



European competence frameworks: use cases and Job Role Profile application

Key concepts behind e-CF and DigComp



Both frameworks:

- Are **cross-sectoral**
- Have **similar architecture/ domains**
- **Supported** by the **EC** and **widely used** in EU MS
- Can be **adapted for individual** and **business needs**
- **Not region specific**
- **Scalable**: neutral to business size
- **Can be used as:**
 - A common reference model
 - A profiling tool
 - A competence assessment tool
 - A tool for building learning solutions



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DigComp

DigComp 2.1 describes digital competences in 5 dimensions:



Dimension 1:

Competence areas identified to be a part of digital competence



Dimension 2:

Competence descriptors and titles that are pertinent to each area



Dimension 3:

Proficiency levels for each competence



Dimension 4:

Knowledge, skills and attitudes applicable to each competence



Dimension 5:

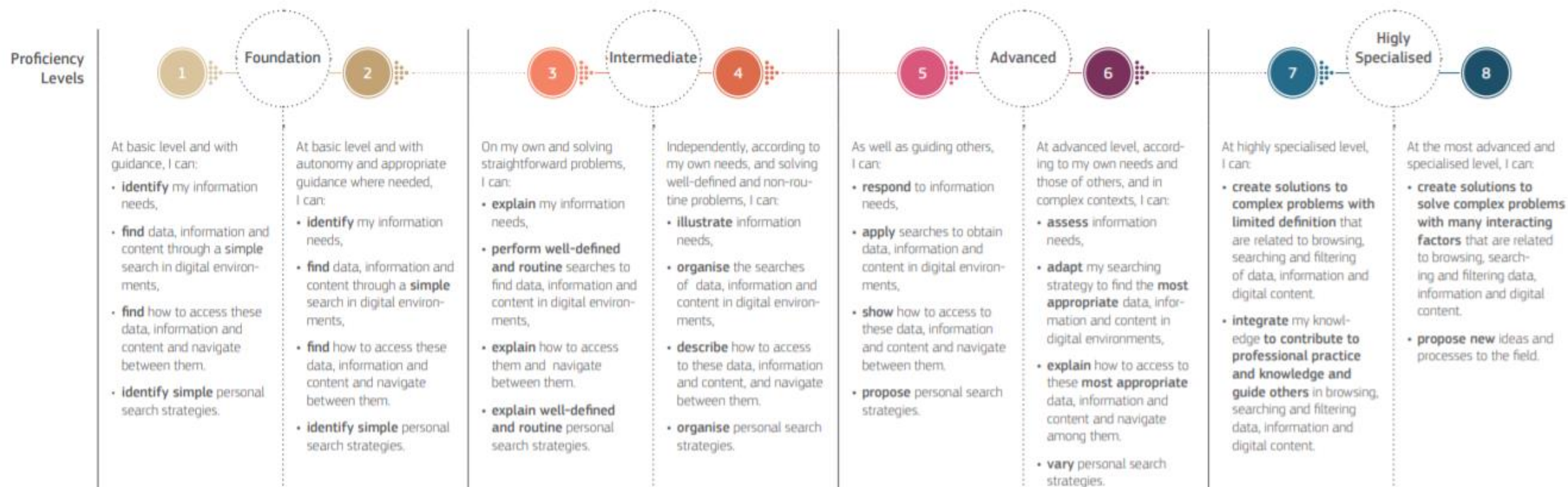
Examples of use (Application areas)



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DigComp: descriptions of proficiency levels

