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DIGCOMPEDU

Quick Reference Card

ASSESSMENT

VET design

1. AT A GLANCE

Tool name	*DigCompEdu Quick Reference Card*
Activity Type	*Printed or digital handout (one page)*
Purpose	*A visual reference summarising the six DigCompEdu proficiency levels and 22 competences, for use during and after Activity 1.*
Challenge	*Challenge 3 — AI & Digital Tools in VET Delivery*
When to use it	*Empathise / Define — use alongside or immediately after Activity 1 (DigCompEdu Self-Assessment) to interpret results and set development priorities*
Time to complete	*10–15 minutes*
Materials Needed	*Printed card (one per person) or digital display; highlighter or pen for marking*

WHAT YOU WILL HAVE AFTERWARDS

- A clear picture of your DigCompEdu level and what it means in practice
- Your strongest competence area and your top development priority
- One concrete next step for the coming month

DESIGN THINKING STAGE

Empathise | **Define** | Ideate | Prototype | Test

2. DESCRIPTION

This one-page card gives educators a quick overview of the DigCompEdu framework – without reading the full 100-page publication. It explains the six proficiency levels (A1–C2) in plain language and shows the six competence areas.

Use it with Activity 1: before the self-assessment to set the scene, or right after it to understand the result and plan the next step.

2.1 WHEN TO USE IT

- Before Activity 1 — share the card so participants can read the level descriptors in advance and arrive at the self-assessment with realistic expectations.
- During Activity 1 — keep it visible on screen or on the desk as participants complete the DigCompEdu Check-In, so they can cross-reference what each area means.
- After Activity 1 — use it as the basis for the individual reflection step: participants circle their level, underline their strongest area, and star their top development priority.



- There is no "correct" or target level – the framework is about continuous development, not ranking. Say this before handing out the card.
- In groups, notice where most participants cluster: if many are A2/B1, pitch the demo tools accordingly.
- The card links to Tool 2 (AI Use Policy Template): your level helps you decide how ambitious or careful your AI policy should be.

2.2 HOW TO MARK THE CARD

◯	———	★
CIRCLE your level The level that matches your Check-In result.	UNDERLINE your strongest area The competence area where you feel most confident.	STAR your priority The area you most want to develop next.

3. STEP-BY-STEP INSTRUCTIONS

1

READ THE SIX LEVELS · about 2 min
Hand out the card (print or digital). Participants read the six level descriptors quietly before starting Activity 1.
Ask yourself: Which description sounds most like my teaching today?

2

CIRCLE YOUR LEVEL · about 3 min
After the DigCompEdu Check-In, each participant circles the level on the card that matches their result.
Ask yourself: Does this result match how I see myself?

3

MARK YOUR AREAS · about 5 min
Tick the competence area where you feel most confident and star the one you most want to develop.
Ask yourself: Which area would make the biggest difference for my learners?

4

PLAN ONE NEXT STEP · about 5 min
In pairs or alone, write one concrete next step for the starred area. Keep the card at hand throughout Challenge 3.
Ask yourself: What can I realistically try in the next month?

Total time: 10–15 minutes · Works individually, in pairs or in a group session

4. THE TEMPLATE / CANVAS

THE SIX PROFICIENCY LEVELS · circle the level that matches your Check-In result

A1

NEWCOMER

Uses basic digital tools and needs guidance and support. Explores cautiously and with some uncertainty.

○ **my level**

A2

EXPLORER

Experiments with digital tools, but not yet consistently. Aware of the possibilities, not yet fully confident.

○ **my level**

B1

INTEGRATOR

Integrates digital tools into teaching in different ways. Reflects on what works and why.

○ **my level**

B2

EXPERT

Uses a broad range of tools confidently. Supports colleagues and adapts quickly to new tools.

○ **my level**

C1

LEADER

Drives digital change in the institution. Models innovative practice for others.

○ **my level**

C2

PIONEER

Critically assesses emerging tools, develops new approaches and contributes to the field.

○ **my level**

There is no “correct” level – DigCompEdu is about continuous development, not ranking.

4. THE TEMPLATE / CANVAS

THE SIX COMPETENCE AREAS

STEP 3

Tick your strongest area and star the one you most want to develop.

1	Professional Engagement Digital communication, collaboration and reflective practice.	□ strongest ☆ develop
2	Digital Resources Finding, creating, sharing and protecting digital content.	□ strongest ☆ develop
3	Teaching and Learning Using digital tools to improve teaching and active learning.	□ strongest ☆ develop
4	Assessment Using digital tools for feedback, monitoring and evaluation.	□ strongest ☆ develop
5	Empowering Learners Using digital approaches for inclusion and personalisation.	□ strongest ☆ develop
6	Facilitating Learners' Digital Competence Building learners' own digital skills within subject teaching.	□ strongest ☆ develop

MY DEVELOPMENT PLAN

STEP 4

My current DigCompEdu level: ○ A1 ○ A2 ○ B1 ○ B2 ○ C1 ○ C2

The area I feel most confident in: .....

Two areas I want to develop further:

① .....

② .....

One concrete step I will take in the next month:

.....

.....

By when: ..... Who can support me: .....

Name: _____ Date: _____ Programme / module: _____

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AI

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