tools before integrating them into your course?
- Are you advocating for accessible third-party solutions?

***After Implementation:***

**11. Gather Feedback:**

- Have you solicited feedback from learners about the accessibility of your course materials?
- Are you using their input to make improvements?

**12. Regularly Update Accessibility Documentation:**

- Are accessibility internal guidelines and resources kept up-to-date?
- Are updates being shared with instructors and content creators?

**13. Monitor and Address Accessibility Issues:**

- Are you periodically auditing your course for accessibility compliance?
- Are any identified issues being addressed promptly?

**14. Promote Awareness:**

- Are efforts being made to continuously raise awareness about the importance of accessibility among instructors, staff, and learners?
- Are accessibility successes celebrated within your institution?

## A4.2 Pre-post questionnaires for Skills Assessment

Measuring the proficiency of learners in the digital competencies aligned with the DigComp.2.2 framework can be accomplished through various assessment methods. The below '**Skills Proficiency Assessment**' model aims to measure the proficiency of learners based on their learning experience with VELA's training modules

### Method: Skills Proficiency Assessment



#### Step 1: Pre-Assessment

Before learners start the course, administer the Questionnaire for Skills Validation for the specific module they are about to undertake. This **pre-assessment** will serve as a baseline measure of their initial proficiency levels in the relevant digital competencies.

#### Step 2: Module-specific Learning Activities

Throughout the module, provide learners with engaging learning activities, resources, and practical exercises that align with the module's learning objectives and the dimensions of DigComp.2.2. These activities should challenge learners to apply and improve their digital competencies.

#### Step 3: Self-assessment during the Module

Encourage learners to revisit the Questionnaire for Skills Validation periodically during the module, **ongoing and continuous assessment** by the learners. They should self-assess their proficiency levels in the digital competencies based on their understanding and application of the module content. This allows learners to track their own progress.

#### Step 4: Formative Assessment

Incorporate formative assessments throughout the module to gauge learners' understanding and application of the digital competencies. These assessments can include quizzes, assignments, peer reviews, and group projects. Provide timely feedback to help learners identify areas for improvement.

#### Step 5: Summative Assessment

At the end of the module, conduct a summative assessment that aligns with the module's learning outcomes and the dimensions of DigComp.2.2. This assessment could take the form of a final project, presentation, or exam. Ensure that the assessment tasks reflect real-world scenarios relevant to the module's content.

#### Step 6: Post-Assessment

After completing the module, ask learners to retake the Questionnaire for Skills Validation. This **post-assessment** will measure their proficiency levels in the digital competencies after completing the module, allowing you to assess their growth and improvement.

#### Step 7: Analysis and Feedback

Analyse the results of the pre-assessment and post-assessment Questionnaires for Skills Validation. Compare the learners' initial proficiency levels with their proficiency levels after completing the module. Additionally, review the results of the summative assessment.

#### Step 8: Individual Feedback

Provide individualized feedback to each learner based on their pre-assessment, post-assessment, and summative assessment results. Highlight areas of improvement and commend their strengths. Encourage learners to continue developing their digital competencies.

#### **Step 9: Course Evaluation**

Conduct a course evaluation to gather feedback from learners about the effectiveness of the module in enhancing their digital competencies. Use this feedback to improve future iterations of the course.

#### **Step 10: Continuous Improvement**

Use the assessment data and learner feedback to refine the course content, instructional strategies, and assessment methods for future modules. By comparing the results of the pre- and post-assessment, VET trainers can identify any gaps or advances in knowledge. This allows them to adapt teaching strategies and approach to teaching to meet students' needs more effectively. VET trainers can thus identify which concepts have been understood by the learners and which require further explanation or practice.

#### **Step 11: Personalisation of the learning pathway**

Thanks to the collection of useful data from pre and post assessment, trainers can easily personalise and tailor the learning experience for each trainee. This can mean providing additional activities for learners who need strengthening or more advanced challenges for those who have already progressed very quickly.

#### **Questionnaire for Skills Assessment for each module**

*Instructions: A Questionnaire for Skills Assessment for each of the four modules in VELA can help learners self-assess their proficiency in various digital competencies aligned with the DigComp.2.2 framework. The Questionnaire should be distributed to learners at the beginning and end of each module to track their progress and assess their proficiency growth in various digital competencies.*

### **Module 1: Digital Accessibility**



#### **Questionnaire for Skills Validation**

*Instructions: Please rate your proficiency level for each statement on a scale from 1 (Novice) to 5 (Advanced). Be honest in your self-assessment.*

##### **1. Information and Data Literacy:**

- I can identify the importance of digital accessibility in information and data retrieval.
- I can locate accessible digital sources for information and data related to accessibility.
- I can critically evaluate the accessibility of digital sources for information and data retrieval.

##### **2. Communication and Collaboration:**

- I understand the role of accessible communication in digital collaboration.
- I engage in basic accessible communication practices in digital collaboration.
- I can effectively communicate and collaborate through accessible digital tools.

##### **3. Digital Content Creation:**

- I have a basic understanding of creating accessible digital content.
- I can create digital content that adheres to accessibility guidelines.

- I can expertly develop and integrate accessible digital content.
- 4. Safety:**
  - I acknowledge safety measures related to digital accessibility.
  - I practice safety measures for creating and sharing accessible content.
  - I ensure the safety and privacy of users in accessible digital content.
- 5. Problem Solving:**
  - I struggle to identify and solve accessibility-related issues in digital environments.
  - I have basic problem-solving skills for accessibility challenges.
  - I skillfully troubleshoot accessibility issues and foster innovation.

