SFIA defines the skills and competencies required by professionals who design, develop, implement, manage and protect the data and technology that power the digital world.

SFIA and Digcomp

Using together to support pathways into in-demand jobs

Agenda & Introductions

Agenda:

- Introduction
  (Lisa Howdin)
- General Frameworks with SFIA
  (Ian Seward)
- DigComp
  (Jude Cosgrove)
- SFIA
  (Ian Seward)
- DigComp & SFIA together

Introductions:

- Lisa Howdin
  Capability Architect,
  Australia Public Service Commission
- Jude Cosgrove
  Joint Research Centre,
  European Commission
- Ian Seward
  The SFIA Foundation

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There are many frameworks …

It is rare that one framework, alone, can satisfy all your needs

Consider the context for your use

So … it is likely you will draw on more than one framework

Consider pragmatic ways for frameworks to be Complementary

It's about … equivalence / interoperability / alignment / complementing / usefulness:

- Frameworks are generally not equivalent …
  - But … Frameworks can work together and complement each other for capability development
  - We often even use the same words … but rarely share the same meaning
  - **You really do have to look deep within the frameworks**

- A framework developed for one purpose *is usually not* useful for a different purpose

- Different types of frameworks – different uses

• Occupational Classification Frameworks	• Workplace Skills & Competency Frameworks
• (Educational) Qualification Frameworks	• Role Frameworks
• Certification Frameworks	• Career Path Frameworks
• Membership Frameworks	• Knowledge Frameworks

… but frameworks can work together to achieve some aim

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SFIA & DigComp

DigComp: V1.0 : V2.0 (2016) : **V2.2 (2022)** : V3 (due 2025)

SFIA: V1 (2000) : V2 : V3 : … … … **V9 (2024)** : V10 (2027)

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DigComp

Jude Cosgrove

DigComp in 15 minutes

Jude Cosgrove, Joint Research Centre, European Commission

European Commission

Overview

What is DigComp and who is it for?

How is it used?

How is the framework organised?

What is new in the latest version, DigComp 3.0?

Joint Research Centre

Science at the service of EU policies

ANTICIPATON

INTEGRATION

IMPACT

Our purpose

The JRC provides independent, evidence-based knowledge and science, supporting European Union policies to have a positive impact on society

European Commission

Overview

European digital competence framework – knowledge, skills and attitudes from basic through to highly advanced

2013, 2016, 2017, 2022, 2025

For anyone who wants to identify and understand digital competence needs and support their development

Policymakers, employers, employment services, education and training leaders and practitioners, researchers and academics…

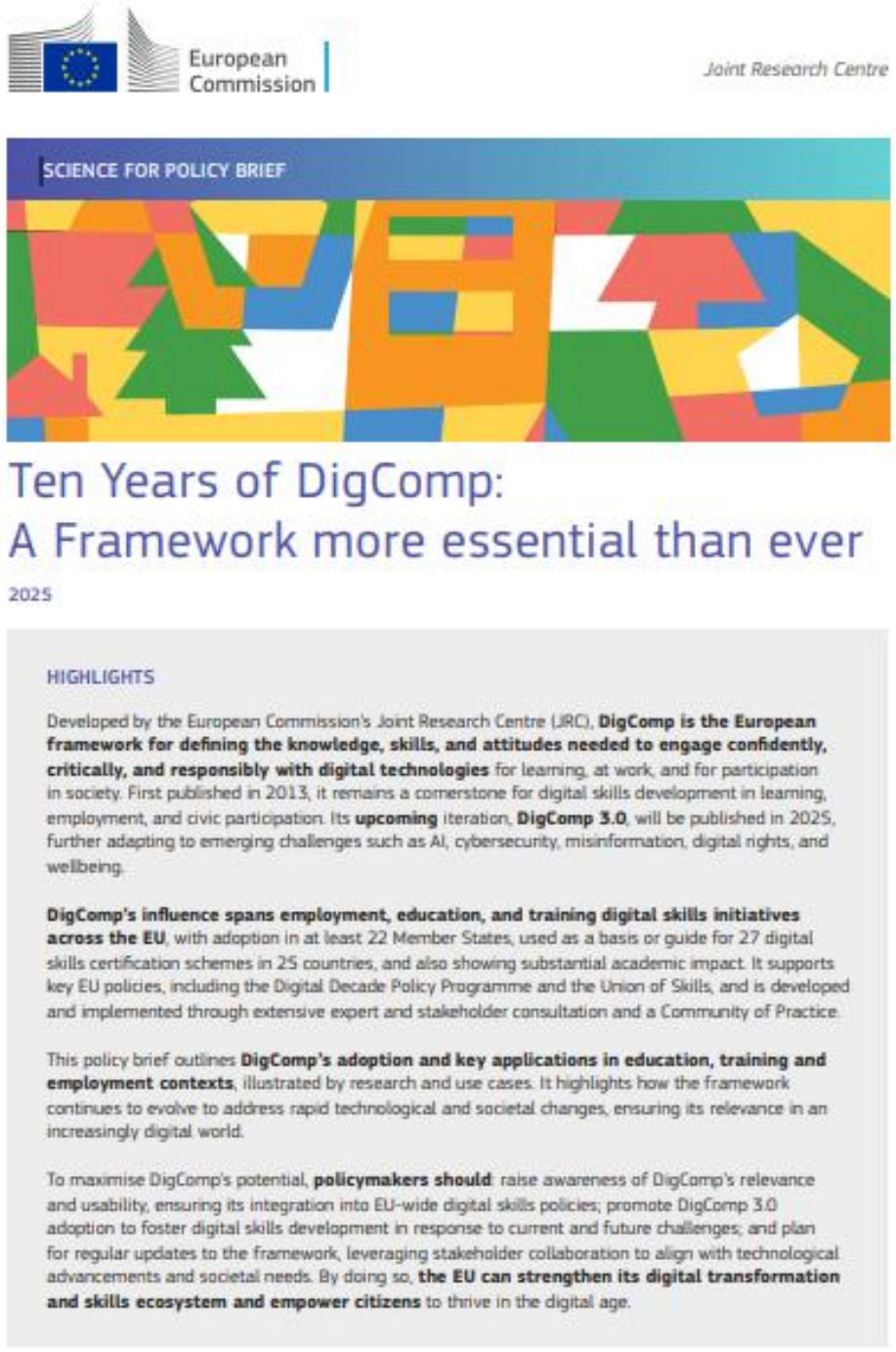
Non-prescriptive and technology-neutral

Overview

Used in a majority of EU countries and beyond, by international and European level organisations in education, training and employment settings

