Digital Competence Framework for Citizens (DigComp) – 8 proficiency levels

Competence Area 1. Information and data literacy

8 Proficiency levels	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
DIGCOMP V1.0 Proficiency levels	Foundation		Intermediate		Advanced		Highly specialised (new)	
Competence (DIGCOMP V2.0)	**At basic level and guided, I can:**	**At basic level and guided with some autonomy, I can:**	**On my own and solving some generic problems related, I can:**	**Independently, according to my own needs, and solving specific related problems, I can:**	**Including the support to others, I can:**	**At advanced level and adapted to my own needs, those of others and the complexity of the context, I can:**	**At highly specialised level, I can:**	**At the most advanced and specialised level, I can:**
1.1 Browsing, searching and filtering data, information and digital content: To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.	● identify my information needs, ● find data, information and content through a simple search in digital environments, ● find how to access these data, information and content and navigate between them. ● identify simple personal search strategies.	● identify my information needs, ● find data, information and content through a simple search in digital environments, ● find how to access these data, information and content and navigate between them. ● identify simple personal search strategies.	● explain my information needs, ● perform some searches to find data, information and content in digital environments, ● explain how to access them and navigate between them. ● explain some personal search strategies.	● illustrate specific information needs, ● organise the searches of specific data, information and content in digital environments, ● describe how to access to these specific data, information and content, and navigate between them. ● organise specific personal search strategies.	● apply information needs, ● apply searches to obtain data, information and content in digital environments, ● show how to access to these data, information and content and navigate between them. ● propose personal information strategies.	● assess information needs, ● adapt my searching strategy to find the most appropriate data, information and content in digital environments, ● explain how to access to these most appropriate data, information and content and navigate among them. ● vary personal search strategies.	● create solutions to special problems related to browsing, searching and filtering of data, information and digital content. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in browsing, searching and filtering data, information and digital content.	● create solutions to solve critical problems related to browsing, searching and filtering data, information and digital content. ● propose new ideas and processes to the field.

1.2 Evaluating data, information and digital content: To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information content and digital content.	● detect the credibility and reliability of common sources of data, information and their digital content.	● detect the credibility and reliability of common sources of data, information and their digital content.	● perform the analysis, comparison and evaluation of some sources of data, information and digital content. ● perform the analysis, interpretation and evaluation of some data, information and digital content	● perform the analysis, comparison and evaluation of specific sources of data, information and digital content. ● perform the analysis, interpretation and evaluation of specific data, information and digital content.	● apply an evaluation of the credibility and reliability of different sources of data, information and digital content. ● apply an evaluation of different data, information and digital content.	● critically assess the credibility and reliability of sources of data, information and digital content. ● critically assess data, information and digital content.	● create solutions to special problems related to analysing and evaluating credible and reliable sources of data, information and content in digital environments. ● integrate my knowledge to contribute to professional practices and knowledge and to guide others in the analysis and evaluation of the credibility and reliability of data, information and digital content and their sources.	● create solutions to solve critical problems related to analysing and evaluating credible and reliable sources of data, information and content in digital environments. ● propose new ideas and processes to the field.
1.3 Managing data, information and digital content: To organise, store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.	● identify how to organise, store and retrieve data, information and content in a simple way in digital environments. ● recognise where to organise them in a simple way in a structured environment.	● identify how to organise, store and retrieve data, information and content in a simple way in digital environments. ● recognise where to organise them in a simple way in a structured environment.	● select data, information and content in order to organise, store and retrieve some of them in digital environments. ● organise some of them in a structured environment.	● organise specific information, data and content to be easily stored and retrieved. ● organise specific information, data and content in a structured environment.	● operate with information, data and content for their easier organisation, storage and retrieval. ● carry out their organisation and processing in a structured environment.	● adapt the management of information, data and content for the most appropriate easy retrieval and storage. ● adapt them to be organised and processed in the most appropriate structured environment.	● create solutions to special problems related to managing data, information, and content for their organisation, storage and retrieval in a structured digital environment. ● integrate my knowledge to contribute to professional practices and knowledge and to guide others in managing data, information and digital content in a structured digital environment.	● create solutions to solve critical problems related to managing data, information, and content for their organisation, storage and retrieval in a structured digital environment. ● propose new ideas and processes to the field.

