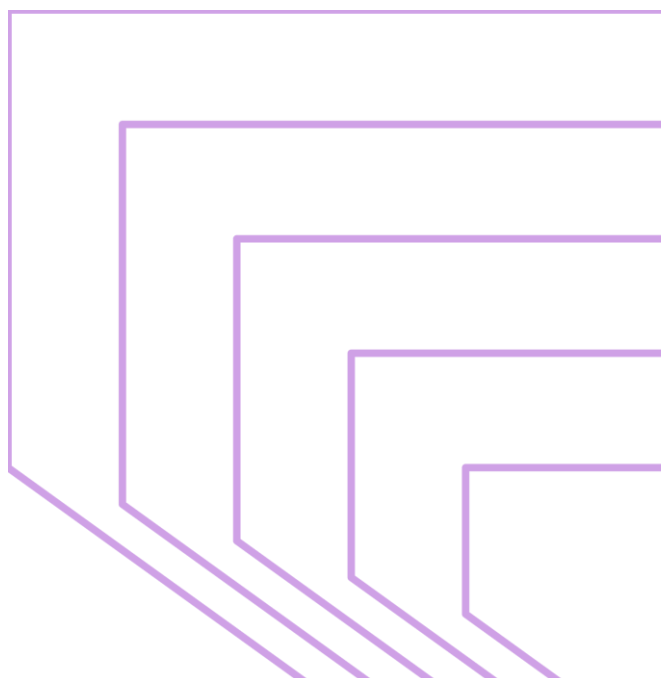




Competency Framework

WP2 – Knowledge Recovery and Methods Framework

Version 1.0 – 13.05.2026



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Introduction: Virtual Job Learning Competence Matrix

Why a learning matrix?

The Virtual Job Learning Competence Matrix is designed to support the identification and development of key competences required by career counsellors working in increasingly digitalised guidance environments. It refers to the emerging challenges related to Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR) in career guidance. Across all partner countries, the transnational research and expert interviews have shown that career guidance is undergoing a significant transformation. Digital technologies are not only changing the tools used in counselling, but also the roles, tasks, and professional identity of career counsellors. As a result, there is a growing need for structured competence development that goes beyond basic digital skills and includes critical, ethical, and facilitation competences.

The matrix therefore provides a structured framework to:

- identify competence needs of career counsellors

(a) Develop, through action learning, a personalised development pathway against the identified competences. (b) Undertake a participatory, human-centred learning and development programme.

- support the design of action learning and masterclass workshops (WP3)
- support the design of a Learning Tracks Web App (WP4)
- ensure alignment with real practice needs identified in all partner countries

The matrix is designed for:

- career counsellors and employment advisors
- guidance practitioners in Public Employment Services (PES)
- trainers and educators in career guidance contexts
- professionals working in youth guidance, adult education, and labour market integration

The matrix reflects the diversity of guidance systems across countries, where levels of digitalisation, training opportunities, and institutional frameworks vary significantly. At the same time, it addresses shared challenges identified across all contexts, particularly:

- increasing complexity of information environments
- growing use of AI tools in guidance and recruitment
- limited experience with immersive technologies
- need to support clients with different levels of digital competence

The Virtual Job Learning Matrix follows the same pedagogical principles and is aligned with:

- European Qualifications Framework (EQF Level 6)
→ advanced knowledge, critical understanding, and practical application
- CEDEFOP Competence Framework for Career Guidance Practitioners
→ foundation, client-interaction, and supporting competences
- DigComp Framework (Digital Competence for Citizens)
→ information literacy, communication, digital content creation, safety, problem-solving

The matrix is structured according to three core competence dimensions:

- Knowledge (understanding concepts, systems, and frameworks)
- Skills (practical application and task performance)
- Attitudes (values, mindsets, and professional behaviour)

In addition, the matrix reflects Bloom's taxonomy, ensuring that learning objectives range from understanding to application and critical evaluation.

Based on the DISCO logic and the findings from the transnational research, the matrix is organised into five thematic modules:

- AI in Career Guidance Practice
- Guiding Clients in Virtual Career Environments
- Digital Methods, Tools and Information Navigation
- Ethics, Safety and Critical AI Use
- Transforming Counselling Roles and Professional Identity

These modules reflect the professional transformation of career guidance and new challenges that both career guidance practitioners and clients face.