Used to

- guide digital skills policies
- develop or revise education and training content
- develop assessments
- enhance transparency or comparability of education and training courses
- recognise or validate learning (such as through digital skills certification)
- define profiles of digital competence in specific jobs or roles…



European Commission

Joint Research Centre

SCIENCE FOR POLICY BRIEF

Ten Years of DigComp: A Framework more essential than ever

2025

HIGHLIGHTS

Developed by the European Commission's Joint Research Centre (JRC), **DigComp is the European framework for defining the knowledge, skills, and attitudes needed to engage confidently, critically, and responsibly with digital technologies** for learning, at work, and for participation in society. First published in 2013, it remains a cornerstone for digital skills development in learning, employment, and civic participation. Its **upcoming** iteration, **DigComp 3.0**, will be published in 2025, further adapting to emerging challenges such as AI, cybersecurity, misinformation, digital rights, and wellbeing.

DigComp's influence spans employment, education, and training digital skills initiatives across the EU, with adoption in at least 22 Member States, used as a basis or guide for 27 digital skills certification schemes in 25 countries, and also showing substantial academic impact. It supports key EU policies, including the Digital Decade Policy Programme and the Union of Skills, and is developed and implemented through extensive expert and stakeholder consultation and a Community of Practice.

This policy brief outlines **DigComp's adoption and key applications in education, training and employment contexts**, illustrated by research and use cases. It highlights how the framework continues to evolve to address rapid technological and societal changes, ensuring its relevance in an increasingly digital world.

To maximise DigComp's potential, **policymakers should**: raise awareness of DigComp's relevance and usability, ensuring its integration into EU-wide digital skills policies; promote DigComp 3.0 adoption to foster digital skills development in response to current and future challenges; and plan for regular updates to the framework, leveraging stakeholder collaboration to align with technological advancements and societal needs. By doing so, **the EU can strengthen its digital transformation and skills ecosystem and empower citizens** to thrive in the digital age.

DigComp

Forthcoming JRC policy brief (later this month)

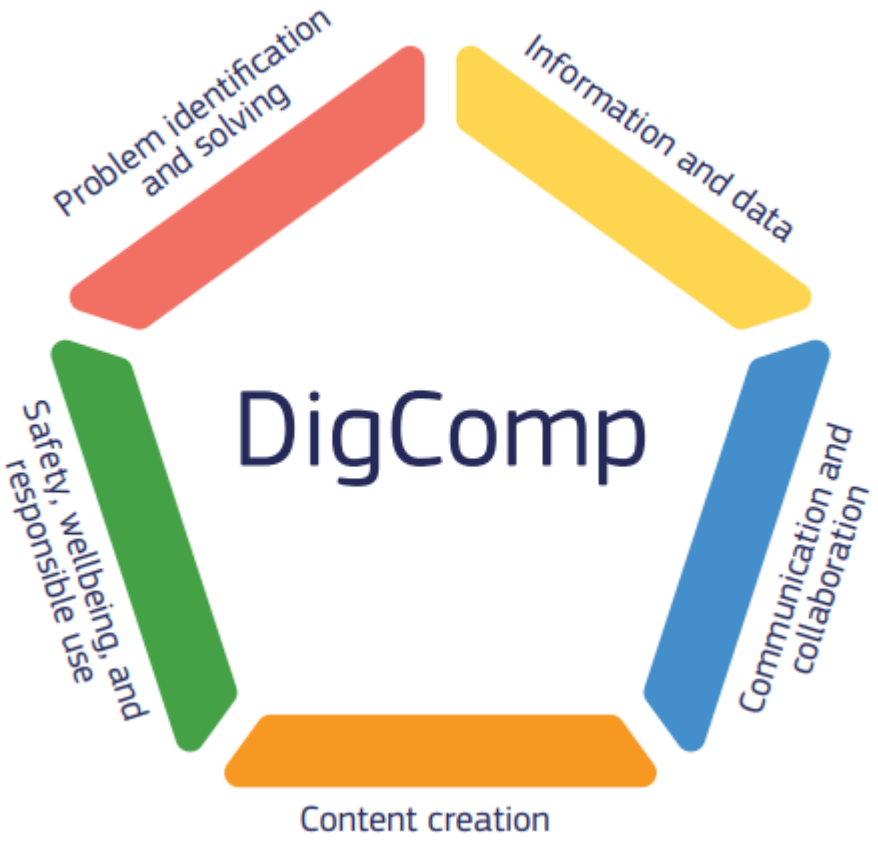
- DigComp's adoption and key applications in education, training and employment contexts
- Illustrated by research and use cases
- Demonstrates how the framework's relevance is maintained, and growing

https://publications.jrc.ec.europa.eu/repository/handle/JRC143430

European Commission

Definition: knowledge, skills and attitudes needed for *the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.*