## Module 2: Digital Inclusion



### Questionnaire for Skills Validation

*Instructions: Please rate your proficiency level for each statement on a scale from 1 (Novice) to 5 (Advanced). Be honest in your self-assessment.*

- 1. Information and Data Literacy:**
  - I understand the significance of digital inclusion in information access.
  - I can locate digital resources relevant to digital inclusion.
  - I can critically assess information sources related to digital inclusion.
- 2. Communication and Collaboration:**
  - I recognize the importance of inclusive communication in fostering digital inclusion.
  - I engage in inclusive communication practices in digital collaboration.
  - I can effectively communicate and collaborate for digital inclusion.
- 3. Digital Content Creation:**
  - I grasp the basics of creating inclusive digital content.
  - I can produce digital content that prioritizes inclusivity.
  - I innovatively design and integrate inclusive digital content.
- 4. Safety:**
  - I acknowledge safety measures in the context of digital inclusion.
  - I practice safety measures for creating and participating in inclusive digital activities.
  - I ensure the safety and data privacy of users within digital inclusion efforts.
- 5. Problem Solving:**
  - I struggle to identify and resolve challenges related to digital inclusion.
  - I have basic problem-solving skills for inclusive digital challenges.
  - I skillfully troubleshoot technical and pedagogical issues in inclusive digital environments.

### Module 3: Gamification and Moodle



#### Questionnaire for Skills Validation

*Instructions: Please rate your proficiency level for each statement on a scale from 1 (Novice) to 5 (Advanced). Be honest in your self-assessment.*

**1. Information and Data Literacy:**

- I understand the role of gamification and Moodle in information access.
- I can locate digital resources on gamification and Moodle.
- I can critically evaluate information sources in the context of gamification and Moodle.

**2. Communication and Collaboration:**

- I recognize the importance of communication in gamification and Moodle.
- I engage in effective communication and collaboration practices within Moodle environments.
- I can effectively communicate and collaborate using gamification elements in Moodle.

**3. Digital Content Creation:**

- I grasp the basics of creating digital content within Moodle.
- I can produce digital content for gamified Moodle courses.
- I innovatively design and integrate gamification elements into Moodle courses.

**4. Safety:**

- I acknowledge safety measures in the context of gamified learning environments.
- I practice safety measures when implementing innovative solutions in Moodle.
- I ensure the safety and ethical considerations in innovative digital practices within Moodle.

**5. Problem Solving:**

- I struggle to identify and solve challenges in gamification and Moodle.
- I have basic problem-solving skills within gamified Moodle courses.
- I skillfully troubleshoot complex issues and drive innovation in digital environments within Moodle.

## Module 4: Quality and Innovation



### Questionnaire for Skills Validation

*Instructions: Please rate your proficiency level for each statement on a scale from 1 (Novice) to 5 (Advanced). Be honest in your self-assessment.*

#### 1. Information and Data Literacy:

- I understand the role of quality and innovation in accessing information and data.
- I can locate digital resources on quality and innovation in digital environments.
- I can critically evaluate information sources in the context of quality and innovation.

#### 2. Communication and Collaboration:

- I recognize the importance of communication in fostering quality and innovation.
- I engage in effective communication and collaboration practices for innovation.
- I demonstrate leadership in driving quality and innovation through digital means.

#### 3. Digital Content Creation:

- I grasp the basics of creating digital content that embodies quality and innovation.
- I can produce digital content that reflects innovative and high-quality standards.
- I innovatively develop and integrate cutting-edge digital content.

#### 4. Safety:

- I acknowledge safety measures in the context of quality and innovation.
- I practice safety measures when implementing innovative solutions.
- I ensure the safety and ethical considerations in innovative digital practices.

#### 5. Problem Solving:

- I struggle to identify and solve challenges related to quality and innovation.
- I have basic problem-solving skills in enhancing quality and innovation.
- I skillfully troubleshoot complex issues and drive innovation in digital environments.

### A4.3 Rubrics for Skills Recognition based on proficiency levels (for self-assessment by learners)

*For each module and topic, create a rubric that outlines the criteria for recognizing skills acquisition. The rubric can include categories like "Understanding of Concepts," "Application of Strategies," and "Effective Communication."*

#### Introduction to Rubrics in the Context of the "Creating an Engaging E-Learning Environment in VET" Course

A rubric is a structured assessment tool that provides educators and evaluators with a clear and systematic framework for evaluating the skills based on predetermined criteria and proficiency levels. Within the European Framework for the provision of digital competences, the application of rubrics plays a pivotal role in ensuring that learners acquire and demonstrate the necessary digital skills and competences effectively and consistently. This framework defines the essential components of digital competence across various dimensions, encompassing information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. Each dimension consists of specific competences that individuals are expected to acquire and apply in the digital age.

In summary, rubrics are indispensable tools for assessing and recognizing digital competences within the "Creating an Engaging E-Learning Environment in VET" course. They enhance clarity, consistency, and transparency in the assessment process, ultimately supporting learners in acquiring and demonstrating the essential skills and knowledge required in the digital era. These rubrics align with the course's aim of promoting effective e-learning, maintaining learner concentration, and enhancing the quality of online education while providing a structured and standardized method for skills recognition and validation.

