



D3.1 Digital Skills Wallet platform in ENGLISH

DSW
DIGITAL SKILLS WALLET



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1 Platform Link: <https://dsw.app-host.eu/>

The screenshot shows the homepage of the Digital Skills Wallet (DSW). At the top left is the DSW logo. At the top right are links for 'Sign In', 'Sign Up', 'Become a contributor', and 'English'. The main heading reads 'Earn Recognized Microcredentials in Digital Competence'. Below this is a paragraph: 'Join our community-driven platform to assess and enhance your skills across the five key areas of digital competence, based on the EU's Digital Competence Framework for Citizens (DigComp). Receive a personalized learning path and earn microcredentials that can be stored in your Digital Skills Wallet. Ideal for lifelong learners and professionals aiming to stay competitive in the evolving labor market.' A 'Get a Microcredential' button is positioned below the text. To the right, there are two statistics: '535 Microcredentials' (with a person icon) and '127 Courses' (with a graduation cap icon). Below these are two images: a man with a laptop and a woman with a laptop. At the bottom, there is a section titled 'Browse microcredentials categories' with five icons and labels: 'Information and Data Literacy', 'Communication and Collaboration', 'Digital Content Creation', 'Safety', and 'Problem Solving'.

2 DSW Platform – Administration Panel Overview

The DSW platform administration panel provides tools for overseeing and managing all users and content within the platform.

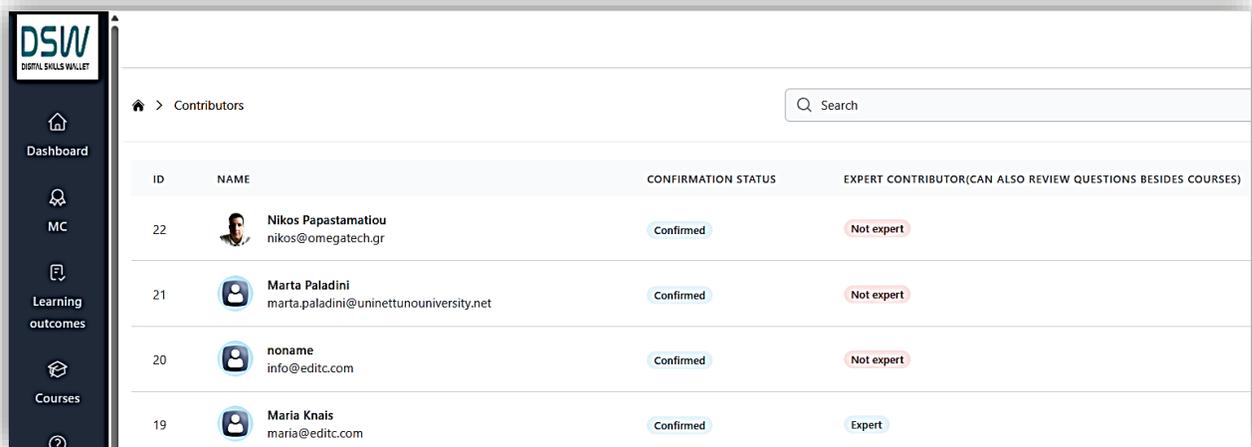
2.1 User Management

Administrators have full control over platform users, including:

- Simple Users (Learners) – Individuals who use the platform primarily to assess their digital skills and earn micro-credentials.
- Contributors – Users who actively contribute content such as questions and courses.

Admins can:

- View user profiles
- Edit user details
- Change user roles (e.g., promote a simple user to contributor)
- Deactivate or delete accounts
- Reset passwords or unlock accounts if needed



ID	NAME	CONFIRMATION STATUS	EXPERT CONTRIBUTOR(CAN ALSO REVIEW QUESTIONS BESIDES COURSES)
22	 Nikos Papastamatiou nikos@omegatech.gr	Confirmed	Not expert
21	 Marta Paladini marta.paladini@uninetuniversity.net	Confirmed	Not expert
20	 noname info@editc.com	Confirmed	Not expert
19	 Maria Knais maria@editc.com	Confirmed	Expert

Figure 1: User Management

2.2 Content Management

Administrators have full access to all content published or submitted on the platform, including:

- Courses
- Assessment Questions

From the admin panel, they can:

- View all submitted and published content

- Unpublish or remove any course or question that does not meet the platform's standards or violates content guidelines
- Filter content by contributor, status (published/pending), or competence area
- They can see and unpublish any content in the platform (courses and questions).