Competence Area 2. Communication and collaboration

8 Proficiency levels	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
DIGCOMP V1.0 Proficiency levels	Foundation		Intermediate		Advanced		Highly specialised (new)	
Competence (DIGCOMP V2.0)	At basic level and guided, I can:	At basic level and guided with some autonomy, I can:	On my own and solving some generic problems related, I can:	Independently, according to my own needs, and solving specific related problems, I can:	Including the support to others, I can:	At advanced level and adapted to my own needs, those of others and the complexity of the context, I can:	At highly specialised level, I can:	At the most advanced and specialised level, I can:
2.1 Interacting through digital technologies: To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.	● select simple digital technologies to interact, and ● identify appropriate simple communication means for a given context.	● select simple digital technologies to interact, and ● identify appropriate simple communication means for a given context.	● perform interactions with some digital technologies, and ● select a range of some appropriate digital communication means for a given context.	● manipulate a variety of specific digital technologies to interact, and ● select a variety of specific appropriate digital communication means for a given context.	● operate through a variety of digital technologies in order to interact, and ● show others the most appropriate digital communication means for a given context	● adapt a variety of digital technologies for the most appropriate interaction, and ● adapt the most appropriate communication means for a given context.	● create solutions to special problems related to interacting through digital technologies and digital communication means. ● integrate my knowledge to contribute to professional practices and knowledge and to guide others in the interaction through digital technologies.	● create solutions to solve critical problems related to interacting through digital technologies and digital communication means ● propose new ideas and processes to the field.
2.2 Sharing through digital technologies: To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.	● recognise simple appropriate digital technologies to share data, information and digital content. ● identify simple referencing and attribution practices.	● recognise simple appropriate digital technologies to share data, information and digital content. ● identify simple referencing and attribution practices.	● select some appropriate digital technologies to share data, information and digital content. ● explain how to act as an intermediary for sharing information and content through some digital technologies, ● illustrate some referencing and attribution practices.	● manipulate specific and appropriate digital technologies to share data, information and digital content. ● explain how to act as an intermediary for sharing information and content through specific digital technologies, ● illustrate specific referencing and attribution practices.	● share data, information and digital content through a variety of appropriate digital tools, ● show others how to act as an intermediary for sharing information and content through digital technologies. ● apply a variety of referencing and attribution practices.	● determine the most appropriate digital technologies to share information and content. ● adapt my intermediation role, ● vary the use of the more appropriate referencing and attribution practices.	● create solutions to special problems related to sharing through digital technologies. ● integrate my knowledge to contribute to professional practices and knowledge and guide others in sharing through digital technologies.	● create solutions to solve critical problems related to sharing through digital technologies. ● propose new ideas and processes to the field.

2.3 Engaging in citizenship through digital technologies: To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.	● identify simple digital services in order to participate in society. ● I can recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen.	● identify simple digital services in order to participate in society. ● recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen.	● select some digital services in order to participate in society. ● indicate some appropriate digital technologies to empower myself and to participate in society as a citizen.	● select specific digital services in order to participate in society. ● discuss on specific appropriate digital technologies to empower myself and to participate in society as a citizen.	● propose different digital services to participate in society. ● use appropriate digital technologies to empower myself and to participate in society as a citizen.	● vary the use of the most appropriate digital services in order to participate in society. ● vary the use of the most appropriate digital technologies to empower myself and to participate in society as a citizen.	● create solutions to special problems related to engaging in citizenship through digital technologies. ● integrate my knowledge to contribute to professional practices and knowledge and guide others in engaging in citizenship through digital technologies.	● create solutions to solve critical problems related to engaging in citizenship through digital technologies. ● propose new ideas and processes to the field.
2.4 Collaborating through digital technologies: To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge.	● choose simple digital tools and technologies for collaborative processes.	● choose simple digital tools and technologies for collaborative processes.	● select some digital tools and technologies for collaborative processes.	● select specific digital tools and technologies for collaborative processes.	● propose different digital tools and technologies for collaborative processes.	● vary the use of the most appropriate digital tools and technologies for collaborative processes. ● choose the most appropriate digital tools and technologies for co-constructing and co-creating data, resources and knowlegde.	● create solutions to special problems related to using collaborative processes and co-construction and co-creation of data, resources and knowledge through digital tools and technologies. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in collaborating through digital technologies.	● create solutions to solve critical problems related to using collaborative processes and co-construction and co-creation of data, resources and knowledge through digital tools and technologies. ● propose new ideas and processes to the field.