The application of rubrics within the context of the "Creating an Engaging E-Learning Environment in VET" course is highly recommended to:

- 1. Provide Clarity and Transparency:** Rubrics offer a clear and transparent set of criteria for assessing digital competences, breaking down complex skills into manageable components. This clarity aids both learners and assessors in comprehending the expectations.
- 2. Ensure Consistency:** The use of rubrics ensures consistency in the assessment of digital competences across various learners, contexts, and educational institutions. Consistency is crucial for recognizing and validating skills acquired within the course.
- 3. Facilitate Constructive Feedback:** Rubrics provide a structured mechanism for delivering constructive feedback to learners. They empower learners to identify their strengths and areas for improvement, fostering continuous learning and skill development.
- 4. Align with Course Objectives:** The rubrics align with the course's learning objectives and competences, ensuring that the assessment process is in harmony with the course's overarching goals.
- 5. Recognize and Validate Skills:** Rubrics serve as a means to recognize and validate learners' digital competences. Achieving predefined performance levels within the rubrics demonstrates a certain level of proficiency and competence within the course's framework.

6. **Enable Customized Learning Paths:** By utilizing rubrics, learners can tailor their learning paths to their specific needs. They can identify their unique strengths and areas for growth, allowing for a personalized educational experience.
7. **Enhance Quality Assurance:** Rubrics contribute to maintaining high standards in digital competence education, supporting institutions and organizations in assuring the quality of their educational offerings.

## Methodology

The VELA rubrics are structured with a balance of specificity, comprehensiveness, and alignment with the DigComp framework. These rubrics are intended to provide learners with a clear and structured **method for self-assessment**, enabling them to gauge their progress and competence in various dimensions of digital skills.

Each rubric encompasses five distinct competence areas—Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, and Problem Solving—that are paramount in the digital age. Within each dimension, we have created a finely tuned grading scale, encompassing proficiency levels ranging from novice to expert. This nuanced approach ensures that learners can assess themselves accurately, using well-defined descriptors that represent their capabilities at each level.

To further enhance the clarity of these rubrics, we have included detailed criteria that learners can use to evaluate their performance and understanding in each dimension. These criteria are designed to align closely with the specific competencies outlined in the DigComp.2.2 framework, ensuring that learners' self-assessment remains closely tied to industry-recognized standards.

Moreover, these rubrics are not just tools for self-assessment; they also serve as a guide for learners throughout their journey in the course. By providing clear, structured criteria, **learners can better understand the expectations and learning outcomes associated with each dimension of digital competence**. This transparency not only empowers learners to take ownership of their learning but also allows them to identify areas where they may need additional support or resources.

In summary, the rubrics' design and structure have been carefully crafted to provide learners with a robust, standardized, and comprehensive means of assessing their digital competence. By aligning with the DigComp.2.2 framework and offering clear criteria for evaluation, these rubrics enable learners to measure their progress accurately, fostering a deeper understanding of digital skills acquisition in the context of VET teaching and training.

## Digital Accessibility



### Information and Data Literacy:

Novice:

- Limited ability to articulate information needs and locate digital data.
- Struggles to judge the relevance and reliability of digital sources.
- Basic understanding of data retrieval and source evaluation.

Competent:

- Demonstrates competence in articulating information needs.
- Effectively locates and retrieves digital data and information.
- Judges the relevance and credibility of digital sources.

Advanced:

- Highly skilled in articulating information needs.
- Expertly locates and retrieves digital data and information from diverse sources.
- Critically evaluates the credibility and reliability of digital content.

### Communication and Collaboration:

Novice:

- Limited ability to interact, communicate, and collaborate through digital technologies.
- Struggles to manage digital presence and identity.

Competent:

- Effectively interacts, communicates, and collaborates through various digital technologies.
- Manages digital presence and identity with competence.

Advanced:

- Skilfully engages in digital interaction, communication, and collaboration.
- Demonstrates a high level of proficiency in managing digital presence and identity.

### Digital Content Creation:

Novice:

- Limited ability to create and edit digital content.
- Struggles with understanding copyright and licenses.

Competent:

- Creatively creates and edits digital content in various formats.
- Understands copyright and licenses and applies them appropriately.

Advanced:

- Expertly develops and integrates digital content into existing knowledge.
- Ensures compliance with copyright and licenses while creating content.

### Safety:

Novice:

- Limited awareness of how to protect devices and personal data in digital environments.
- Lacks understanding of safety measures.

Competent:

- Effectively protects devices, content, and personal data in digital environments.
- Demonstrates a sound understanding of safety and security measures.

Advanced:

- Skilfully safeguards devices, content, and personal data.
- Has an advanced understanding of safety measures and privacy protection.

#### **Problem Solving:**

Novice:

- Limited ability to identify and solve technical problems in digital environments.
- Struggles to innovate using digital tools.

Competent:

- Effectively identifies and resolves technical problems in digital environments.
- Innovates processes and products using digital tools.

Advanced:

- Skilfully troubleshoots technical issues and fosters innovation with digital tools.
- Demonstrates versatility in solving conceptual problems in digital environments.

## E-Learning Quality Factors



### Information and Data Literacy:

Novice:

- Limited ability to articulate information needs and locate digital data relevant to e-learning quality factors.
- Struggles to judge the credibility and reliability of sources related to e-learning quality.
- Basic understanding of data retrieval and source evaluation in the context of e-learning quality.