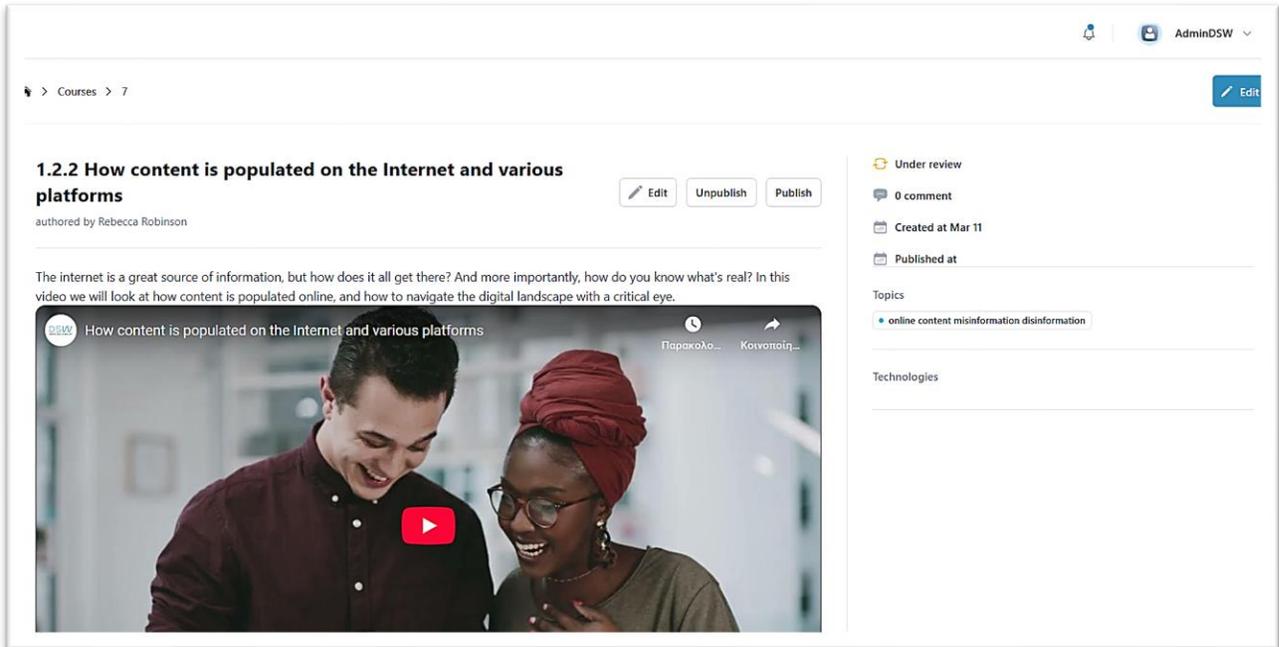


Figure 2: Admins can preview and unpublish uploaded courses

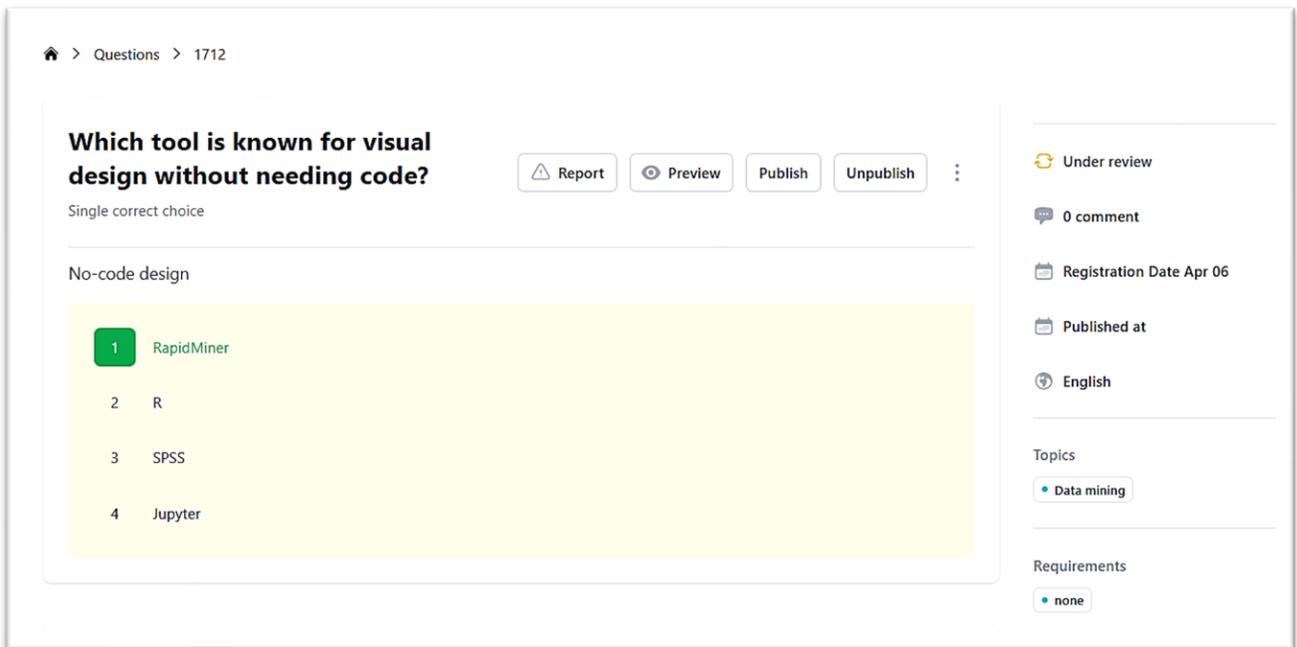


Figure 3: Admins can preview and unpublish uploaded questions

2.3 Micro-credential Management

Administrators have the ability to oversee and manage all micro-credentials within the platform. They can create new and edit existing micro-credential definitions.

ID	Name	Level	Translations	Created at
535	5.4.D.8 Human Capital Investment and Cross-Platform Innovation	Expert	🇬🇧	20-02-2025 10:40
534	5.4.D.7 Strategic Workforce Management for Knowledge Advantage	Expert	🇬🇧	20-02-2025 10:39
533	5.4.D.6 Navigating Digital Competency Gaps: A Holistic Exploration	Expert	🇬🇧	20-02-2025 10:39
532	5.4.D.5 Digital Competence Enhancement through In-House Workshops and Expert Insights	Expert	🇬🇧	20-02-2025 10:38
531	5.4.D.4 Financial Empowerment for Continuous Learning in the Digital Era	Expert	🇬🇧	20-02-2025 10:38
530	5.4.D.3 Dynamic Training Policy Management and Progress Monitoring	Expert	🇬🇧	20-02-2025 10:37

Figure 4: Micro-credential Management

When managing or creating a micro-credential, administrators are required to define the following:

- Title & Description
- Competence Area
- Level of Achievement. Each micro-credential is assigned a level based on user proficiency (Foundation, Intermediate, Advanced, Expert)

Admins can also provide translations of each micro-credential's content in all supported platform languages to ensure accessibility across user groups.