Competence areas



Competences

1. 1.1 Browsing, searching, filtering
   1.2 Evaluating
   1.3 Managing
2. 2.1 Interacting
   2.2 Sharing
   2.3 Engaging citizenship
   2.4 Collaborating
   2.5 Digital behaviour
   2.6 Digital identity
3. 3.1 Developing
   3.2 Integrating and re-elaborating
   3.3 Copyright and licenses
   3.4 Computational thinking and programming
4. 4.1 Devices
   4.2 Personal data and privacy
   4.3 Wellbeing
   4.4 Environment
5. 5.1 Technical problems
   5.2 Needs and technological responses
   5.3 Creative solutions
   5.4 Digital competence needs

Proficiency levels

Basic

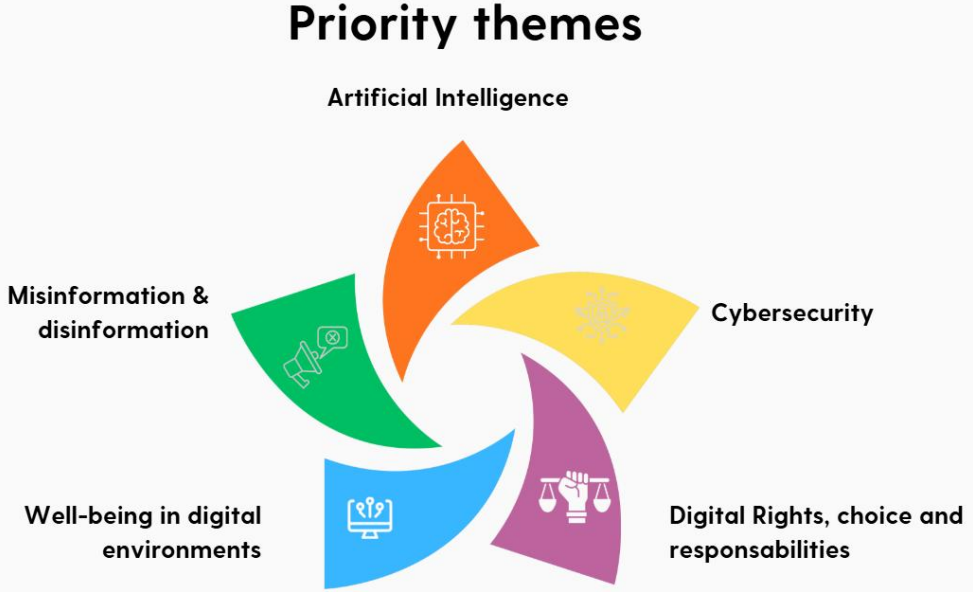
Intermediate

Advanced

Highly advanced

DigComp 3.0 priorities and updates

Update balances **continuity** with DigComp 2.2 and **changes** to reflect developments since 2022



Structure

Changes to existing components: overall structure maintained

AI Competence

Systematic, transversal integration of AI competence

New Learning Outcomes

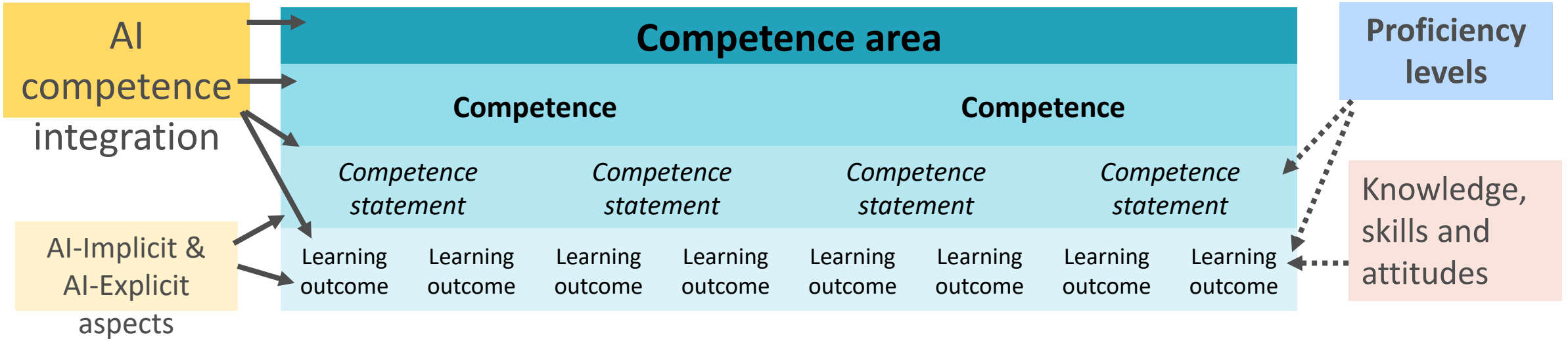
Short statements of what someone knows, understands or is able to do

Format

More flexible framework format

European Commission

How DigComp 3.0 components come together



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Publication of DigComp 3.0 – a collaborative ef

End of November 2025

- PDF
- Linked open dataset and spreadsheet versions
- Easy-to-understand web space

https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp_en

Thank you

European Commission

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SFIA

Ian Seward

The SFIA Foundation – *who we are, what we do …*

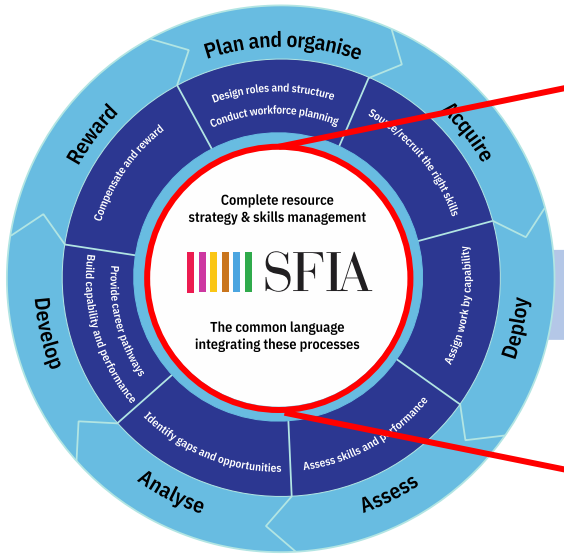
<u>Independent</u> Global Not-for-Profit Foundation – *driven by employers*:

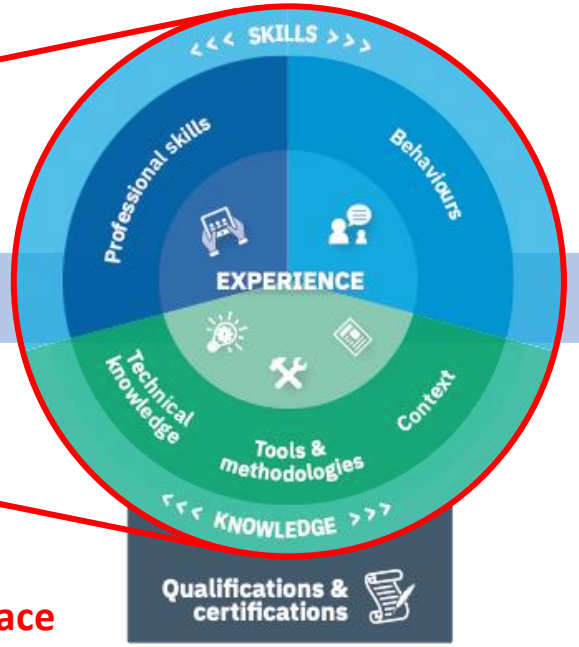
- A true not for profit
- Lean Foundation
- Mobilise volunteers
- Altruistic aims
- Maintain the SFIA Framework
- Support the global ecosystem
- Enable the global community

… <u>all</u> SFIA use is under a licence – *the vast majority of use by organisations and individuals for their own skills development is free-of-charge*

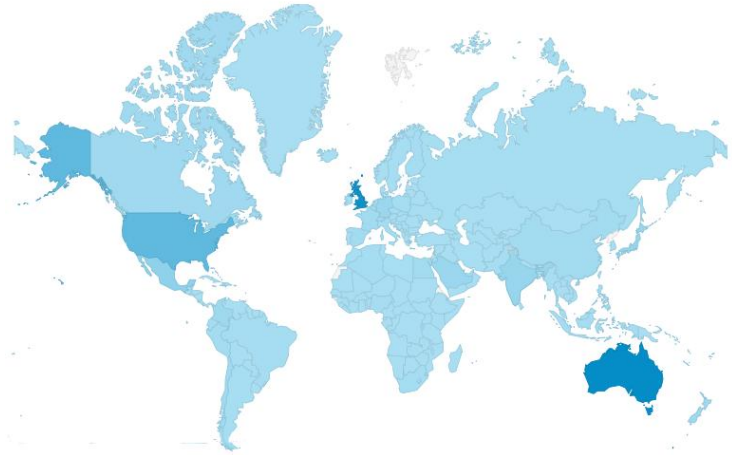
… <u>all</u> commercial use incurs a modest licence fee

SFIA's focus has always been supporting the professional workplace ...