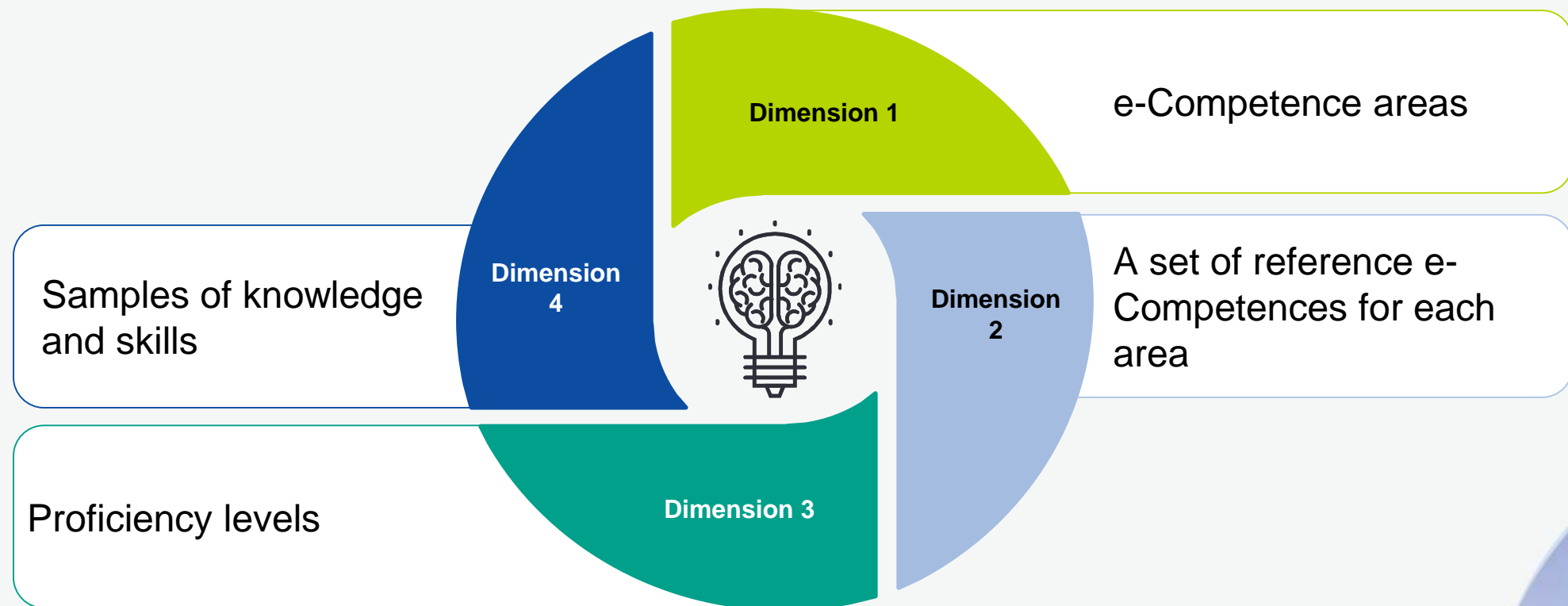


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e-CF (I)

The structure of the European e-Competence Framework is based on four dimensions:



e-CF (II)

Currently **e-CF** is widely used by **EU governments, private businesses and educators** for multiple purposes

Defining **professional career development plans** by employers and individuals

Assessment of student and ICT specialist **e-competences and skill gaps**

Designing higher education and vocational education **programs**

Developing **training roadmaps**

Developing **industry and professional certification modules**

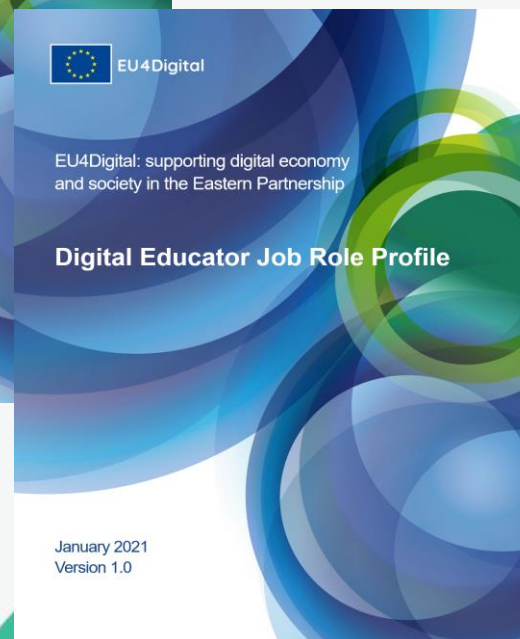
e-CF



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Digital Competence Framework supporting documents



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Main goals of the Competence Framework

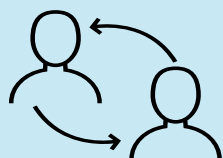
OBJECTIVES



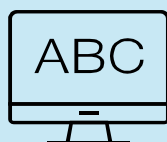
Support applications where **consistency of language** with regard to competences is important



Support the **profiling of competence combinations and roles**



Support **clear communication** of competence and skill requirements by having a **common reference framework**



Support the assessment of **competence requirements** and **competence gaps**

OUTCOMES

1. Support the **development of SME and microbusiness digital skills**
2. Support the improvement of SME and microbusiness **export potential, competitiveness and innovation**
3. Encourage SME and microbusiness participation in the **development of the digital market**

Objectives of Competence Framework Guidelines



Describe the synergies between e-CF and DigComp competences to support their integrated use and mapping of competence development paths from basic user to ICT professional level



Include recommendations for the integrated application of e-CF, DigComp, and ESCO for profiling, recruitment and defining job requirements, definition of learning outcomes and planning competence development paths



Contain specific recommendations on the development of Job Role Profiles aligned with Eastern partner country SME and microbusiness context based on the conclusions from the development of four job role profile examples



Consider the terminology used in e-CF, DigComp, and ESCO and link it with non-ICT specific terms and explanations where required for the ease-of-interpretation in the SME and microbusiness context



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Applications included in the Guidelines



Developing Job Role Profiles



Developing recruitment advertisements



The use of Job Role Profiles in SME internal HR Documents to describe job role responsibilities and performance expectations



Developing competence-based learning paths as tools for digital competence development in Eastern partner country SMEs from basic ICT user to ICT professional level



Developing criteria for competence assessment



Describing competence-based learning programs



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Job Role Profile description

Job Role Profiles cluster typical job role components into a consistent template. These profiles, built from an organizational perspective, may be adopted and used as a basis for many activities including, personal development, organizational restructuring, curriculum and training course development.