The screenshot shows the top portion of a web form for creating a micro-credential. At the top, there are language selection options: en (English), el (Greek), it (Italian), and ro (Romanian). Below this is a section labeled "Name" with a text input field containing "5.4.D.8 Human Capital Investment and Cross-Platform Innovation". Underneath is a "Description" section with a rich text editor toolbar (bold, italic, link, unlink, list, etc.) and a text area containing detailed text about the micro-credential's purpose and goals.

The screenshot shows the bottom portion of the web form. It features a "Competence" dropdown menu with the selected option "5.4 Identifying digital competence gaps". Below this is a "Select a level" section with four radio button options: Foundation, Intermediate, Advanced, and Expert. The "Expert" option is currently selected.

Figure 5: Micro-credential Setup

2.4 Learning Outcome Management

Administrators have full control over the platform’s Learning Outcomes (LOs). Each Learning Outcome is linked to a specific micro-credential. Every learning outcome can also be translated across different language versions of the platform.

ID	name	Translations	Created at
1462	5.4.80 Employ an attitude of proposing new ideas and processes for improvement and acceptance for change		20-02-2025 11:12
1461	5.4.79 Be mindful of attitudes towards change, critique and resistance		20-02-2025 11:11
1460	5.4.78 Consider ways in which to motivate your assets in terms of workforce in order to align with the company's strategy in maintaining competitive knowledge advantage		20-02-2025 11:11
1459	5.4.77 Adopt cross-platform compatibility		20-02-2025 11:11
1458	5.4.76 Investigate ways in which investment in people will safeguard the organisation		20-02-2025 11:10
1457	5.4.75 Be aware of managing the expectations of the organisation		20-02-2025 11:10
1456	5.4.74 Consider factors in finding opportunities for self-development while being mindful of the ability to develop		20-02-2025 11:10

Figure 6: Learning outcome management

Home > Learning outcomes > 1462 > Update learning outcome

en
 el
 it
 ro

✎ name
 5.4.80 Employ an attitude of proposing new ideas and processes for improvement and acceptance for change

✎ microcredential
 5.4.D.8 Human Capital Investment and Cross-Platform Innovation

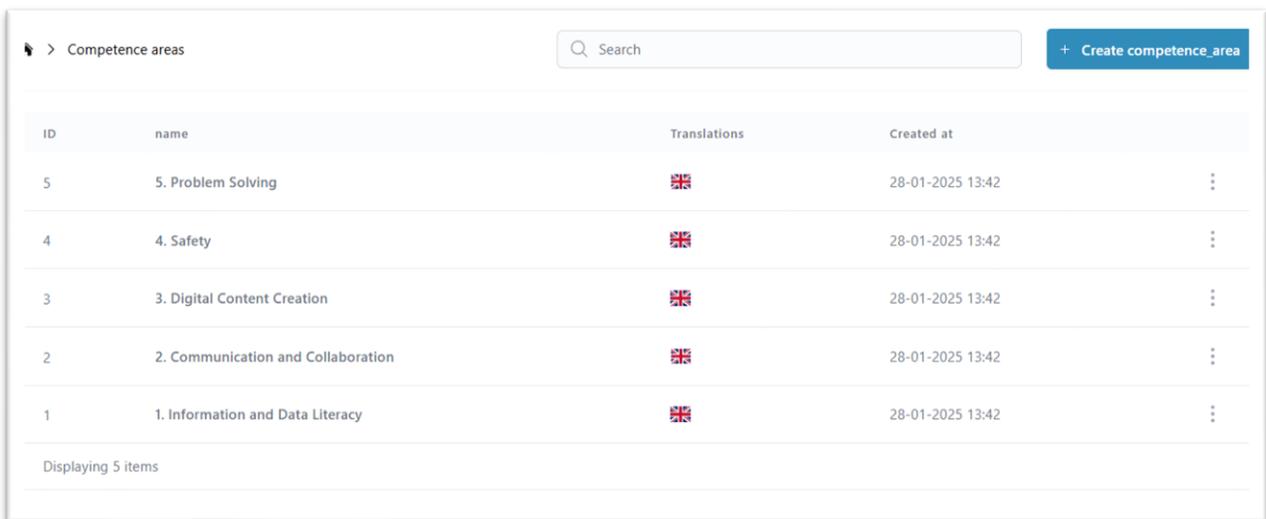
Topics
 Select keywords

Figure 7: Link to micro-credential and translation buttons

2.5 Competence & Competence Area Management

Administrators manage both the Competence Areas and the Competences defined under each area. From the admin interface, they can:

- Add new competence areas
- Edit existing areas
- Add Competences defined under each area
- Translate each competence area and competence into all supported platform languages



The screenshot shows the 'Competence areas' management interface. At the top, there is a breadcrumb 'Competence areas', a search bar, and a '+ Create competence_area' button. Below is a table with the following data:

ID	name	Translations	Created at	
5	5. Problem Solving	🇬🇧	28-01-2025 13:42	⋮
4	4. Safety	🇬🇧	28-01-2025 13:42	⋮
3	3. Digital Content Creation	🇬🇧	28-01-2025 13:42	⋮
2	2. Communication and Collaboration	🇬🇧	28-01-2025 13:42	⋮
1	1. Information and Data Literacy	🇬🇧	28-01-2025 13:42	⋮

At the bottom of the table, it says 'Displaying 5 items'.