Competent:

- Demonstrates competence in articulating information needs specific to e-learning quality.
- Effectively locates and retrieves digital data and information relevant to e-learning quality factors.
- Judges the relevance and credibility of digital sources within the context of e-learning quality.

Advanced:

- Highly skilled in articulating information needs pertaining to e-learning quality.
- Expertly locates and retrieves digital data and information from diverse sources, critically evaluating their credibility and reliability within the e-learning quality context.

### Communication and Collaboration:

Novice:

- Limited ability to interact, communicate, and collaborate through digital technologies in the context of e-learning quality.
- Struggles to manage digital presence and identity within the e-learning context.

Competent:

- Effectively interacts, communicates, and collaborates through various digital technologies in the context of e-learning quality.
- Manages digital presence and identity within e-learning environments with competence.

Advanced:

- Skilfully engages in digital interaction, communication, and collaboration, specifically in the context of e-learning quality.
- Demonstrates a high level of proficiency in managing digital presence and identity within e-learning settings.

### Digital Content Creation:

Novice:

- Limited ability to create and edit digital content relevant to e-learning quality.
- Struggles with understanding copyright and licenses as they pertain to e-learning quality.

Competent:

- Creatively creates and edits digital content in various formats to enhance e-learning quality.
- Understands copyright and licenses within the e-learning quality context and applies them appropriately.

Advanced:

- Expertly develops and integrates digital content into e-learning to improve quality.
- Ensures compliance with copyright and licenses while creating content specific to e-learning quality.

### Safety:

Novice:

- Limited awareness of how to protect devices, content, and personal data in digital environments relevant to e-learning quality.

- Lacks understanding of safety measures specific to e-learning quality.

Competent:

- Effectively protects devices, content, and personal data in digital environments relevant to e-learning quality.
- Demonstrates a sound understanding of safety measures specific to e-learning quality.

Advanced:

- Skilfully safeguards devices, content, and personal data within the e-learning quality context.
- Has an advanced understanding of safety measures and privacy protection as they relate to e-learning quality.

### **Problem Solving:**

Novice:

- Limited ability to identify and solve technical problems in digital environments relevant to e-learning quality.
- Struggles to innovate using digital tools in the context of e-learning quality.

Competent:

- Effectively identifies and resolves technical problems in digital environments relevant to e-learning quality.
- Innovates processes and materials using digital tools to improve e-learning quality.

Advanced:

- Skilfully troubleshoots technical issues and fosters innovation with digital tools within the e-learning quality context.
- Demonstrates versatility in solving conceptual problems related to e-learning quality.

## Strategies to Maintain Concentration



### Information and Data Literacy:

Novice:

- Limited understanding of strategies to maintain concentration in online classes.
- Struggles to articulate the relevance of these strategies.
- Basic comprehension of concentration strategies but lacks depth.

Competent:

- Understands the importance of concentration strategies in online learning.
- Clearly explains the strategies and their implications.
- Can locate and retrieve digital data, information, and content related to concentration strategies in online classes.

Advanced:

- Shows a comprehensive understanding of concentration strategies in online classes.
- Articulates the strategies and their critical importance.
- Demonstrates the ability to critically evaluate the credibility and reliability of digital sources related to concentration strategies.

### Communication and Collaboration:

Novice:

- Struggles to communicate concentration strategies clearly.
- Lacks clarity and coherence in explanations.
- Limited ability to interact, communicate, and collaborate through digital technologies in the context of concentration strategies for online classes.

Competent:

- Communicates concentration strategies clearly and effectively.
- Provides explanations that are easy to understand.
- Effectively interacts, communicates, and collaborates through various digital technologies in the context of concentration strategies for online classes.

Advanced:

- Communicates concentration strategies persuasively and with precision.
- Conveys complex ideas with clarity and impact.
- Skilfully engages in digital interaction, communication, and collaboration, specifically in the context of concentration strategies for online classes.

### Digital Content Creation:

Novice:

- Limited ability to create digital content related to concentration strategies for online learning.
- Struggles with understanding how copyright and licenses apply to such content.

Competent:

- Creatively creates digital content to support concentration strategies in online learning.
- Understands copyright and licenses within the context of concentration strategies and applies them appropriately.

Advanced:

- Expertly develops and integrates digital content to enhance concentration strategies in online learning materials.
- Ensures compliance with copyright and licenses while creating content specific to concentration strategies.

#### **Safety:**

##### Novice:

- Limited awareness of how to protect devices, content, and personal data when implementing concentration strategies online.
- Lacks understanding of safety measures specific to online concentration strategies.

##### Competent:

- Effectively protects devices, content, and personal data when applying concentration strategies online.
- Demonstrates a sound understanding of safety measures specific to online concentration strategies.

##### Advanced:

- Skilfully safeguards devices, content, and personal data when implementing concentration strategies online.
- Has an advanced understanding of safety measures and privacy protection as they relate to concentration strategies in online learning.

#### **Problem Solving:**

##### Novice:

- Limited ability to identify and solve technical problems related to concentration strategies in online learning.
- Struggles to innovate using digital tools to enhance concentration.

##### Competent:

- Effectively identifies and resolves technical problems related to concentration strategies in online learning.
- Innovates processes and materials using digital tools to enhance concentration.