2.5 Netiquette: To be aware of behavioural norms and know -how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.	● differentiate simple behavioural norms and know-how while using digital technologies and interacting in digital environments. ● choose simple communication modes and strategies adapted to an audience and ● differentiate simple cultural and generational diversity aspects to consider in digital environments.	● differentiate simple behavioural norms and know-how while using digital technologies and interacting in digital environments. ● choose simple communication modes and strategies adapted to an audience and ● differentiate simple cultural and generational diversity aspects to consider in digital environments.	● clarify some behavioural norms and know-how while using digital technologies and interacting in digital environments. ● express some communication strategies adapted to an audience and ● describe some cultural and generational diversity aspects to consider in digital environments.	● discuss on specific behavioural norms and know-how while using digital technologies and interacting in digital environments. ● discuss specific communication strategies adapted to an audience and ● discuss specific cultural and generational diversity aspects to consider in digital environments.	● apply different behavioural norms and know-how while using digital technologies and interacting in digital environments. ● apply different communication strategies in digital environments adapted to an audience and ● apply different cultural and generational diversity aspects to consider in digital environments.	● adapt the most appropriate behavioural norms and know-how while using digital technologies and interacting in digital environments. ● adapt the most appropriate communication strategies in digital environments to an audience and ● apply different cultural and generational diversity aspects in digital environments.	● create solutions to special problems related to digital etiquettes respectful to different audiences and cultural and generational diversity. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in digital etiquette.	● create solutions to solve critical problems related to digital etiquettes respectful to different audiences and cultural and generational diversity. ● propose new ideas and processes to the field.
2.6 Managing digital identity: To create, and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.	● identify a digital identity, ● describe simple ways to protect my reputation online, ● recognise simple data I have produced through some digital tools, environments or services.	● identify a digital identity, ● describe simple ways to protect my reputation online, ● recognise simple data I have produced through some digital tools, environments or services.	● discriminate a range of some digital identities, ● explain some ways to protect my reputation online, ● indicate some data I have produced through some digital tools, environments or services.	● display a variety of specific digital identities, ● discuss specific ways to protect my reputation online, ● manipulate specific data I have produced through some digital tools, environments or services.	● use a variety of digital identities, ● apply different ways to protect my reputation online, ● use data I produced through several digital tools environment and services.	● discriminate multiple digital identities, ● explain the more appropriate ways to protect one's own reputation, ● change the data produced through several tools, environments and services.	● create solutions to special problems related to managing digital identities and protection of people's online reputation. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in managing digital identity.	● create solutions to solve critical problems related to managing digital identities and protection of people's online reputation. ● propose new ideas and processes to the field.

Competence Area 3. Digital content creation

8 Proficiency levels	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
DIGCOMP V1.0 Proficiency levels	Foundation		Intermediate		Advanced		Highly specialised (new)	
Competence (DIGCOMP V2.0)	**At basic level and guided, I can:**	**At basic level and guided with some autonomy, I can:**	**On my own and solving some generic problems related, I can:**	**Independently, according to my own needs, and solving specific related problems, I can:**	**Including the support to others, I can:**	**At advanced level and adapted to my own needs, those of others and the complexity of the context, I can:**	**At highly specialised level, I can:**	**At the most advanced and specialised level, I can:**
3.1 Developing content: To create and edit digital content in different formats, to express oneself through digital means.	● identify ways to create and edit simple content in simple formats, ● choose how I express myself through simple digital means.	● identify ways to create and edit simple content in simple formats, ● choose how I express myself through simple digital means.	● indicate ways to create and edit some content in some formats, ● express myself through some digital means.	● indicate ways to create and edit specific content in specific formats, ● express myself through specific digital means.	● show ways to create and edit content in different formats, ● show ways to express myself through digital means.	● change content using the most appropriate formats, ● adapt the expression of myself using the most appropriate digital means.	● create solutions to special problems related to content creation and edition in different formats, and self-expression through digital means. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in developing content.	● create solutions to solve critical problems related to content creation and edition in different formats, and self-expression through digital means. ● propose new ideas and processes to the field.
3.2 Integrating and re-elaborating digital content: To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.	● select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones.	● select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones.	● explain ways to modify, refine, improve and integrate some items of new content and information to create new and original ones.	● discuss ways to modify, refine, improve and integrate specific new content and information to create new and original ones.	● operate with new different items of content and information, modifying, refining, improving and integrating them in order to create new and original ones.	● assess the most appropriate ways to modify, refine, improve and integrate specific new items of content and information to create new and original ones. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in integrating and re-elaborating content	● create solutions to special problems related to modifying, refining, improving and integrating new content and information into existing knowledge to create new and original ones.	● create solutions to solve critical problems related to modifying, refining, improving and integrating new content and information into existing knowledge to create new and original ones. ● propose new ideas and processes to the field.