Figure 8: Managing Competence Areas

Competences under these areas:

ID	name	Translations	Created at
21	5.4 Identifying digital competence gaps	🇬🇧	28-01-2025 13:47
20	5.3 Creatively using digital technologies	🇬🇧	28-01-2025 13:47
19	5.2 Identifying needs and technological responses	🇬🇧	28-01-2025 13:46
18	5.1 Solving technical problems	🇬🇧	28-01-2025 13:46
17	4.4 Protecting environment	🇬🇧	28-01-2025 13:46
16	4.3 Protecting health and well-being	🇬🇧	28-01-2025 13:46
15	4.2 Protecting personal data and privacy	🇬🇧	28-01-2025 13:46
14	4.1 Protecting devices	🇬🇧	28-01-2025 13:46
13	3.4 Programming	🇬🇧	28-01-2025 13:45
12	3.3 Copyright and licenses	🇬🇧	28-01-2025 13:45

Figure 9: Managing competences under competence areas.

2.6 Topic and Technology tags Management

Administrators can manage the Topics that help categorize and tag content (questions and courses) across the platform.

Through the admin interface, they can:

- Add new topics to reflect emerging technologies or educational needs
- Edit or delete existing topics
- Translate topic names into all supported languages
- Merge two topics related to a specific learning outcome

ID	name	Translations	Created at
326	DSW	🇬🇧	29-05-2025 18:03
325	MS Outlook	🇬🇧	09-04-2025 23:12
324	Data mining	🇬🇧	06-04-2025 00:16
323	Data processing	🇬🇧	04-04-2025 22:41
322	User Experience	🇬🇧	03-04-2025 18:49
321	Online application	🇬🇧	03-04-2025 18:49
320	Cross-Border	🇬🇧	03-04-2025 18:48
319	Data regulation	🇬🇧	03-04-2025 18:45
318	Authentication	🇬🇧	03-04-2025 18:44

Figure 10: Managing topics

Administrators can also manage the relevant technologies associated with the platform's questions. This helps ensure that the content is aligned with current tools, software, and applications commonly used by learners.

ID	name	Translations	Created at
12	MS PowerPoint	🇬🇧	01-04-2025 00:57
11	none	🇬🇧	31-03-2025 22:20
10	RStudio	🇬🇧	28-03-2025 20:18
9	SPSS	🇬🇧	28-03-2025 19:54
8	Windows	🇬🇧	28-03-2025 12:15
7	content validation	🇬🇧	28-03-2025 11:16
6	Browser	🇬🇧	27-03-2025 09:17

Figure 11: Managing different technologies related to questions

2.7 Platform Settings Management

Administrators can also manage various platform settings that effect how the system operates and how content is published and assessed.

Key settings include:

- **Number of questions required for assessment:** Administrators can define how many questions must be answered in an assessment for a learner to qualify for a micro-credential.
- **Minimum score to earn a micro-credential:** The minimum passing score can be adjusted to control the performance standards for earning a micro-credential.
- **Minutes per question:** Administrators can set the time limit allowed per question in assessments to ensure appropriate pacing.
- **Number of approvals for content publication:** This determines how many contributors must review and approve a course or question before it can be published on the platform.

Assesment
Settings for assesment

Number of questions

Baseline correct answer percentage

Minutes per question

Approval procedure
Settings for approval of questions and courses

Minimum number of approvals by reviewers

Minimum number of approvals by experts

Figure 12: Platform Settings Management

Administrators have the ability to view and manage reported content submitted by platform users.

🏠 > Reports 🔍 Search

ID	Status	Reportable Type	Reportable
3	resolved	Question	Q test
2	pending	Question	Which tool is highly extensible and supports complex analysis?
1	pending	Course	Who Can You Trust?

Displaying 3 items

Figure 13: Reports for the content from platform users

3 DSW Platform: Contributors Panel Overview

3.1 Contributor Registration Process

The registration process for contributors begins with entering an email address and a preferred password. After submitting this information, the user receives a confirmation email from the platform.

Once the email is confirmed, registration continues with two simple steps:

1. **Add basic CV information**
2. **Upload a profile photo**

These steps are optional at this stage — the user can choose to skip them and complete them later via their profile settings.

