

Additional feedback to the consultation of the Key Competence Framework

The **Luxembourg Institute of Science and Technology**, and in particular the Embedded Assessment Research Group is conducting R&D in the field of competence assessment using ICT. We engage a lot in developing competence profiles in different sectors on the national and international level. Therefore, we consider the existing competence frameworks as very relevant for our work. Unfortunately, the current reference documents do not provide enough details to design and perform assessments (see comments below).

Comments to the DigComp Framework for Citizens 2.1

- On page 13 of the framework you use Blooms level to describe the different proficiency levels. It is not correct to use for example higher cognitive process levels of Bloom for higher proficiency levels. Higher proficiency levels can also reference to lower Bloom levels. It is better to delete the Bloom levels because it create a lot of confusion when competences are assessed, both for formative and summative assessments.
- In order to use DigComp2.1 for assessment it is necessary to link the competences with concrete outcomes. The current skill descriptions already name outcomes but not their characteristics. A solution could be to add an “outcome” dimension in the framework and also as a column in Table 1 on p13. In the detailed descriptions of the competency areas explicit outcomes can be used as dimension 6.
- Provide definitions or more example for generic terms like “digital tools”, “digital technologies” etc.
- Competence area 2 (communication and collaboration):
 - the aspect of “leveraging social and cultural differences” is missing. This is a critical competence when people need to communicate and collaborate.
- The aspect of “managing work/projects” is missing in several competence areas – in order to develop solutions prioritizing, planning, and managing work with teams is critical.

Comments to the entrepreneurship competences framework:

General remark: the framework is designed to address generic situations. Sometimes the descriptions are too general. Then it is difficult to adapt it in specific situations. For example: social entrepreneurship with the double challenge of sustainability and answering the social purpose requires specific competences (entrepreneurial, philanthropic...). It is also difficult to identify learning outcomes from the perspective of providing trainings.

- Competence area 1 - Competences 1.3 – Vision. It is important to add a descriptor regarding the ability to translate the vision in a way it is understandable for all main stakeholders involved.
- Competences area 2 – Competences 2.3 – Gather and manage the resources you need. It is important to add intellectual property as specific descriptor.



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