##### Advanced:

- Skilfully troubleshoots technical issues and fosters innovation with digital tools within the context of concentration strategies for online learning.
- Demonstrates versatility in solving conceptual problems related to concentration in online classes

## Strategies to Enhance Learning Materials



### Information and Data Literacy:

Novice:

- Limited understanding of strategies to enhance learning materials in the digital context.
- Struggles to articulate the relevance of these strategies.
- Basic comprehension of strategies but lacks depth.

Competent:

- Understands the importance of enhancing learning materials in the digital realm.
- Clearly explains the strategies and their implications.
- Can locate and retrieve digital data, information, and content related to enhancing learning materials.

Advanced:

- Shows a comprehensive understanding of strategies to enhance learning materials in the digital context.
- Articulates the strategies and their critical importance.
- Demonstrates the ability to critically evaluate the credibility and reliability of digital sources related to enhancing learning materials.

### Communication and Collaboration:

Novice:

- Struggles to communicate strategies to enhance learning materials clearly.
- Lacks clarity and coherence in explanations.
- Limited ability to interact, communicate, and collaborate through digital technologies in the context of enhancing learning materials.

Competent:

- Communicates strategies to enhance learning materials clearly and effectively.
- Provides explanations that are easy to understand.
- Effectively interacts, communicates, and collaborates through various digital technologies in the context of enhancing learning materials.

Advanced:

- Communicates strategies to enhance learning materials persuasively and with precision.
- Conveys complex ideas with clarity and impact.
- Skilfully engages in digital interaction, communication, and collaboration, specifically in the context of enhancing learning materials.

### Digital Content Creation:

Novice:

- Limited ability to create digital content related to enhancing learning materials in the digital environment.
- Struggles with understanding how copyright and licenses apply to such content.

Competent:

- Creatively creates digital content to support and enhance learning materials in the digital realm.
- Understands copyright and licenses within the context of enhancing learning materials and applies them appropriately.

Advanced:

- Expertly develops and integrates digital content to enhance learning materials in the digital environment.

- Ensures compliance with copyright and licenses while creating content specific to enhancing learning materials.

**Safety:**

## Novice:

- Limited awareness of how to protect devices, content, and personal data when implementing strategies to enhance learning materials in the digital realm.
- Lacks understanding of safety measures specific to digital learning materials.

## Competent:

- Effectively protects devices, content, and personal data when applying strategies to enhance learning materials in the digital environment.
- Demonstrates a sound understanding of safety measures specific to digital learning materials.

## Advanced:

- Skilfully safeguards devices, content, and personal data when implementing strategies to enhance learning materials in the digital realm.
- Has an advanced understanding of safety measures and privacy protection as they relate to digital learning materials.

**Problem Solving:**

## Novice:

- Limited ability to identify and solve technical problems related to enhancing learning materials in the digital environment.
- Struggles to innovate using digital tools to enhance learning materials.

## Competent:

- Effectively identifies and resolves technical problems related to enhancing learning materials in the digital environment.
- Innovates processes and materials using digital tools to enhance learning materials.

## Advanced:

- Skilfully troubleshoots technical issues and fosters innovation with digital tools within the context of enhancing learning materials in the digital realm.
- Demonstrates versatility in solving conceptual problems related to enhancing learning materials in the digital context.

## Inclusive Tools for Strategy Implementation



### Information and Data Literacy:

Novice:

- Limited understanding of inclusive tools for strategy implementation in the digital context.
- Struggles to articulate the relevance of these tools.
- Basic comprehension of inclusive tools but lacks depth.

Competent:

- Understands the importance of inclusive tools for implementing strategies.
- Clearly explains the tools and their implications.
- Can locate and retrieve digital data, information, and content related to inclusive tools for strategy implementation.

Advanced:

- Shows a comprehensive understanding of inclusive tools for strategy implementation in the digital context.
- Articulates the tools and their critical importance.
- Demonstrates the ability to critically evaluate the credibility and reliability of digital sources related to inclusive tools.

### Communication and Collaboration:

Novice:

- Struggles to communicate information about inclusive tools for strategy implementation clearly.
- Lacks clarity and coherence in explanations.
- Limited ability to interact, communicate, and collaborate through digital technologies in the context of inclusive tools.

Competent:

- Communicates information about inclusive tools clearly and effectively.
- Provides explanations that are easy to understand.
- Effectively interacts, communicates, and collaborates through various digital technologies in the context of inclusive tools.

Advanced:

- Communicates information about inclusive tools persuasively and with precision.
- Conveys complex ideas with clarity and impact.
- Skilfully engages in digital interaction, communication, and collaboration, specifically in the context of inclusive tools.

### Digital Content Creation:

Novice:

- Limited ability to create digital content related to inclusive tools for strategy implementation in the digital environment.
- Struggles with understanding how copyright and licenses apply to such content.

Competent:

- Creatively creates digital content to support and implement strategies using inclusive tools in the digital realm.
- Understands copyright and licenses within the context of inclusive tools and applies them appropriately.

Advanced:

- Expertly develops and integrates digital content to implement strategies using inclusive tools in the digital environment.
- Ensures compliance with copyright and licenses while creating content specific to inclusive tools.

#### **Safety:**

##### Novice:

- Limited awareness of how to protect devices, content, and personal data when implementing strategies with inclusive tools in the digital realm.
- Lacks understanding of safety measures specific to using inclusive tools.