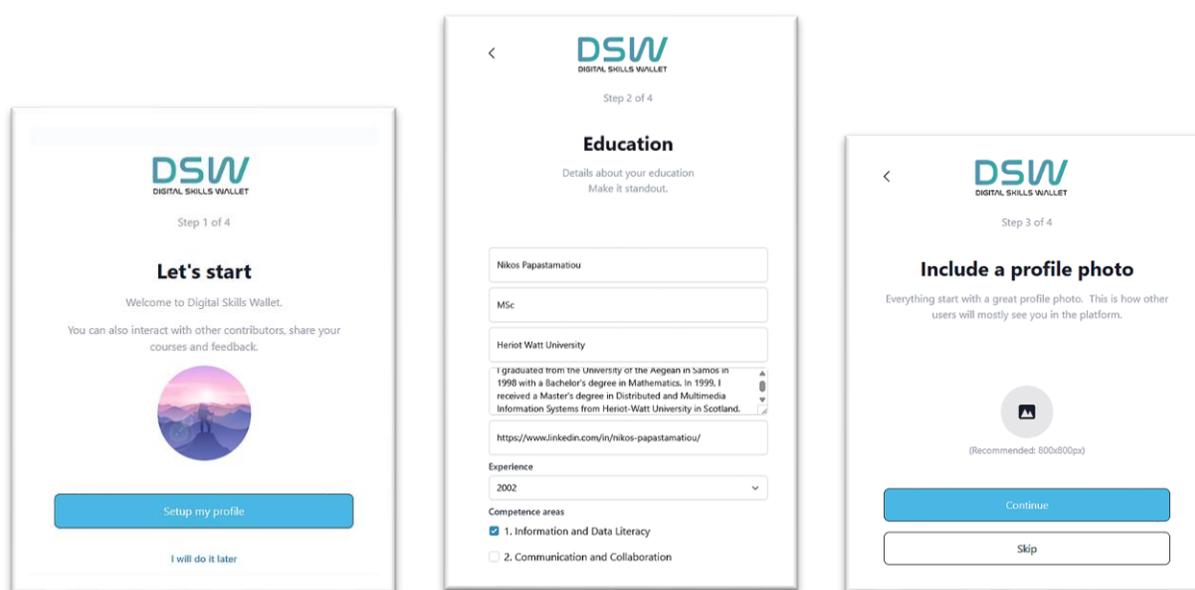


Figure 14: Contributor Registration Process

3.2 Adding Content to the Platform

Once logged into the platform dashboard, contributors can begin adding content. There are two main options available:

1. **Add Questions** – Contribute assessment questions that can be linked to specific learning outcomes and micro-credentials.
2. **Add Courses** – Create or upload educational content to support learners in acquiring digital competences.

All contributions are reviewed through a peer-review and quality control process to ensure relevance and accuracy.

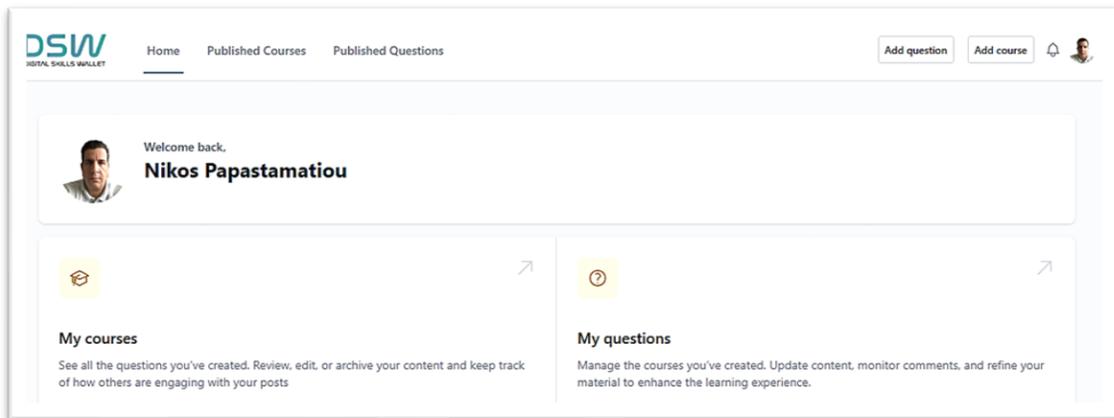


Figure 15: Adding Content to the Platform

3.2.1 Adding a New Question

To add a new question, the contributor follows these steps:

1. **Enter a Title and Description**

Provide a clear name for the question and a brief description to explain its purpose or context.

2. **Select the Question Type**

Choose the format of the question:

- **Multiple Choice** – One correct answer among several options.
- **Matching Pair** – Match related items from two lists (e.g., terms and definitions).

After selecting the question type, the contributor can proceed to input the question content and assign it to the appropriate learning outcomes.

Figure 16: Adding a New Question

If **Multiple Choice** is selected, the contributor must further specify the exact type:

- **Single Choice** – Only one correct answer.
- **Multiple Choice** – More than one correct answer.
- **True/False** – A binary choice between "True" or "False".

Figure 17: Multiple Choice Questions

Based on the selected **question type**, the contributor must provide the possible answers and indicate which ones are correct:

- For **Single Choice** and **True/False** questions, only **one** correct answer should be marked.
- For **Multiple Choice** questions, **more than one** answer can be marked as correct.
- For **Matching Pair** questions, the contributor must create pairs of items that correspond to each other correctly (e.g., term → definition, tool → function).

The screenshot shows a 'Choice Style' configuration panel. At the top, there are three selectable options: 'Multiple choices' (with a checked checkbox and a blue checkmark icon), 'Single choice' (with an unchecked checkbox and a grey checkmark icon), and 'Correct order' (with a vertical ellipsis icon). Below these are three list items: 'Digital Study Workspace', 'Digital Skills Wallet' (with a checked checkbox and a blue checkmark icon), and 'Distributed Skills Web'. Each list item has a trash icon on the right. At the bottom right, there is a blue link 'Add choice +'.

Figure 18: Defining Answers

Before saving the question, the contributor must fill in a few additional details to ensure proper categorization and discoverability:

- **Language** – Select the language in which the question is written.
- **Learning Outcome** – Link the question to the appropriate learning outcome.
- **Keywords** – Add relevant keywords to improve searchability within the platform.
- **Technologies** – Specify any tools, applications, or technologies that the question relates to (e.g., Excel, Google Docs, Windows OS).

Once all fields are completed, click **Save** to store the question in the system. The question will then be available for review and integration into the micro-credential structure.

* Content Language
English ×

* Learning Outcome
1.1.1 Enlist the different types of digital information sources ×

Keywords
DSW × ↓

Technologies
Select keyword ↓

Cancel Save

Figure 19: Finalizing the Question

Contributors then have the option to **test** the question — this allows them to preview how it will appear to learners and verify that it works as intended (e.g., correct answers are marked correctly, feedback displays properly, matching pairs align, etc.).