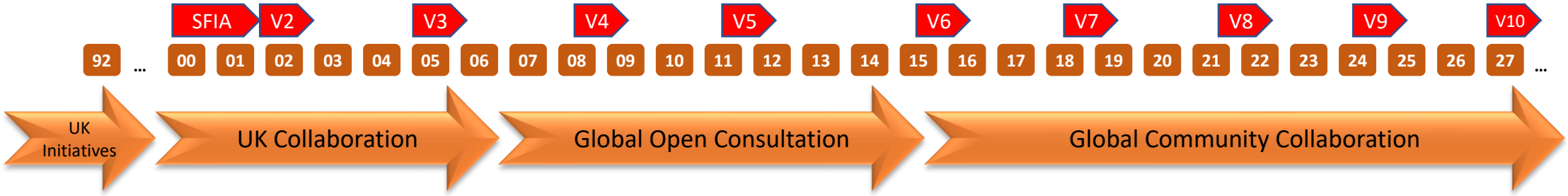




SFIA Framework + SFIA Ecosystem + Global Skills Community



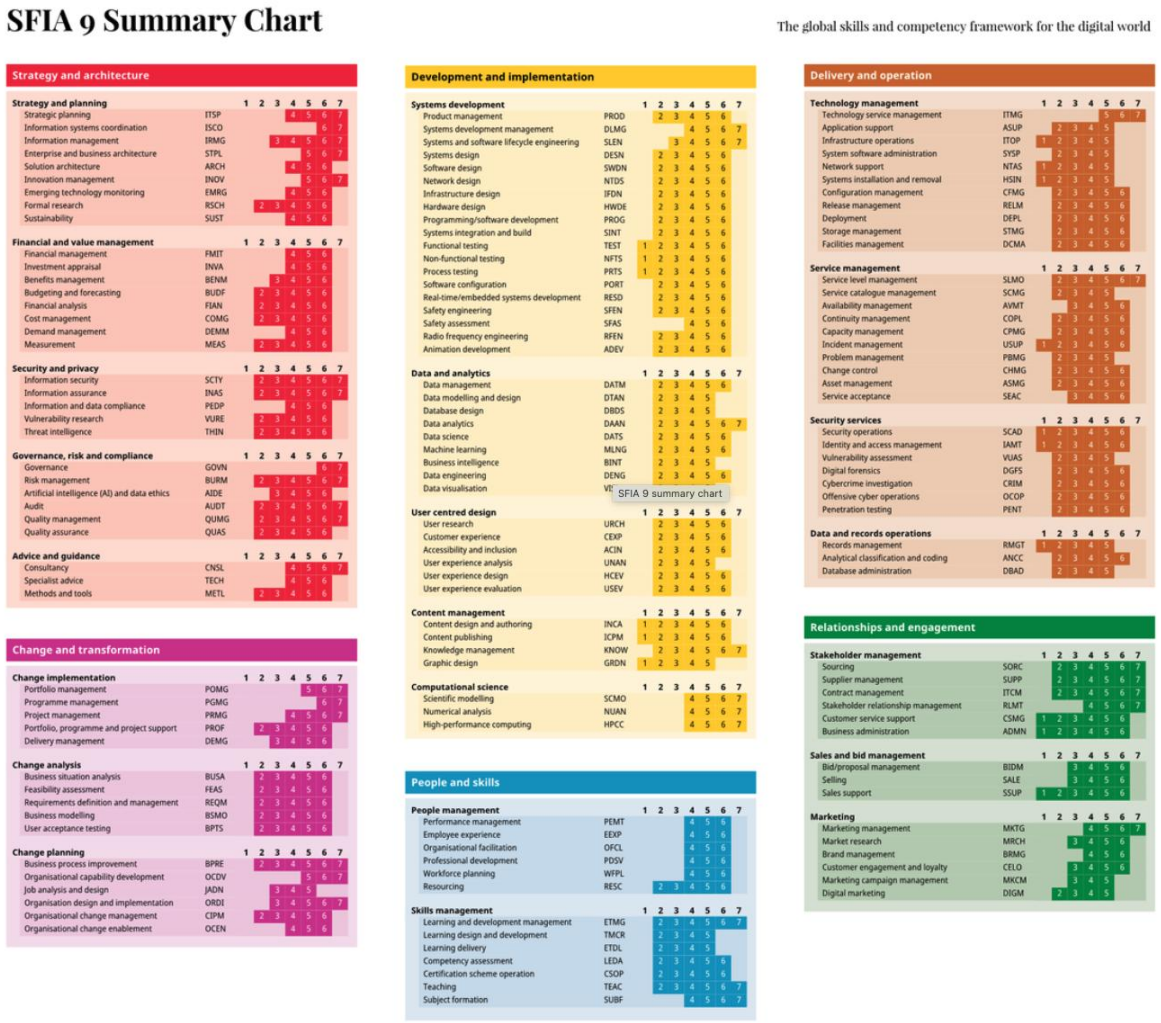
SFIA supporting the professional workplace



25-Year Track Record and Sustainability → framework integrity, reliability, confidence and trust ...

... the global common reference model for skills and competency ..... **built by employers for employers!**

SFIA addresses performing skills in the professional workplace:



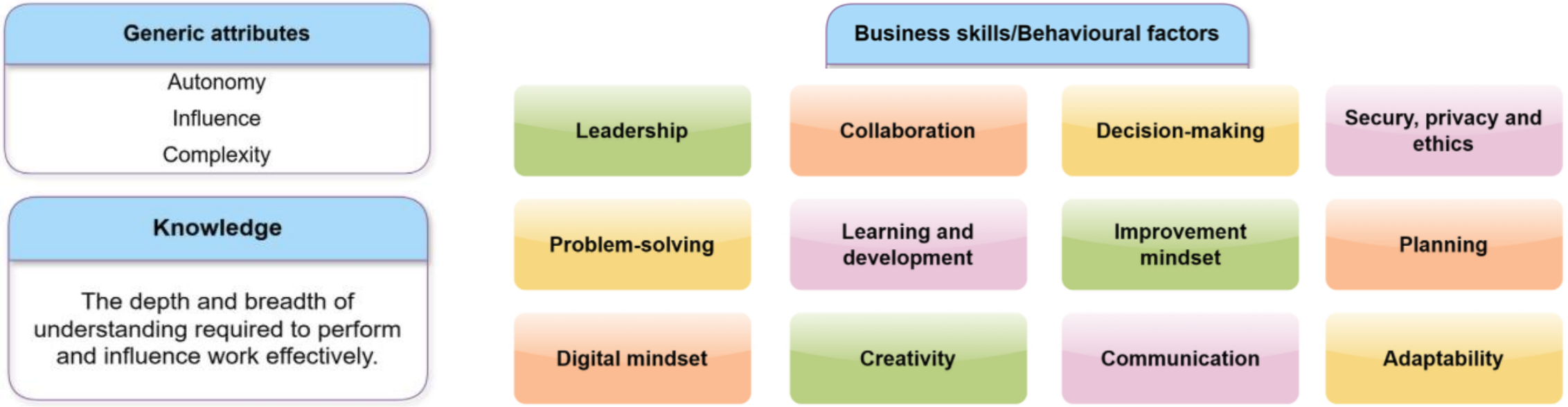
SFIA defines the skills and competencies required by professionals who design, develop, implement, manage and protect the data and technology that power the digital world.

SFIA 9:

- 147 Professional Skills across the breadth of professional (digital) work
- So … not just an `IT' Framework
  - Not even just 'digital'

SFIA Generic Attributes

SFIA addresses the behaviours and attributes to be effective in the professional workplace:



SFIA 9: Generic Attributes

- Autonomy, Influence, Complexity
- Knowledge
- Business Skills / Behavioural Factors

SFIA Levels of Responsibility

SFIA integrates the professional skills and generic attributes into a framework of levels of responsibility reflecting the professional workplace:

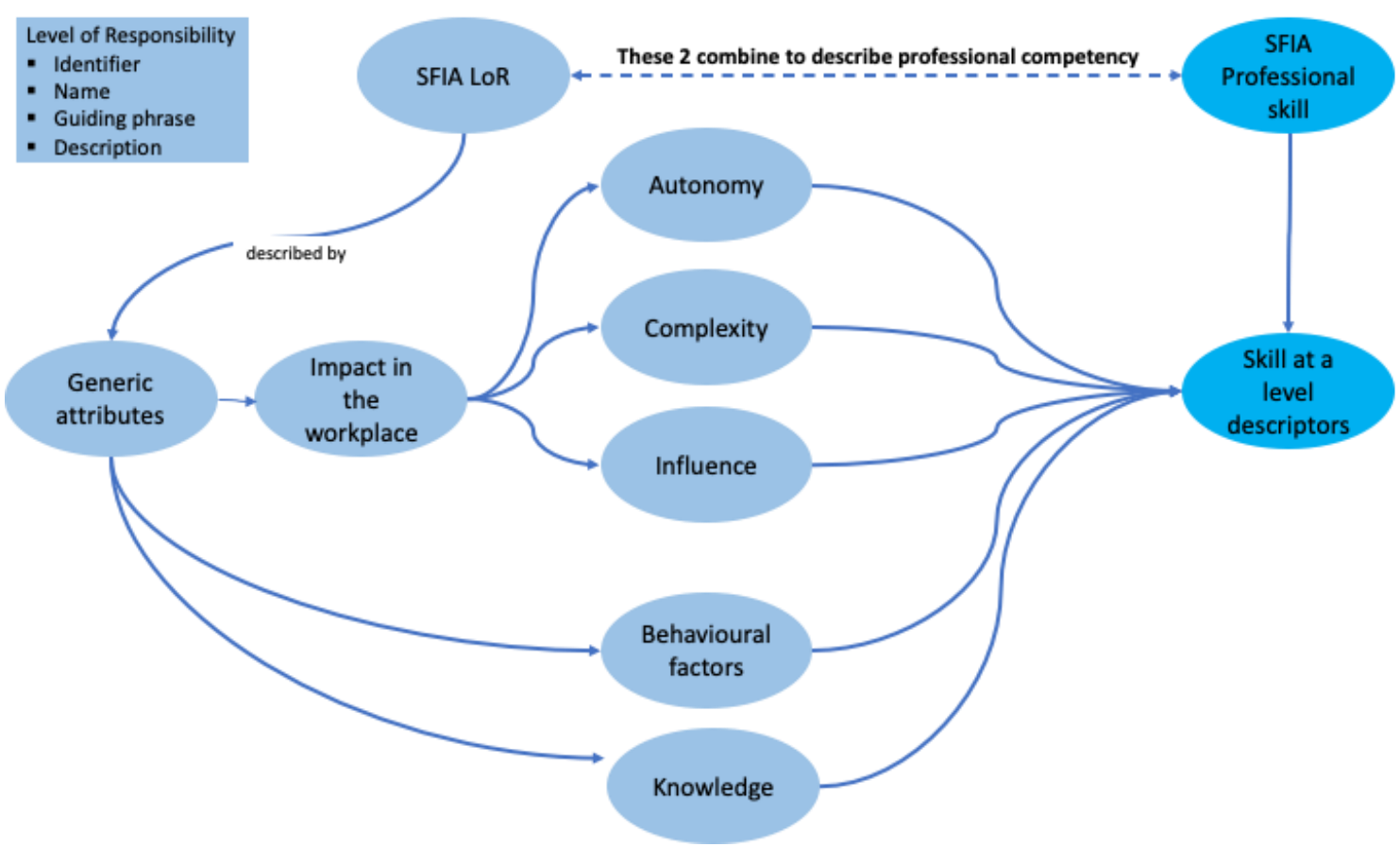
SFIA Levels of responsibility	SFIA Level 1 Follow	SFIA Level 2 Assist	SFIA Level 3 Apply	SFIA Level 4 Enable	SFIA Level 5 Ensure, advise	SFIA Level 6 Initiate, influence	SFIA Level 7 Set strategy, inspire, mobilise
SFIA's attributes of Autonomy, Influence and Complexity are the key to determining level of impact, responsibility and accountability. Click the SFIA level to find the details.	Follows instructions, completes routine tasks under close supervision, and requires guidance. Learns and applies basic skills and knowledge.	Assists and supports others, works under routine supervision, and uses discretion to solve routine problems. Actively learns through training and on-the-job experiences.	Performs varied tasks, including complex and non-routine, using standard methods. Plans and manages own work, exercises discretion, and meets deadlines. Proactively enhances skills and impact in the workplace.	Performs diverse complex activities, supports and guides others, delegates tasks when appropriate, works autonomously under general direction, and contributes expertise to deliver team objectives.	Provides authoritative guidance in their field and works under broad direction. Accountable for delivering significant work outcomes, from analysis through execution to evaluation.	Influences the organisation significantly, makes high-level decisions, shapes policies, demonstrates thought leadership, fosters collaboration, and accepts accountability for strategic initiatives and outcomes.	Determines overall organisational vision and strategy, operates at the highest level, and assumes accountability for overall success.

www.sfia-online.org

SFIA: 7 Levels of Responsibility that reflect **impact** in the professional workplace