##### Competent:

- Effectively protects devices, content, and personal data when implementing strategies with inclusive tools in the digital environment.
- Demonstrates a sound understanding of safety measures specific to using inclusive tools.

##### Advanced:

- Skilfully safeguards devices, content, and personal data when implementing strategies with inclusive tools in the digital realm.
- Has an advanced understanding of safety measures and privacy protection as they relate to using inclusive tools.

#### **Problem Solving:**

##### Novice:

- Limited ability to identify and solve technical problems related to using inclusive tools for strategy implementation in the digital environment.
- Struggles to innovate using digital tools for inclusive strategy implementation.

##### Competent:

- Effectively identifies and resolves technical problems related to using inclusive tools for strategy implementation in the digital environment.
- Innovates processes and strategies using digital tools for inclusive strategy implementation.

##### Advanced:

- Skilfully troubleshoots technical issues and fosters innovation with digital tools for inclusive strategy implementation.
- Demonstrates versatility in solving conceptual problems related to using inclusive tools for strategy implementation in the digital context.

## Gamification in Education



### Information and Data Literacy:

Novice:

- Limited understanding of gamification in education and its relevance.
- Struggles to articulate the importance of gamification.
- Basic comprehension of gamification but lacks depth.

Competent:

- Understands the significance of gamification in education.
- Clearly explains the concept and its implications.
- Can locate and retrieve digital data, information, and content related to gamification in education.

Advanced:

- Shows a comprehensive understanding of gamification in education.
- Articulates the concept and its critical importance.
- Demonstrates the ability to critically evaluate the credibility and reliability of digital sources related to gamification.

### Communication and Collaboration:

Novice:

- Struggles to communicate information about gamification in education clearly.
- Lacks clarity and coherence in explanations.
- Limited ability to interact, communicate, and collaborate through digital technologies in the context of gamification.

Competent:

- Communicates information about gamification in education clearly and effectively.
- Provides explanations that are easy to understand.
- Effectively interacts, communicates, and collaborates through various digital technologies in the context of gamification.

Advanced:

- Communicates information about gamification in education persuasively and with precision.
- Conveys complex ideas with clarity and impact.
- Skilfully engages in digital interaction, communication, and collaboration, specifically in the context of gamification.

### Digital Content Creation:

Novice:

- Limited ability to create digital content related to gamification in education in the digital environment.
- Struggles with understanding how copyright and licenses apply to such content.

Competent:

- Creatively creates digital content to support gamification in education.
- Understands copyright and licenses within the context of gamification in education and applies them appropriately.

Advanced:

- Expertly develops and integrates digital content to enhance gamification in education in the digital environment.

- Ensures compliance with copyright and licenses while creating content specific to gamification in education.

**Safety:**

## Novice:

- Limited awareness of how to protect devices, content, and personal data when implementing gamification in education in the digital environment.
- Lacks understanding of safety measures specific to using gamification in education.

## Competent:

- Effectively protects devices, content, and personal data when implementing gamification in education in the digital environment.
- Demonstrates a sound understanding of safety measures specific to using gamification in education.

## Advanced:

- Skilfully safeguards devices, content, and personal data when implementing gamification in education in the digital realm.
- Has an advanced understanding of safety measures and privacy protection as they relate to using gamification in education.

**Problem Solving:**

## Novice:

- Limited ability to identify and solve technical problems related to using gamification in education in the digital environment.
- Struggles to innovate using digital tools for gamification.

## Competent:

- Effectively identifies and resolves technical problems related to using gamification in education in the digital environment.
- Innovates processes and strategies using digital tools for gamification in education.

## Advanced:

- Skilfully troubleshoots technical issues and fosters innovation with digital tools for gamification in education.
- Demonstrates versatility in solving conceptual problems related to using gamification in education in the digital context.

## Moodle Learning Management System (LMS)



### Information and Data Literacy:

#### Novice:

- Limited understanding of Moodle's role in education.
- Struggles to articulate the importance of Moodle in the learning process.
- Basic comprehension of Moodle but lacks depth.

#### Competent:

- Understands the significance of Moodle in education.
- Clearly explains Moodle's purpose and its implications.
- Can locate and retrieve digital data, information, and content using Moodle effectively.

#### Advanced:

- Shows a comprehensive understanding of Moodle's role in education.
- Articulates Moodle's significance and its critical importance.
- Demonstrates the ability to critically evaluate the credibility and reliability of digital sources within Moodle.

### Communication and Collaboration:

#### Novice:

- Struggles to communicate information within Moodle clearly.
- Lacks clarity and coherence in Moodle-related explanations.
- Limited ability to interact, communicate, and collaborate through Moodle and other digital technologies.

#### Competent:

- Communicates information within Moodle clearly and effectively.
- Provides explanations that are easy to understand within the Moodle environment.
- Effectively interacts, communicates, and collaborates through Moodle and various digital technologies.

#### Advanced:

- Communicates information within Moodle persuasively and with precision.
- Conveys complex ideas with clarity and impact within the Moodle platform.
- Skilfully engages in digital interaction, communication, and collaboration, specifically within Moodle.

### Digital Content Creation:

#### Novice:

- Limited ability to create digital content within Moodle.
- Struggles with understanding how copyright and licenses apply to such content within Moodle.