Home > Questions > 1725

What does the acronym DSW stand for in the context of the platform?

Multiple correct choices

Ask for review Preview

Some Description

- 1 Digital Study Workspace
- 2 Digital Skills Wallet**
- 3 Distributed Skills Web

Nikos Papastamatiou
MSc



 Draft

 0 comment

 Registration Date May 29

 Published at

 English

Question: What does the acronym DSW stand for in the context of the platform?

Multiple correct choices

Some Description

- Digital Study Workspace
- Digital Skills Wallet
- Distributed Skills Web

[Back to question](#) [Try question](#)

Question: What does the acronym DSW stand for in the context of the platform? Multiple correct choices

Some Description

× Digital Study Workspace

Digital Skills Wallet

Distributed Skills Web

Back to question

Figure 20: Saving and Testing the Question

All saved questions are stored in the contributor’s **personal question repository** within the platform. Contributors can view, edit, or delete their questions at any time.

To be **published** and made available for use in assessments, each question must undergo a **peer review process**:

- The question is automatically submitted for review by other registered contributors.
- Reviewers assess the quality, accuracy, clarity, and alignment with the selected learning outcome.
- Feedback is provided, and if necessary, the contributor may revise and resubmit the question.

Once approved, the question becomes **active** and can be used in personalized assessments linked to micro-credentials.

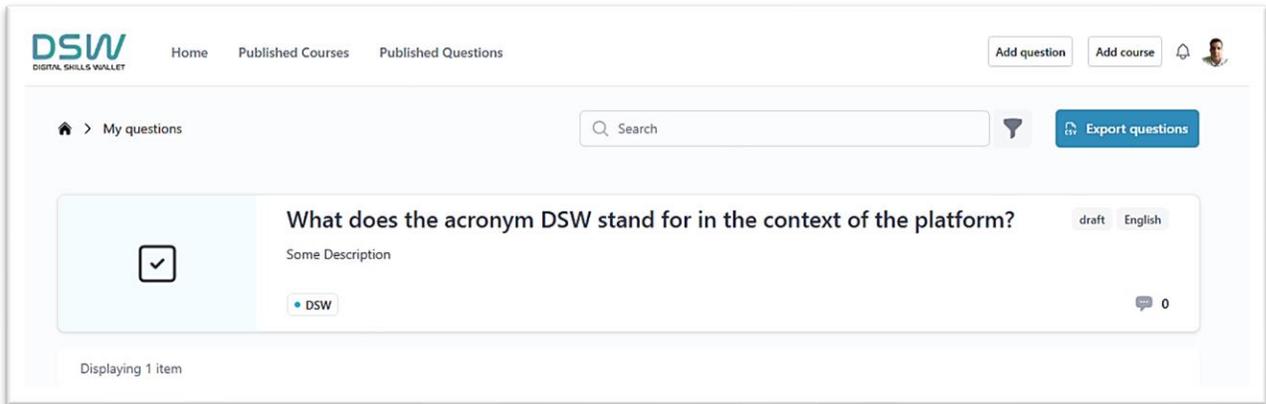


Figure 21: Question Repository & Review Process

3.2.2 Adding a New Course

Contributors can also add **courses** to the platform, following these steps:

- **Enter a Title and Description**
Provide a clear title and a detailed description of the course content and its objectives.
- **Select the Relevant Learning Outcome**
Link the course to the appropriate **learning outcome** from the DigiComp framework, ensuring alignment with the competencies it aims to develop.
- **Specify Relevant Technologies**
Identify any **technologies** or tools covered in the course (e.g., software, apps, or operating systems).
- **Choose the Content Language**
Select the **language** in which the course is presented to ensure proper categorization.
- **Add a YouTube Link** – If the course includes a video tutorial or lecture hosted on YouTube, the contributor can paste the **YouTube link** here.
- **Upload a File** – Alternatively, contributors can **upload a file** (e.g., PDF, PPT, DOCX, etc.) that contains course materials or resources.

Once all necessary information is added, the contributor can click **Save** to store the course in their repository.

*** Name**
My first course

Description
My first course description

Write some sentences about this course

*** Learning Outcome**
1.1.1 Enlist the different types of digital information sources

Topic
Select a learning outcome to see the topics
Select keywords

Technologies
Select keyword

Content Language
English

Content Type
YoutubeCourse asdf (selected) | VideoCourse asdf

*** Video url**
<https://www.youtube.com/watch?v=v2TA6vc8yeM&list=PL9ERAJ-z6sHX21rKpdC48RHm1U2ZOZ2ttj>

Cancel Save

Figure 22: Adding a New Course

Once the course is saved in the contributor's **personal course repository**, the contributor has the option to view how the course appears in the platform.

