Co-funded by
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DIGCOMPEDU

SELF-ASSESSMENT

INDIVIDUAL

VET design

1. AT A GLANCE

Activity title	*DigCompEdu Self-Assessment*
Format	*Individual*
Duration	*30 minutes*
Group size	*Self-paced*
Challenge	*Challenge 3 — AI & Digital Tools in VET Delivery*
Setting	*Online platform - JRC website*
Method / framework	*[The underlying method — e.g. World Café, 1-2-4-All, Empathy Map, GreenComp]*

EXPECTED OUTPUTS

- A personal DigCompEdu profile with an overall proficiency level
- Your strongest area and two areas you want to develop
- One concrete development step for the next month

THE SIX PROFICIENCY LEVELS

A1 Newcomer | A2 Explorer | B1 Integrator | B2 Expert | C1 Leader | C2 Pioneer

2. DESCRIPTION

This activity invites educators to pause and honestly assess their own digital competence. Using the EU's free DigCompEdu Check-In tool, each participant receives a personal result on the six-level ladder – from Newcomer to Pioneer.

The result is a starting point for professional development, not a grade, and it connects the rest of Challenge 3 to each educator's own practice.

2.1 LEARNING OUTCOMES

- Identify current personal level on the DigCompEdu six-level competence ladder.
- Name at least two specific competence areas to prioritise for development.
- Connect the DigCompEdu framework to their everyday teaching practice.



- If participants finish early, encourage them to re-read the descriptions of their strongest and weakest areas on the results page.
- Some participants may feel their result is 'lower than expected' — normalise this by reminding them that the framework was built for continuous development, not to rank teachers.
- This activity pairs naturally with the AI Use Policy Template (Supporting Tool 2) and can serve as a warm-up before the Fishbowl Discussion.

2.2 THE SIX DIGCOMPEDU AREAS

1 · PROFESSIONAL ENGAGEMENT
Using digital tools to communicate, collaborate and grow professionally.

2 · DIGITAL RESOURCES
Finding, creating, adapting and sharing digital learning materials.

3 · TEACHING & LEARNING
Planning and guiding learning with digital tools.

4 · ASSESSMENT
Using digital tools to assess, give feedback and track progress.

5 · EMPOWERING LEARNERS
Accessibility, inclusion and active, personalised learning.

6 · LEARNERS' DIGITAL COMPETENCE
Helping learners use digital tools safely, critically and creatively.

3. PREPARATION

Make sure every participant has a device with internet access before the session begins. Open the DigCompEdu Check-In tool yourself and get familiar with the result page, so you can help anyone who is unsure how to read their outcome.

SESSION CHECKLIST

□ Link to the Check-In tool shared (chat, email or QR code)
□ Tool tested on your own device – takes about 20 minutes
□ Reassurance ready: results are private and not a grade

3.1 MATERIALS NEEDED

- ☐ Device with internet access (one per participant)
- ☐ DigCompEdu Check-In tool — free at: https://ec.europa.eu/jrc/en/digcompedu
- ☐ Paper or personal document for noting reflections (Step 3)
- ☐ DigCompEdu Quick Reference Card (Supporting Tool 1) — optional but recommended

3.2 HOW TO READ YOUR RESULT

📸 A SNAPSHOT, NOT A GRADE
Your level shows where you are today – everyone can move up.

🔍 LOOK AT THE AREAS
The six area scores say more than the overall level.

🎯 PICK TWO TO GROW
Choose two areas that matter most for your teaching now.

4. STEP-BY-STEP INSTRUCTIONS

Step	Time	What the facilitator does
1	*5 min*	*Introduction & framing. Open by briefly framing the activity — not as an evaluation or judgment, but as a mirror. Emphasise that results are personal and will not be collected or shared unless participants choose to. Say: "DigCompEdu was developed by the European Commission's Joint Research Centre. It maps 22 digital competences across six educator roles. Your result today is a snapshot — a useful starting point, not a fixed label." Direct participants to the tool URL and confirm everyone can access the site.*
2	*20 min*	*Self-assessment completion. Participants work through the DigCompEdu Check-In independently. The tool covers six professional areas: Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners, and Facilitating Learners' Digital Competence. Circulate quietly to offer technical support if anyone cannot access the site. Avoid coaching answers — the value is in honest self-reflection.*
3	*5 min*	*Individual reflection. Once participants have their result, ask them to note: (1) My overall DigCompEdu level; (2) The competence area I feel most confident in; (3) Two areas I want to develop further. These notes are for personal use and will feed into the AI Use Policy Template (Supporting Tool 2).*

SESSION FLOW · 30 MIN



✅ **RESULT: a personal DigCompEdu level, your strongest area, two development areas and one next step – noted on the worksheet (page 7).**

5. DEBRIEF QUESTIONS



- What surprised you about your result — either higher or lower than expected?
- Which of the six competence areas felt most relevant to your current teaching context?
- Which two development areas will you prioritise, and what is one concrete step you can take in the next month?

5.1 KOLB EXPERIENTIAL LEARNING CYCLE

Concrete experience	*Participants complete the DigCompEdu Check-In tool and receive a personalised competence profile.*
Reflective observation	*Participants pause to compare their result with their own expectations and note areas of surprise.*
Abstract conceptualisation	*Participants connect the DigCompEdu competence areas to patterns in their everyday teaching practice.*
Active experimentation	*Participants identify two specific competence areas to develop and plan one concrete next step.*

VARIATIONS

- Pair debrief: two colleagues compare results and agree one shared development goal.
- Team profile: collect anonymous levels per area to see where the whole team needs support.
- Before & after: repeat the Check-In after six months to see your progress.
- Homework version: participants complete the Check-In at home and bring the worksheet.
- Link to Tool 2: use your development areas to shape your AI Use Policy.

6. WORKSHEET

Name: ..... Subject / trade: ..... Date: .....

6.1 MY DIGCOMPEDU PROFILE

Circle your level for each area and for your overall result.

Area	YOUR LEVEL – CIRCLE ONE					
1 · Professional Engagement	A1	A2	B1	B2	C1	C2
2 · Digital Resources	A1	A2	B1	B2	C1	C2
3 · Teaching & Learning	A1	A2	B1	B2	C1	C2
4 · Assessment	A1	A2	B1	B2	C1	C2
5 · Empowering Learners	A1	A2	B1	B2	C1	C2
6 · Learners' Digital Competence	A1	A2	B1	B2	C1	C2
★ MY OVERALL LEVEL	A1	A2	B1	B2	C1	C2

6.2 MY STRENGTH AND MY GROWTH AREAS

⭐ MY STRONGEST AREA

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🌱 AREA TO DEVELOP 1

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🌱 AREA TO DEVELOP 2

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6.3 MY NEXT STEP · NEXT 4 WEEKS

What I will do: .....

Support or resource I need: .....

By when: ..... How I will know it worked: .....

🔒 **Your results are private – share only what you choose.**

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AI

Parts of this document were drafted with AI. Reviewed and approved by the VETdesign consortium.

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