#### Competent:

- Creatively creates digital content to support Moodle-based education.
- Understands copyright and licenses within the context of Moodle and applies them appropriately.

#### Advanced:

- Expertly develops and integrates digital content to enhance Moodle-based education.
- Ensures compliance with copyright and licenses while creating content within Moodle.

### Safety:

#### Novice:

- Limited awareness of how to protect devices, content, and personal data when using Moodle.
- Lacks understanding of safety measures specific to using Moodle.

**Competent:**

- Effectively protects devices, content, and personal data when using Moodle.
- Demonstrates a sound understanding of safety measures specific to using Moodle.

**Advanced:**

- Skilfully safeguards devices, content, and personal data when using Moodle.
- Has an advanced understanding of safety measures and privacy protection as they relate to using Moodle.

**Problem Solving:****Novice:**

- Limited ability to identify and solve technical problems related to using Moodle.
- Struggles to innovate using Moodle and digital tools.

**Competent:**

- Effectively identifies and resolves technical problems related to using Moodle.
- Innovates processes and strategies using Moodle and digital tools.

**Advanced:**

- Skilfully troubleshoots technical issues and fosters innovation with Moodle and digital tools.
- Demonstrates versatility in solving conceptual problems related to using Moodle effectively.

## A4.4 Templates for Skills Assessment Reports (for learners use)

Provide templates for learners to document their skills acquisition. These templates can include sections for self-assessment, reflections, and evidence of applying the learned concepts in their educational contexts.

### Skills Assessment Report Template - Comprehensive Version



Your Name: [Learner's Name]

Date of Assessment: [Date]

#### 1. Self-Assessment:

>>> See A4.2 Questionnaire for Skills Assessment

#### 2. Reflections by the learners: Share your reflections on your learning journey during these modules.

- **Key Concepts or Skills:** What were the key concepts or skills you acquired in these modules? [Your Response]
- **Improved Digital Abilities:** How have these new skills improved your ability to use digital technologies effectively? [Your Response]
- **Application Examples:** Can you provide specific examples of situations where you have applied these skills in your educational context and/or real-life applications? [Your Response]
- **Challenges and Development:** Were there any challenges or areas where you feel you need further development? [Your Response]

#### 3. Evidence of Application: Provide evidence or examples of how you have applied the skills learned in these modules in your educational context and real-life applications

|                                                              |
|--------------------------------------------------------------|
| Module 1. Digital Accessibility                              |
| Digicomp competence area #1: Information and Data Literacy   |
| [Your Evidence]                                              |
| Module 2: Digital Inclusion                                  |
| Digicomp competence area #2: Communication and Collaboration |
| [Your Evidence]                                              |
| Module 3: Gamification and Moodle                            |
| Digicomp competence area #3: Digital Content Creation        |

|                                                             |
|-------------------------------------------------------------|
| [Your Evidence]                                             |
| Module 4: Quality and Innovation                            |
| Digicomp competence area #4, #5: Safety and Problem Solving |
| [Your Evidence]                                             |

**4. Exploitation Potential for VET Teaching/Training (for VET educators):** Explain how you plan to use and apply the acquired knowledge and skills in your day-to-day VET teaching/training.

- **Enhancing Teaching/Training:** How can the knowledge gained from these modules enhance your teaching/training methods? [Your Response]
- **Implementation Strategies:** Are there specific strategies, tools, or practices you intend to implement in your VET sessions? [Your Response]
- **Benefits for Learners:** How do you foresee the exploitation of this knowledge benefiting your VET learners? [Your Response]
- **Integration Steps:** What steps will you take to continually integrate these digital competencies into your teaching/training practices? [Your Response]

#### A4.5 Guidelines for Skills Application (both for learners and trainers)

*Offer guidelines on how learners can apply the skills they've acquired in their own teaching or training practices. Include tips, best practices, and recommendations for successful implementation. These resources will help learners assess, validate, and recognize their skills as they progress through the course on creating an engaging e-learning environment in VET.*



*Congratulations on acquiring valuable digital competencies through the "Creating an Engaging e-Learning Environment in VET" course!*

*To ensure you effectively apply these skills in your VET teaching and training practices, follow these guidelines, tips, and best practices:*

#### Reflect on Your Learning:

- Take time to reflect on what you've learned in each module.
- Identify the key concepts, strategies, and tools that are most relevant to your VET context.

#### Identify Specific Challenges:

- Analyse the challenges you face in your VET teaching or training.
- Consider how the acquired skills can address these challenges.

**Set Clear Goals:**

- Define clear and achievable goals for integrating digital competencies into your teaching/training practices.
- Specify what you want to improve or enhance.

**Create a Plan:**

- Develop a detailed plan outlining how you'll apply the acquired skills.
- Include timelines, milestones, and measurable outcomes.

**Start Small:**

- Begin by implementing one or two strategies or tools at a time.
- Gradually incorporate more as you become more comfortable.

**Collaborate and Share:**

- Collaborate with colleagues, share your insights, and learn from their experiences.
- Engage in discussions and communities related to VET and e-learning.

**Adapt to Your Audience:**

- Tailor your approach to the specific needs and preferences of your learners.
- Consider factors like age, background, and digital literacy levels.

**Collect Feedback:**

- Gather feedback from your learners regularly.
- Use surveys, questionnaires, or informal discussions to understand their experiences.