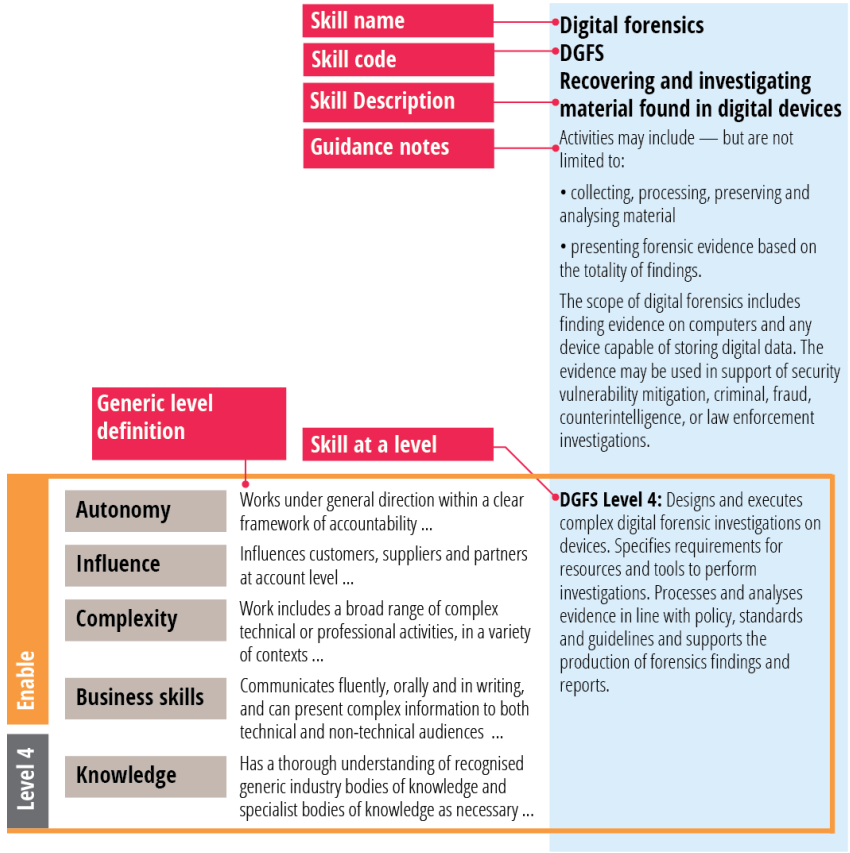
SFIA focusses on professional responsibilities – rather than individual personal competencies

SFIA – Bringing it all together



The levels of responsibility, and specifically their generic attributes, are used together with the professional skills to describe overall competence.

Each skill description provide a detailed definition of what it means to practice the skill at each level of responsibility.



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SFIA & DigComp

Supporting pathways into in-demand jobs

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So which framework?

So … which one ?

Rarely an OR … More likely an AND

Exploring how these two frameworks can work together …

SFIA & Digcomp – the linear view

Capability spectrum

Generalisms

Specialisms

Literacy | Fluency | Professionalism | Leadership

Increasing ability to be effective

Increasing impact in the workplace (expertise and experience)

Increasing Organisational Influence

SFIA

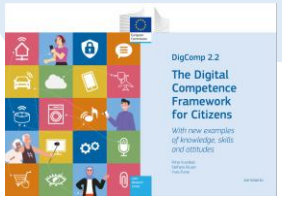
Digital Individual

Increasing Autonomy, Influence & Complexity – Accountability throughout

Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7

Professional Workplace

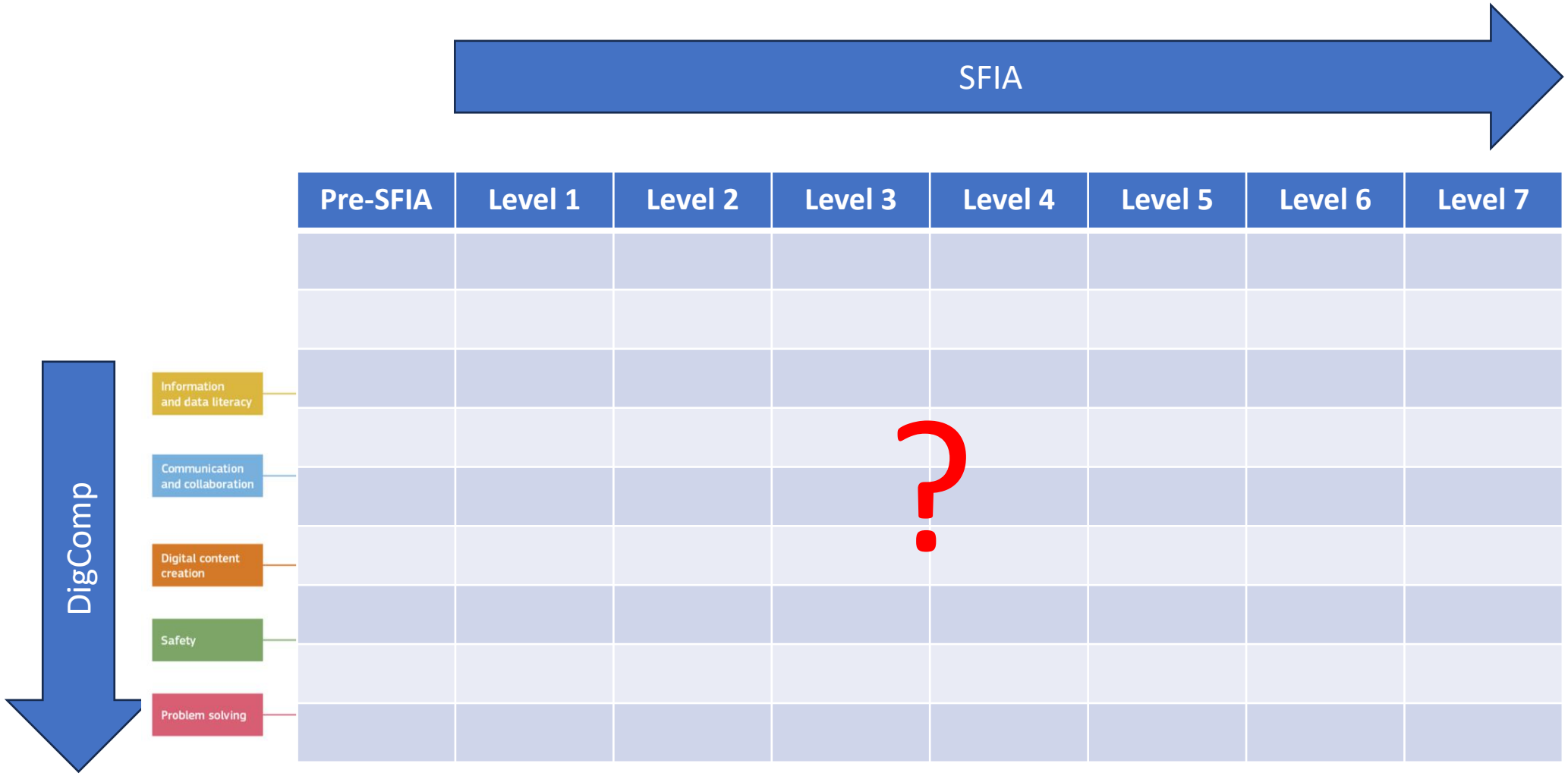
DigComp V2.2



Level 1/2 | Level 3/4 | Level 5/6 | Level 7/8

SFIA-DigComp – The orthogonal view

- DigiComp ‘Competencies’ … Orthogonal to SFIA ‘Skills’