3.3 Copyright and licenses: To understand how copyright and licenses apply to data, digital information and content.	● identify simple rules of copyright and licenses that apply to data, digital information and content.	● identify simple rules of copyright and licenses that apply to data, digital information and content.	● indicate some rules of copyright and licenses that apply to data, digital information and content.	● discuss specific rules of copyright and licenses that apply to digital information and content.	● apply different rules of copyright and licenses that apply to data, digital information and content.	● choose the most appropriate rules that apply copyright and licences to data, digital information and content.	● create solutions to special problems related to applying copyright and licenses to data, digital information and content. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in applying copyright and licenses.	● create solutions to solve critical problems related to applying copyright and licenses to data, digital information and content. ● propose new ideas and processes to the field.
3.4 Programming: To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task	● list simple instructions for a computing system to solve a simple problem or perform a simple task.	● list simple instructions for a computing system to solve a simple problem or perform a simple task.	● list some instructions for a computing system to solve a some problems or perform some tasks.	● list specific instructions for a computing system to solve a specific problems or perform simple tasks.	● operate with instructions for a computing system to solve a different problem or perform different tasks.	● determine the most appropriate instructions for a computing system to solve a given problem and perform specific tasks.	● create solutions to special problems related to planning and developing instructions for a computing system and performing a task using a computing system. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in programming.	● create solutions to solve critical problems related to planning and developing instructions for a computing system and performing a task using a computing system. ● propose new ideas and processes to the field.

Competence Area 4. Safety

8 Proficiency levels	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
DIGCOMP V1.0 Proficiency levels	**Foundation**		**Intermediate**		**Advanced**		**Highly specialised (new)**	
Competence (DIGCOMP V2.0)	**At basic level and guided, I can:**	**At basic level and guided with some autonomy, I can:**	**On my own and solving some generic problems related, I can:**	**Independently, according to my own needs, and solving specific related problems, I can:**	**Including the support to others, I can:**	**At advanced level and adapted to my own needs, those of others and the complexity of the context, I can:**	**At highly specialised level, I can:**	**At the most advanced and specialised level, I can:**
4.1 Protecting devices: To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have a due regard to reliability and privacy.	● identify simple ways to protect my devices and digital content, and ● differentiate simple risks and threats in digital environments, ● choose simple safety and security measures, and ● identify simple ways to have due regard to reliability and privacy	● identify simple ways to protect my devices and digital content, and ● differentiate simple risks and threats in digital environments, ● follow simple safety and security measures. ● identify simple ways to have due regard to reliability and privacy	● indicate some ways to protect my devices and digital content, and ● differentiate some risks and threats in digital environments, ● select some safety and security measures. ● indicate some ways to have due regard to reliability and privacy	● organise specific ways to protect my devices and digital content, and ● differentiate specific risks and threats in digital environments, ● select specific safety and security measures. ● explain specific ways to have due regard to reliability and privacy	● apply different ways to protect devices and digital content, and ● differentiate a variety of risks and threats in digital environments, ● apply safety and security measures. ● employ different ways to have due regard to reliability and privacy	● choose the most appropriate protection for devices and digital content, and ● discriminate risks and threats in digital environments, ● choose the most appropriate safety and security measures. ● assess the most appropriate ways to have due regard to reliability and privacy	● create solutions to special problems related to protecting devices and digital content, managing risks and threats, applying safety and security measures, and reliability and privacy in digital environments. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting devices.	● create solutions to solve critical problems related to protecting devices and digital content, managing risks and threats, applying safety and security measures, and reliability and privacy in digital environments. ● propose new ideas and processes to the field.