**Continuous Improvement:**

- Be open to adjustments and improvements in your teaching/training methods.
- Stay updated on the latest e-learning trends and technologies.

**Promote Inclusivity:**

- Ensure that your digital content and tools are accessible to all learners, including those with disabilities.
- Follow inclusive design principles.

**Maintain Digital Etiquette:**

- Practice good "netiquette" in your online interactions with learners and colleagues.
- Promote a respectful and inclusive online environment.

**Monitor Progress:**

- Continuously assess the impact of the digital competencies on your teaching/training outcomes.
- Track progress toward your goals.

**Seek Professional Development:**

- Consider additional courses or workshops to further enhance your digital competencies.
- Stay informed about new tools and strategies.

**Document Your Journey:**

- Keep a journal or portfolio of your experiences and successes.
- Highlight how the acquired skills have made a difference in your VET practices.

**Share Your Successes:**

- Share your successful experiences and best practices with your peers and within your organization.
- Inspire others to embrace digital competencies.

**Stay Committed:**

- Applying digital competencies may require effort and persistence.
- Stay committed to your goals and the improvement of your teaching/training practices.

**Embrace Lifelong Learning:**

- Recognize that digital competencies are continuously evolving.
- Be open to ongoing learning and adaptation.

**Recommendations for Applying Digital Competencies in VET Teaching and Training (for trainers):**



**Embrace a Growth Mindset:**

- Approach the integration of digital competencies into your VET teaching/training practices with an open and adaptable mindset. Be willing to learn and evolve.

**Start with Pedagogy, Not Technology:**

- Prioritize pedagogical goals over technology. Select digital tools and strategies that align with your educational objectives and the needs of your learners.

**Align with VET Standards:**

- Ensure that your digital competencies align with VET standards and guidelines in your region. This alignment enhances the recognition and relevance of your skills.

**Collaborate and Network:**

- Engage in professional networks, both online and offline, to exchange ideas and collaborate with other VET educators. Shared experiences can lead to valuable insights.

**Stay Informed:**

- Regularly update your knowledge about emerging e-learning technologies and pedagogical approaches. Stay informed about industry trends and best practices.

**Accessibility Matters:**

- Prioritize accessibility in your digital content and tools to ensure inclusivity for all learners, including those with disabilities.

**Seek Feedback and Reflect:**

- Continuously seek feedback from learners, colleagues, and peers. Use this feedback to reflect on your teaching/training practices and make improvements.

**Balanced Blended Learning:**

- Explore a balanced approach to blended learning, combining face-to-face and online components effectively for a well-rounded educational experience.

**Data Privacy and Security:**

- Familiarize yourself with data privacy and security regulations relevant to your region. Safeguard learners' personal information and ensure ethical use of data.

**Promote Digital Citizenship:**

- Teach digital citizenship principles to your learners, emphasizing responsible and ethical digital behaviour.

**Customize Learning Experiences:**

- Tailor your teaching/training methods to cater to the diverse needs and preferences of your learners. Provide options for self-paced learning.

**Effective Communication:**

- Develop strong communication skills, both written and oral, for effective online instruction and collaboration.

**Mentorship and Support:**

- If possible, offer mentorship or support to colleagues who may be less digitally competent. Sharing knowledge benefits the entire VET community.

**Stay Resilient:**

- Be prepared for occasional challenges or setbacks in your journey to applying digital competencies. Resilience and adaptability are key.

**Recognize Lifelong Learning:**

- Acknowledge that digital competencies require continuous learning and development. Stay committed to enhancing your skills throughout your career.

**Document Your Achievements:**

- Maintain a record of your achievements and the impact of your digital competencies on VET outcomes. This documentation can be valuable for recognition and career advancement.

**Advocate for Recognition:**

- Advocate for the recognition of digital competencies within your organization and among stakeholders in the VET sector.

**Celebrate Successes:**

- Celebrate your successes in applying digital competencies and share these successes with others. Positive experiences can inspire colleagues and learners.

**Contribute to Research:**

- If possible, contribute to research or case studies related to the integration of digital competencies in VET. Your insights can benefit the broader education community.

**Stay Ethical:**

- Uphold ethical standards in all your digital interactions and practices. Maintain trust and integrity in your teaching/training environments.

## **A5 - Conclusions**

The following “European framework for the provision of digital competences: Skills Assessment Validation and Recognition Tools” elaborated by partners in VELA strongly advocates for the development of tailored tools aimed at benefiting trainers, educators, and employers as well as the final beneficiaries (mainly adult learners) in VET education. Specifically, these tools aim to improve training and educational practices in digital skills, enhancing their effectiveness and relevance in today's rapidly evolving world.

Specific training modules in digital skills in VELA address: Digital Accessibility, Digital Inclusion, Gamification, and Quality in e-learning through ensuring the assessment, validation, and recognition of skills acquisition for all adult learners. In addition, the framework provides useful insights into the advantages and potential challenges of implementing digital technologies and create more engaging and productive teaching and learning experiences for all, despite of their preliminary knowledge and skills. It also offers a valuable and detailed set of templates, checklists, questionnaires and guidelines for skills assessment, application in digital world and application in real-life contexts too.

To conclude, the “European framework for the provision of digital competences” provides a very comprehensive set of insights and recommendations that collectively have the potential to reshape the landscape of VET education, training, and skill recognition within the European Union.



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