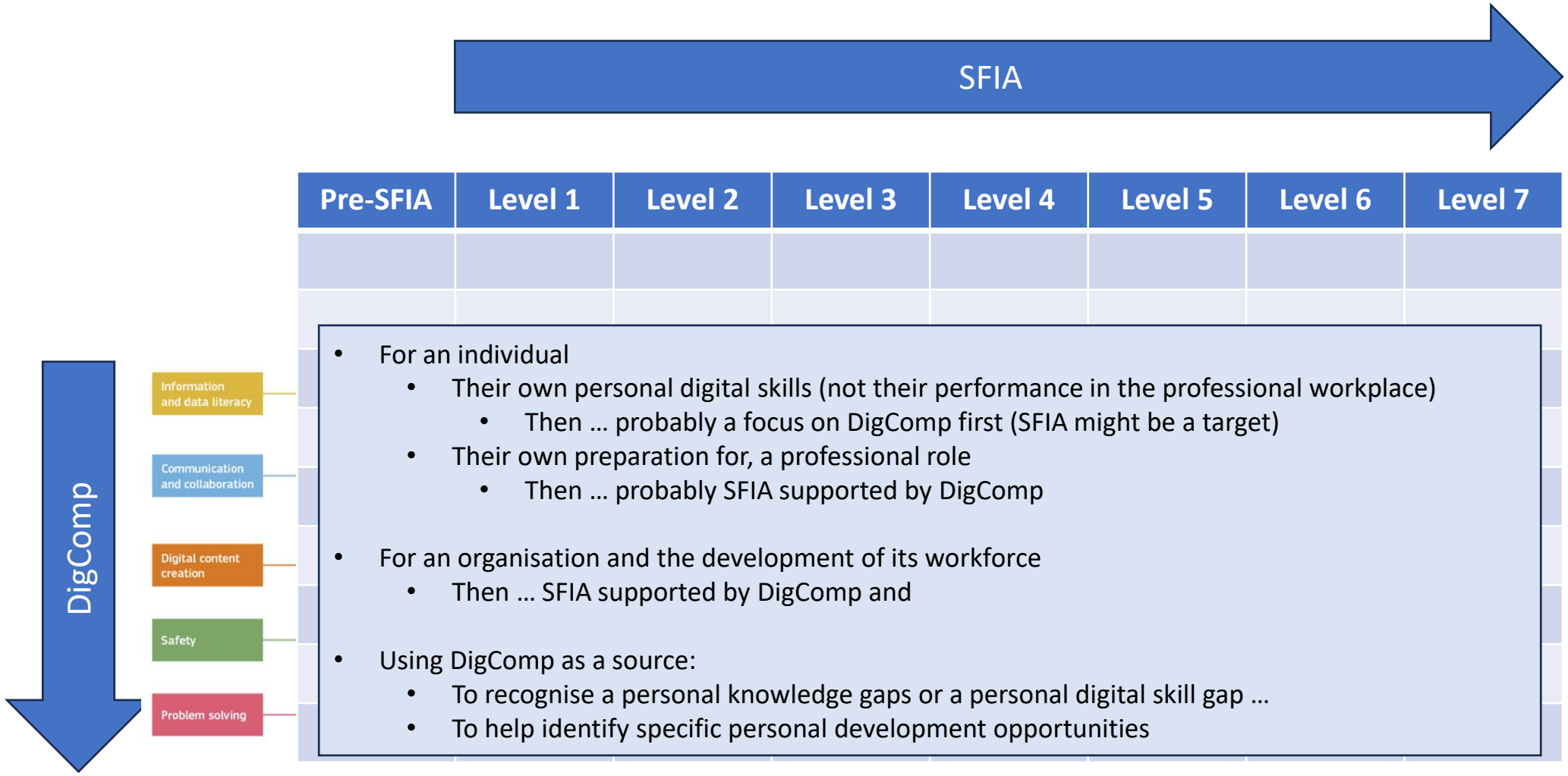


SFIA Generic Attributes
Autonomy
Influence
Complexity
Knowledge

SFIA Behavioural Factors
Adaptability
Collaboration
Communication
Creativity
Decision-making
Digital mindset
Improvement mindset
Leadership
Learning and development
Planning
Problem solving
Security, Privacy and ethics

SFIA-DigComp – The orthogonal view

- DigiComp ‘Competencies’ … Orthogonal to SFIA ‘Skills’



SFIA Generic Attributes
Autonomy
Influence
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Knowledge

SFIA Behavioural Factors
Adaptability
Collaboration
Communication
Creativity
Decision-making
Digital mindset
Improvement mindset
Leadership
Learning and development
Planning
Problem solving
Security, Privacy and ethics

What Next ?

1. NOW … opportunity for SFIA & DigComp to continue to exchange ideas

2. DigComp V3.0 due this month (current V2.2)
   - We will look again when published

3. SFIA (current V9)
   - SFIA 10 will be published in 2027
   - It’s built by you, so have your say – first workshop on Friday
4. And …
   - Tell us how you are using frameworks together
   - What issues are you encountering and how could we help

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