Job Role Profiles were developed following a similar structure to the e-CF Job Role Profiles

- Summary statement with a concise explanation of the job role
- Mission, tasks and deliverables of the job role explaining what is its purpose and through what activities it can be achieved
- Required competences and their levels
- Required skills and knowledge

Job Role Profiles were chosen and approved by the Digital Skills Network

- Digital Transformation Role
- Data Expert Role
- Information Security Expert Role
- Digital Educator Role



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Profile title	Expert role		
Summary statement	Educates and trains Professionals to reach optimal digital competence to support business performance.		
Mission	Assesses staff's digital skills and analyses business needs and respective knowledge gaps, develops necessary curriculum trains, coaches, and guides employees of a company to teach and improve their skills, competences and knowledge in accordance with the needs of the company. Develops the existing potential of the employees to increase their efficiency, motivation, job satisfaction, and employability. Maintains and updates expertise on specialised ICT subjects and evaluates and reports on people's performance.		
Related occupations	<ul style="list-style-type: none"> ICT trainer e-Learning developer eSkills consultant 		
Deliverables	Accountable	Responsible	Contributor
	<ul style="list-style-type: none"> ICT Quality Policy (data) 	<ul style="list-style-type: none"> Training Course e-Skills Assessment Framework 	<ul style="list-style-type: none"> Training Policy Training Program Training Quality Assurance
Main task/s	<ul style="list-style-type: none"> Assess employees' level of digital skills competence & evaluate the business needs in ICT training and define requirements to enable digital transformation Conduct training-needs analysis and design programs to use software packages and information systems accordingly Develop curriculum and produce and/or update existing training materials such as handbooks, visual aids, online tutorials, demonstration models and supporting training reference documentation in line with current market needs (content and method) Deliver effective training in classroom, on-line or informally Train, coach, and guide employees of a company to improve their skills, competences and knowledge in accordance with the needs of the company Design, coordinate, schedule and conduct training and development programmes that can be delivered in the form of individual and group instruction, and facilitate workshop meetings, demonstrations and conferences Review and modify training objectives, methods and course deliverables Use digital tools and technologies to create knowledge and to innovate processes and products Understand where one's own digital competence needs to be improved or updated and seek opportunities for self-development Motivate students through a competency-based approach 		
e-Competences (from e-CF and DigComp)	B.5. Documentation Production (e-CF)		Level 2
	D.3. Education and Training Provision (e-CF)		Level 3
	5.3 Creatively using digital technologies (DigComp)		Levels 7 and 8
	5.4 Identifying digital competence gaps (DigComp)		Levels 7 and 8
	D.9. Personnel Development (e-CF)		Level 3
	D.10. Information and Knowledge Management (e-CF)		Level 2
	E.2. Project and Portfolio Management (e-CF)		Level 2
KPI area	Impact of the training on the business results, awareness of employees' confidence in using technologies for business needs.		

Profile title	Expert role		
Summary statement	Ensures the implementation of the organisations data management policy.		
Mission	Imports, inspects, cleans, transforms, validates, models, or interprets collections of data regarding the business goals of the company. Ensures that the data sources and repositories provide consistent and reliable data. Uses different algorithms and IT tools as demanded by the situation and the current data. Prepares reports in the form of visualisations such as graphs, charts, and dashboards.		
Related occupations	<ul style="list-style-type: none"> Data quality specialist Data analyst Chief data officer Data researcher 		
Deliverables	Accountable	Responsible	Contributor
	<ul style="list-style-type: none"> ICT Quality Policy (data) 	<ul style="list-style-type: none"> Data Protection Policy Data Model 	<ul style="list-style-type: none"> Data Analytics
Main task/s	<ul style="list-style-type: none"> Proactively protect confidentiality and security of data Ensure data lifecycle support by following correct procedures for creation, storage, usage, archiving and destruction Ensure data quality and integrity Maintain data quality and compliance to legal standards Import, inspect, clean, transform, validate, model, or interpret collections of data regarding the business goals of the company Organise, store and retrieve data, information, and content in digital environments Protect personal data and privacy in digital environments 		
e-Competences (from e-CF and DigComp)	D.7. Data Science and Analytics (e-CF)		Level 4
	D.10. Information and Knowledge Management (e-CF)		Level 4
	1.3 Managing data, information and digital content (DigComp)		Levels 7 and 8
	2.4 Collaborating through digital technologies (DigComp)		Levels 7 and 8
	E.6. ICT Quality Management (e-CF)		Level 4
	E.8. Information Security Management (e-CF)		Level 4
	4.1 Protecting devices (DigComp)		Levels 7 and 8
KPI area	4.2 Protecting personal data and privacy (DigComp)		Levels 7 and 8
	Compliance with national data legislation and with EU General Data Protection Regulation (GDPR)		

Possible Uses of Job Role Profiles



Developing recruitment ads for new vacancies with clear communication to candidates what kind of skills and knowledge is expected from the employee



Creating job positions description as part of labour agreement or setting annual performance targets



Describing learning paths for specific competence development as part of self-study or team development



Clearly communicating requirements for learning outcomes and tasks context to learning providers



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Thank You!

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Expert | Atis Migals | atis.migals@lv.ey.com