The matrix is directly grounded in the results of:

- country reports
- expert interviews
- focus groups in all partner countries

The most important cross-cutting findings include:

- AI is already widely used and requires immediate competence development
- VR has strong potential but lacks practical integration and training
- AR remains an emerging and future-oriented technology
- The role of counsellors is shifting from information providers to navigators and interpreters
- Ethical, critical, and reflective competences are becoming central professional requirements
- Digital inequalities require counsellors to actively support inclusion and accessibility

The matrix supports a blended learning approach, combining:

- theoretical input
- practical exercises
- peer learning and reflection
- experimentation with tools

It also emphasises:

- learning by doing (especially for AI tools and VR applications)
- peer exchange and supervision
- self-reflection and continuous learning

The **Virtual Job Learning Matrix** serves as a foundation for:

- WP3 – Action Learning and Masterclass Workshops
→ development of a learning and development programme
- WP4 – Learning Tracks Web App
→ creation of a web app in order to keep pace with AR/VR/AI and other technology developments

It ensures that all training materials are:

- practice-oriented
- competence-based
- aligned with real needs from the field

The matrix reflects a fundamental shift in career guidance:

The key challenge is not only to use new technologies, but to integrate them responsibly, critically, and effectively into professional practice.

Career counsellors remain central actors in this transformation, and their competences are the key to ensuring that digital innovation leads to better, more inclusive, and more effective guidance services.

Virtual Job Learning Competence Matrix (AI, VR, AR in Career Guidance)

MODULE 1 – AI in Career Guidance Practice

Learning Objectives	Knowledge	Skills	Attitudes
Understand and apply AI tools in guidance practice	Principles of AI (LLMs, matching systems, chatbots)	Use AI tools for career exploration, CVs, matching	Openness to innovation
Evaluate AI outputs critically	AI limitations (bias, hallucination, data gaps)	Critically assess AI-generated content	Critical thinking mindset

Learning Objectives	Knowledge	Skills	Attitudes
Integrate AI into counselling workflows	AI applications in labour markets and PES systems	Apply prompting techniques effectively	Responsible use of AI
Use AI as support in counselling	Role of AI as decision-support tool	Combine AI insights with professional judgement	Awareness of human-centred guidance

MODULE 2 – Guiding Clients in Virtual Career Environments

Learning Objectives	Knowledge	Skills	Attitudes
Guide clients through Virtual Job fairs and online recruitment processes	Structure and dynamics of Virtual Job fairs and online recruitment platforms	Prepare clients for participation in Virtual Job fairs and online networking	Confidence in digital career environments
Support clients in Virtual Job interviews	Virtual Job requirements and communication standards in virtual interviews	Coach clients in virtual interview preparation and self-presentation	Empathy towards clients with fewer digital skills
Help clients manage digital communication and technical challenges	Common technical barriers and digital communication tools	Troubleshoot technical issues and support digital participation	Patience and supportive attitude
Reflect virtual experiences in career guidance	Impact of virtual environments on career decision-making	Facilitate reflection on Virtual Job experiences and career choices	User-centred and reflective mindset

MODULE 3 – Digital Methods, Tools and Information Navigation

Learning Objectives	Knowledge	Skills	Attitudes
Use digital tools effectively in guidance	Digital platforms, tools, and labour market systems	Select appropriate tools for different clients	Confidence in digital environments
Navigate complex information environments	Information sources and reliability criteria	Filter and structure digital information	Problem-solving mindset

Learning Objectives	Knowledge	Skills	Attitudes
Support clients in digital literacy	Digital competence frameworks (DigComp)	Guide clients in using digital tools	Empathy towards low-skilled users
Troubleshoot digital issues	Common technical problems and solutions	Solve technical issues during sessions	Patience and resilience

MODULE 4 – Ethics, Safety and Critical AI Use

Learning Objectives	Knowledge	Skills	Attitudes
Ensure ethical use of AI and digital tools	GDPR, AI Act, ethical frameworks	Identify risks (bias, misinformation)	Ethical responsibility
Protect client data and privacy	Data protection principles	Apply safe data handling practices	Respect for privacy
Critically assess digital content	Risks of AI (bias, discrimination)	Evaluate AI outputs and sources	Critical awareness
Promote inclusive digital guidance	Digital divide and accessibility issues	Adapt tools to vulnerable groups	Commitment to inclusion

MODULE 5 – Transforming Counselling Roles and Professional Identity

Learning Objectives	Knowledge	Skills	Attitudes
Adapt to changing professional roles	Digital transformation of labour markets	Act as navigator and interpreter	Flexibility and adaptability
Integrate digital tools into counselling identity	New hybrid guidance models	Combine digital tools with counselling methods	Openness to change
Support clients in digital transitions	Impact of AI on careers and skills	Facilitate reflection and decision-making	Empathy and client-centredness
Engage in continuous learning	Lifelong learning strategies	Develop own competences continuously	Curiosity and learning mindset