

Profile title		DIGITAL EDUCATOR ROLE (13)		
Summary statement	Educates and trains Professionals to reach optimal digital competence to support business performance.			
Mission	Provide the knowledge and skills required to ensure that people are able to effectively perform tasks in the workplace.			
Deliverables	Accountable	Responsible	Contributor	
		<ul style="list-style-type: none"> <li>Training Course</li> </ul>	<ul style="list-style-type: none"> <li>Training Policy</li> <li>Training Program</li> <li>Quality Assurance (Training)</li> </ul>	
Main task/s	<ul style="list-style-type: none"> <li>Conduct training needs analyses</li> <li>Design programs to meet needs</li> <li>Produce and/or update existing training materials (content and method)</li> <li>Adapt third party training material to support individual competence development in line with organisational needs</li> <li>Deliver effective training in classroom, on-line or informally</li> <li>Monitor, evaluate and report effectiveness of training</li> <li>Evaluate and report student performance</li> <li>Encourages continuous professional development</li> </ul>			

The table above is an extract from *European ICT professionals role profiles* Ref. No. CWA 16458-1:2018 E © 2018 CEN

The following pages map SFIA skills and competency levels to the role profile. There are 2 parts to the mapping:

• **The Level of responsibility.**

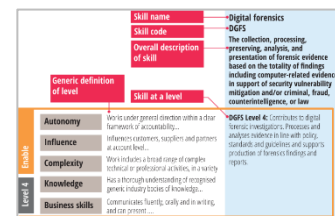
A common language is used to describe levels of responsibility across roles in all professional disciplines. The SFIA Framework consists of seven levels of responsibility; Level 1, the lowest, to Level 7, the highest. The levels describe the behaviours, values, knowledge and characteristics that an individual should have in order to be identified as competent at the level. Each of the levels is also labelled with a phrase to summarise the level of responsibility.

Level 7	Set strategy, inspire, mobilise
Level 6	Initiate, influence
Level 5	Ensure, advise
Level 4	Enable
Level 3	Apply
Level 2	Assist
Level 1	Follow

• **The Professional skills.**

SFIA 7 consists of 102 professional skills. Each skill description is made up of an overall definition of the skill and a description of the skill at each of up to seven levels.

The skill level descriptions provide a detailed definition of what it means to practice the skill at each level of competency. The skill level descriptions are aligned to the 7 levels of responsibility which ensures consistency throughout the SFIA framework making it solid and robust across professional disciplines.



**EU ICT Digital Educator role (13) (NB this could be a multi-level role)****SFIA Generic Responsibility Levels for the Role****Autonomy - Level 4**

- Works under general direction within a clear framework of accountability
- Exercises substantial personal responsibility and autonomy
- Plans own work to meet given objectives and processes

**Influence - Level 4**

- Influences customers, suppliers and partners at account level
- May have some responsibility for the work of others and for the allocation of resources
- Participates in external activities related to own specialism
- Makes decisions which influence the success of projects and team objectives
- Collaborates regularly with team members, users and customers
- Engages to ensure that user needs are being met throughout

**Complexity - Level 4**

- Work includes a broad range of complex technical or professional activities, in a variety of contexts
- Investigates, defines and resolves complex issues

**Knowledge - Level 4**

- Has a thorough understanding of recognised generic industry bodies of knowledge and specialist bodies of knowledge as necessary
- Has gained a thorough knowledge of the domain of the organisation
- Is able to apply the knowledge effectively in unfamiliar situations and actively maintains own knowledge and contributes to the development of others
- Rapidly absorbs new information and applies it effectively
- Maintains an awareness of developing practices and their application and takes responsibility for driving own development

**Business Skills - Level 4**

- Communicates fluently, orally and in writing, and can present complex information to both technical and non-technical audiences
- Plans, schedules and monitors work to meet time and quality targets
- Facilitates collaboration between stakeholders who share common objectives
- Selects appropriately from applicable standards, methods, tools and applications
- Fully understands the importance of security to own work and the operation of the organisation
- Seeks specialist security knowledge or advice when required to support own work or work of immediate colleagues

**EU ICT Digital Educator role (13) (NB this could be a multi-level role)****SFIA Professional Skills for the Role**

Core - all people performing this job will need this skill. Optional - some people performing this job will need the skill.

**Core: Learning design and development @ Level 4**

- Specifies the content and structure of learning and development materials
- Takes responsibility for design, creation, packaging and maintenance and manages development to deliver agreed outcomes
- Where required, designs, configures and tests learning environments, including population of simulated databases, and replication of external systems, interfaces, and assessment systems
- Secures external accreditations as appropriate

**Core: Competency assessment @ Level 4**

- Performs routine and non-routine skill/competency assessments of knowledge, skills and behaviour using specified methods and according to specified standards aligned with ethical, legal and regulatory requirements
- Uses the outcomes of assessments and other data to analyse and evaluate the effectiveness of learning / educational activities

**Core: Learning delivery @ Level 4**

- Prepares or customises and delivers learning activities and the learning environment for a variety of audiences
- Teaches, instructs, trains students/learners in order to develop knowledge, techniques and skills using appropriate methods, tools, online environments, equipment and materials
- Oversees students/learners in performing practical activities and work, advising and assisting where necessary, and ensuring that maximum learning benefit is gained from the practical experience
- Provides detailed instruction as necessary and responds to wide-ranging and detailed questioning in own area(s) of specialisation
- Assesses objectively, against pre-set criteria, the ability levels of students and reports as appropriate
- Develops examples and case study material for use in pre-defined courses
- Adapts simple course material to meet the needs of students

**Core: Professional development @ Level 4**

- Maintains skills framework, or information about access to standard frameworks
- Advises on required outcomes for learning or development, from knowledge of skills frameworks and organisational development needs
- Assists practitioners with the process of creating development plans based on outcome statements
- Monitors practitioners' continuing professional development records, ensuring that achievements and enhanced capabilities are recorded and referenced to the outcome statements