| **4.2 Protecting personal data and privacy:**

To protect personal data and privacy in digital environments.
To understand how to use and share personally identifiable information while being able to protect oneself and others from damages.
To understand that digital services use a "Privacy policy" to inform how personal data is used. | ● select simple ways to protect my personal data and privacy in digital environments, and
● identify simple ways to use and share personally identifiable information while protecting myself and others from damages.
● identify simple privacy policy statements of how my personal data is used in digital services. | ● select simple ways to protect my personal data and privacy in digital environments, and
● identify simple ways to use and share personally identifiable information while protecting myself and others from damages.
● identify simple privacy policy statements of how my personal data is used in digital services. | ● explain some ways to protect my personal data and privacy in digital environments, and
● explain some ways to use and share personally identifiable information while protecting myself and others from damages.
● indicate some privacy policy statements of how my personal data is used in digital services. | ● discuss specific ways to protect my personal data and privacy in digital environments, and
● discuss specific ways to use and share personally identifiable information while protecting myself and others from damages.
● indicate specific privacy policy statements of how my personal data is used in digital services. | ● apply different ways to protect my personal data and privacy in digital environments, and
● apply different specific ways to share my data while protecting myself and others from dangers.
● show privacy policy statements of how my personal data is used in digital services. | ● choose the more appropriate ways to protect personal data and privacy in digital environments, and
● evaluate the most appropriate ways of using and sharing personally identifiable information while protecting myself and others from damages.
● evaluate the appropriateness of privacy policy statements on how personal data are used. | ● create solutions to special problems related to protecting personal data and privacy in digital environments, using and sharing personally identifiable information protecting self and others from dangers, and privacy policies to use my personal data.
● integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting personal data and privacy. | ● create solutions to solve critical problems related to protecting personal data and privacy in digital environments, using and sharing personally identifiable information protecting self and others from dangers, and privacy policies to use my personal data.
● propose new ideas and processes to the field. |

4.3 Protecting health and well-being: To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.	● differentiate simple ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies. ● select simple ways to protect myself and others from possible dangers in digital environments. ● identify simple digital technologies for social well-being and social inclusion.	● differentiate simple ways to avoid health - risks and threats to physical and psychological well-being while using digital technologies. ● select simple ways to protect myself and others from possible dangers in digital environments. ● identify simple digital technologies for social well-being and social inclusion.	● explain some ways to how to avoid health - risks and threats to physical and psychological well-being while using digital technologies. ● select some ways to protect myself and others from dangers in digital environments. ● indicate some digital technologies for social well-being and social inclusion.	● explain specific ways to how to avoid threats to my physical and psychological health related with the use of technology. ● select specific ways to protect self and others from dangers in digital environments. ● discuss on specific digital technologies for social well-being and inclusion.	● show different ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies. ● apply different ways to protect myself and others from dangers in digital environments. ● show different digital technologies for social well-being and social inclusion.	● discriminate the most appropriate ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies. ● adapt the most appropriate ways to protect myself and others from dangers in digital environments. ● vary the use of digital technologies for social well-being and social inclusion.	● create solutions to special problems related to avoiding health -risks and threats to well-being while using digital technologies, to protect self and others from dangers in digital environments, and to the use of digital technologies for social well-being and social inclusion. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting health.	● create solutions to solve critical problems related to avoiding health - risks and threats to well-being while using digital technologies, to protect self and others from dangers in digital environments, and to the use of digital technologies for social well-being and social inclusion. ● propose new ideas and processes to the field.
4.4 Protecting the environment: To be aware of the environmental impact of digital technologies and their use.	● recognise simple environmental impacts of digital technologies and their use.	● recognise simple environmental impacts of digital technologies and their use.	● indicate some environmental impacts of digital technologies and their use.	● discuss specific ways to protect the environment from the impact of digital technologies and their use.	● show different ways to protect the environment from the impact of digital technologies and their use.	● choose the most appropriate solutions to protect the environment from the impact of digital technologies and their use.	● create solutions to special problems related to protecting the environment from the impact of digital technologies and their use. ● integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting the environment.	● create solutions to solve critical problems related to protecting the environment from the impact of digital technologies and their use. ● propose new ideas and processes to the field.

Competence Area 5. Problem solving

8 Proficiency levels	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
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Competence (DIGCOMP V2.0)	**At basic level and guided, I can:**	**At basic level and guided with some autonomy, I can:**	**On my own and solving some generic problems related, I can:**	**Independently, according to my own needs, and solving specific related problems, I can:**	**Including the support to others, I can:**	**At advanced level and adapted to my own needs, those of others and the complexity of the context, I can:**	**At highly specialised level, I can:**	**At the most advanced and specialised level, I can:**
5.1 Solving technical problems: To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).	• identify simple technical problems when operating devices and using digital environments, and • identify simple solutions to solve them.	• identify simple technical problems when operating devices and using digital environments, and • identify simple solutions to solve them.	• indicate some technical problems when operating devices and using digital environments, and • select some solutions to them.	• differentiate specific technical problems when operating devices and using digital environments, and • select specific solutions to them.	• assess technical problems when using digital environments and operating digital devices, and • apply different solutions to them.	• revise technical problems when operating devices and using digital environments, and • resolve them with the most appropriate solutions	• create solutions to special problems related to technical problems when operating devices and using digital environments. • integrate my knowledge to contribute to professional practice and knowledge and to guide others in solving technical problems.	• create solutions to solve critical problems related to technical problems when operating devices and using digital environments. • propose new ideas and processes to the field.

5.2 Identifying needs and technological responses: To assess needs and to identify, evaluate, select and use digital tools and possible technological responses solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).	• identify digital needs, and • recognise simple digital tools and possible technological responses to solve those needs. • choose simple ways to adjust and customise digital environments to personal needs.	• identify digital needs, and • recognise simple digital tools and possible technological responses to solve those needs. • choose simple ways to adjust and customise digital environments to personal needs.	• indicate some digital needs, and • select some digital tools and possible technological responses to solve those needs. • select some ways to adjust and customise digital environments to personal needs.	• explain specific digital needs, and • select specific digital tools and possible technological responses to solve those needs. • select specific ways to adjust and customise digital environments to personal needs.	• assess digital needs, • apply different digital tools and possible technological responses to solve those needs. • use different ways to adjust and customise digital environments to personal needs.	• assess digital needs, • choose the most appropriate digital tools and possible technological responses to solve those needs. • decide the most appropriate ways to adjust and customise digital environments to personal needs	• create solutions to special problems related to using digital tools and possible technological responses, and to adapt and customise digital environments to personal needs. • integrate my knowledge to contribute to professional practice and knowledge and guide others in identifying needs and technological responses.	• create solutions to solve critical problems related to using digital tools and possible technological responses, and to adapt and customise digital environments to personal needs. • I can propose new ideas and processes to the field.
5.3 Creatively using digital technology: To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.	• identify simple digital tools and technologies that can create knowledge and innovate processes and products. • show interest in simple cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments.	• identify simple digital tools and technologies that can create knowledge and innovate processes and products • follow simple cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments.	• select digital tools and technologies to create some knowledge and for some innovative processes and products. • engage in some cognitive processing to understand and resolve some conceptual problems and problem situations in digital environments.	• differentiate digital tools and technologies to create specific knowledge and for specific innovative processes and products. • engage in specific cognitive processing to understand and resolve specific conceptual problems and problem situations in digital environments.	• apply different digital tools and technologies to create knowledge and innovative processes and products. • apply cognitive processing to resolve different conceptual problems and problem situations in digital environments.	• adapt knowledge and processes and products using the most appropriate digital tools and technologies. • resolve conceptual problems and problem situations in digital environments by engaging in cognitive processing.	• create solutions to special problems related to using digital tools and technologies to create knowledge and to innovate processes and products. • integrate my knowledge to contribute to professional practice and knowledge and guide others in creatively using digital technologies.	• create solutions to solve critical problems related to using digital tools and technologies to create knowledge and to innovate processes and products. • propose new ideas and processes to the field.

5.4 Identifying digital competence gaps:							
To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.	● recognise where my own digital competence needs to be improved or updated. ● identify how to support others for their digital competence development ● identify where to seek opportunities for self-developments and to keep up-to-date with the digital evolution.	● recognise where my own digital competence needs to be improved or updated, ● identify how to support others to develop their digital competence ● identify where to seek opportunities for self-developments and to keep up-to-date with the digital evolution.	● explain where my digital competence needs to be improved or updated, ● assist in supporting others to develop their digital competence. ● indicate where to seek some opportunities for self-developments and to keep up-to-date with the digital evolution.	● discuss on where my digital competence needs to be improved or updated, ● organise the support of others to develop their digital competence. ● indicate where to seek specific opportunities for self-developments and to keep up-to-date with the digital evolution.	● demonstrate where my own digital competence needs to be improved or updated, ● show ways to support others in the development of their digital competence. ● propose different opportunities found for self-development and to keep up-to-date with the digital evolution.	● decide which are the most appropriate ways to improve or update one's own digital competence needs, ● assess the development of others' digital competence. ● choose the most appropriate opportunities for self-development and to keep up-to date with new developments.	● create solutions to special problems related to improving digital competence, and to find opportunities for self-development and to keep up-to-date with new developments. ● integrate my knowledge to contribute to professional practice and knowledge and to guide others in identifying digital competence gaps.	● create solutions to solve critical problems related to improving digital competence, and to find opportunities for self-development and to keep up-to-date with the digital evolution. ● propose new ideas and processes to the field.