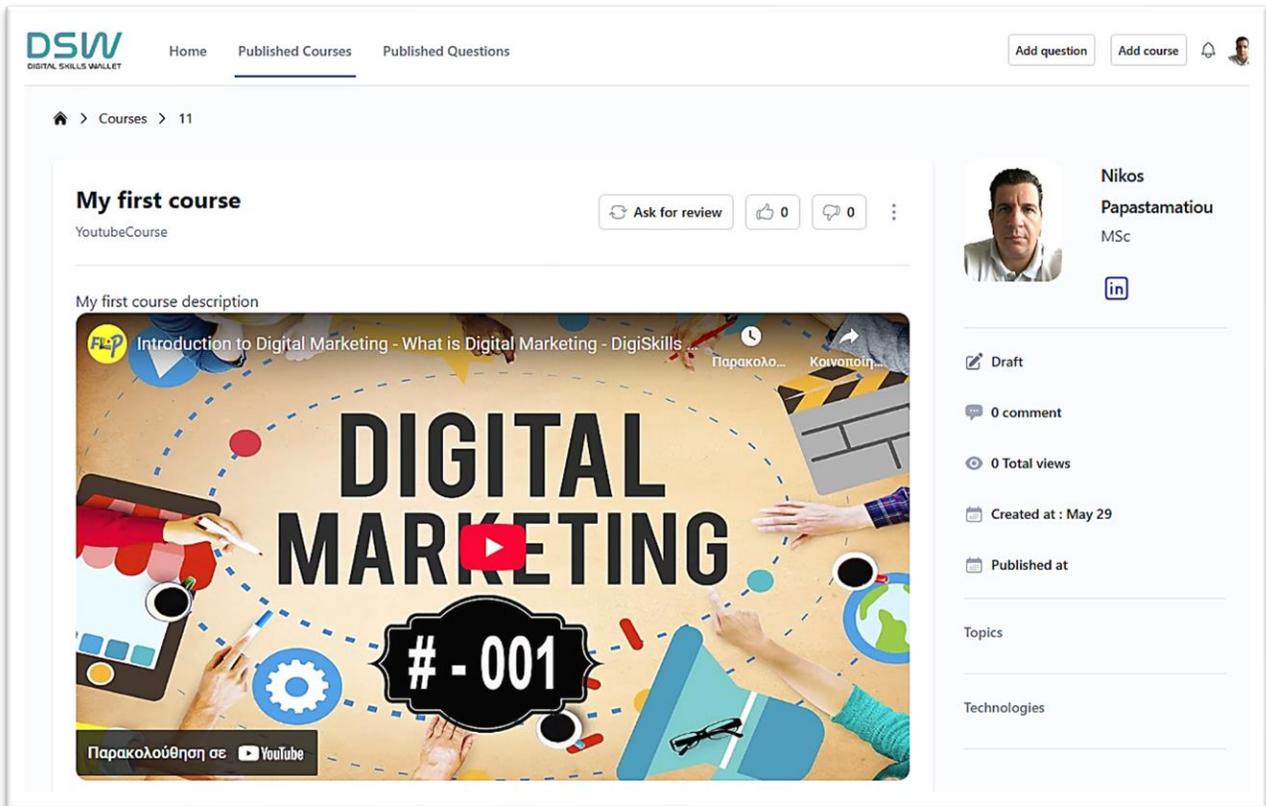


Figure 23: Testing the Course

All saved courses are stored in the contributor's **personal course repository** within the platform. Contributors can view, edit, or delete their courses at any time.

To be **published** and made available for learners, each course must undergo a **peer review process**:

- The course is automatically submitted for review by **two other contributors** on the platform.
- Reviewers assess the course for content quality, relevance to the learning outcomes, clarity, and overall educational value.
- Feedback is provided, and the course may be returned for revisions if necessary.

Once the course is approved by both reviewers, it becomes **active** and can be accessed by learners in the platform.

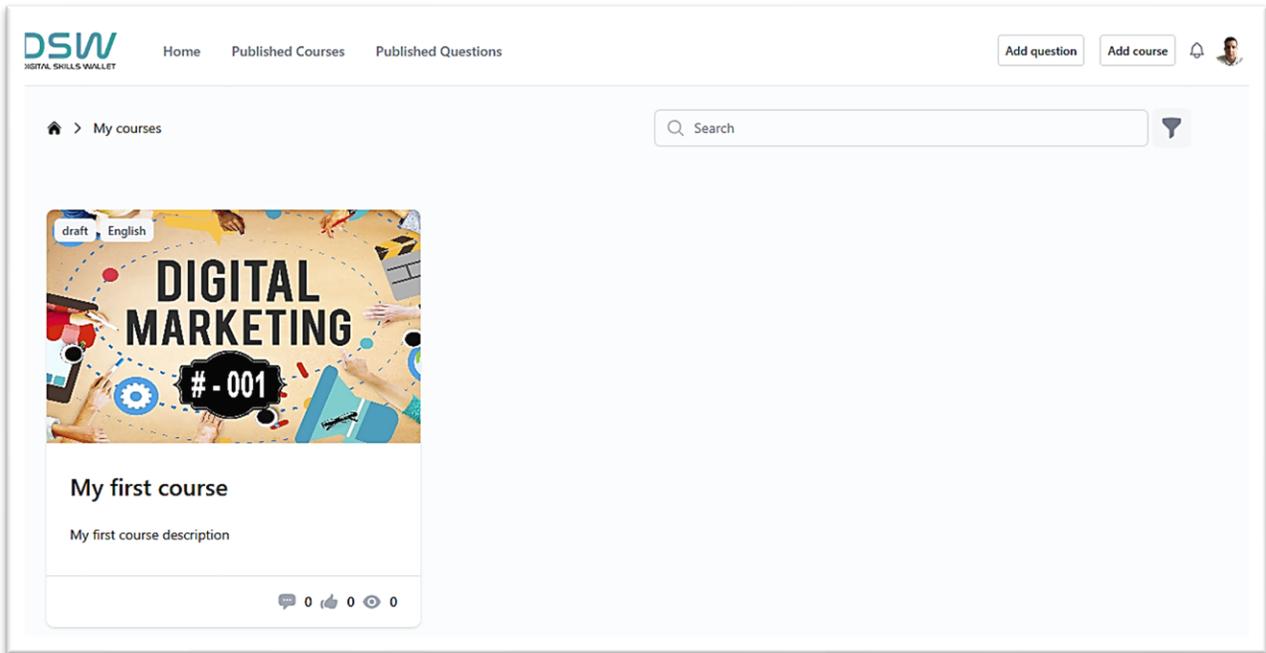


Figure 24: Course Repository & Review Process

3.2.3 Reviewing and Browsing Content

From their **personal dashboard**, contributors have access to various features to engage with the platform's content:

- **Review Other Courses and Questions**
Contributors can review **other courses and Questions (for questions the platform requires special authorization – only assigned contributors can review questions)** submitted by fellow contributors. This allows them to participate in the peer review process by evaluating the quality and relevance of the courses.
- **Browse Published Materials**
Contributors can browse through all **published materials**, including:
 1. **Courses**
 2. **Questions**
 3. **Micro-credentials**

This feature allows contributors to explore the available resources and see how their contributions fit into the broader learning ecosystem.

- **Find Information on Other Contributors**
Contributors can also search for and view **other contributors' profiles** on the platform. This feature can help foster collaboration and networking within the community.

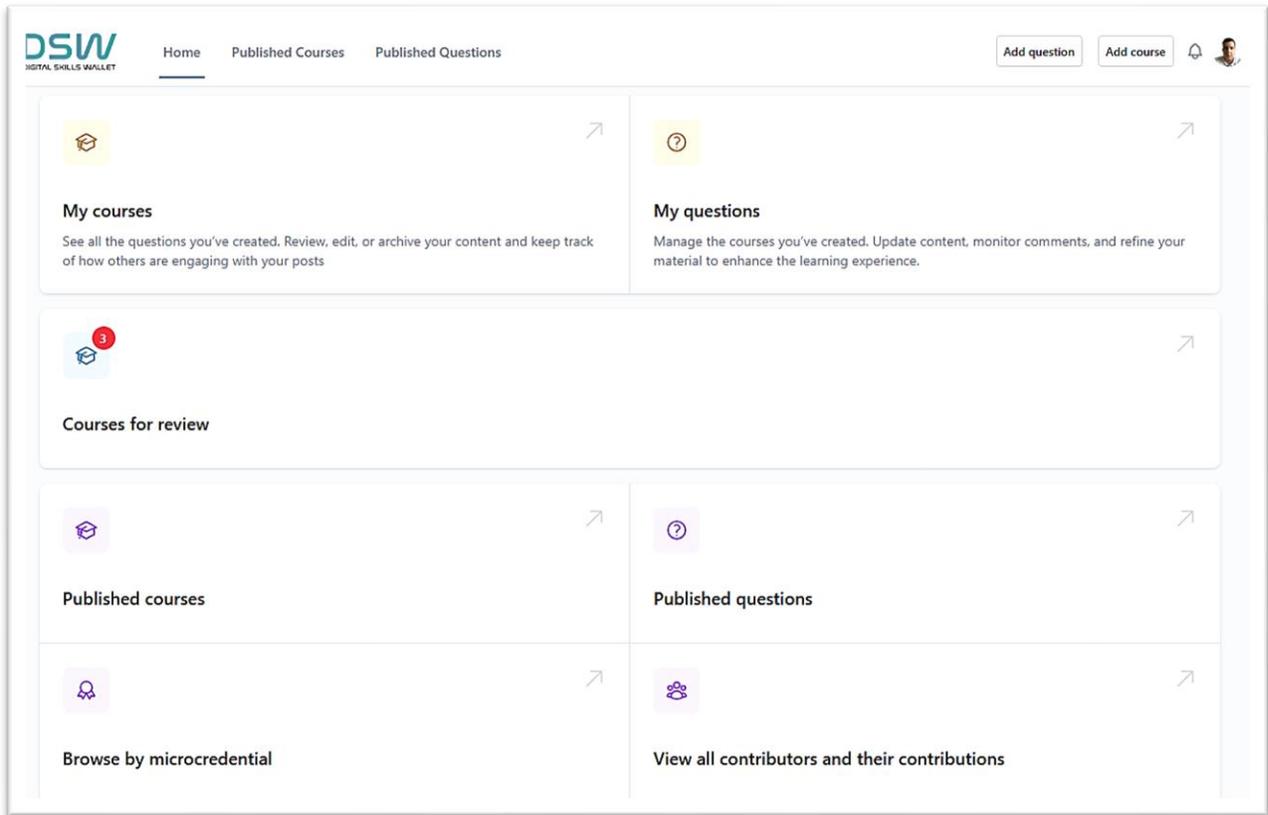


Figure 25: Reviewing and Browsing Content

4 End User Interface

4.1 Home page

The first page of the Digital Skills Wallet (DSW) platform offers users an inviting and intuitive entry point to begin their journey in earning recognized micro-credentials in digital competence. At the top of the page, a clear headline communicates the platform’s value proposition: helping users assess and enhance their digital skills based on the EU’s Digital Competence Framework (DigComp). A short introductory paragraph explains that users receive a personalized learning path and can store their achievements in their Digital Skills Wallet — ideal for lifelong learners, professionals, and anyone seeking to stay competitive in the evolving labor market. The interface also presents real-time statistics, such as the number of available micro-credentials and courses (e.g., 535 micro-credentials and 127 courses), helping users understand the platform’s scale and activity. A prominent “Get a Micro-credential” button invites users to begin the process immediately. Just below, the platform displays the five DigComp categories — Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, and Problem Solving — allowing users to browse relevant micro-credential paths.

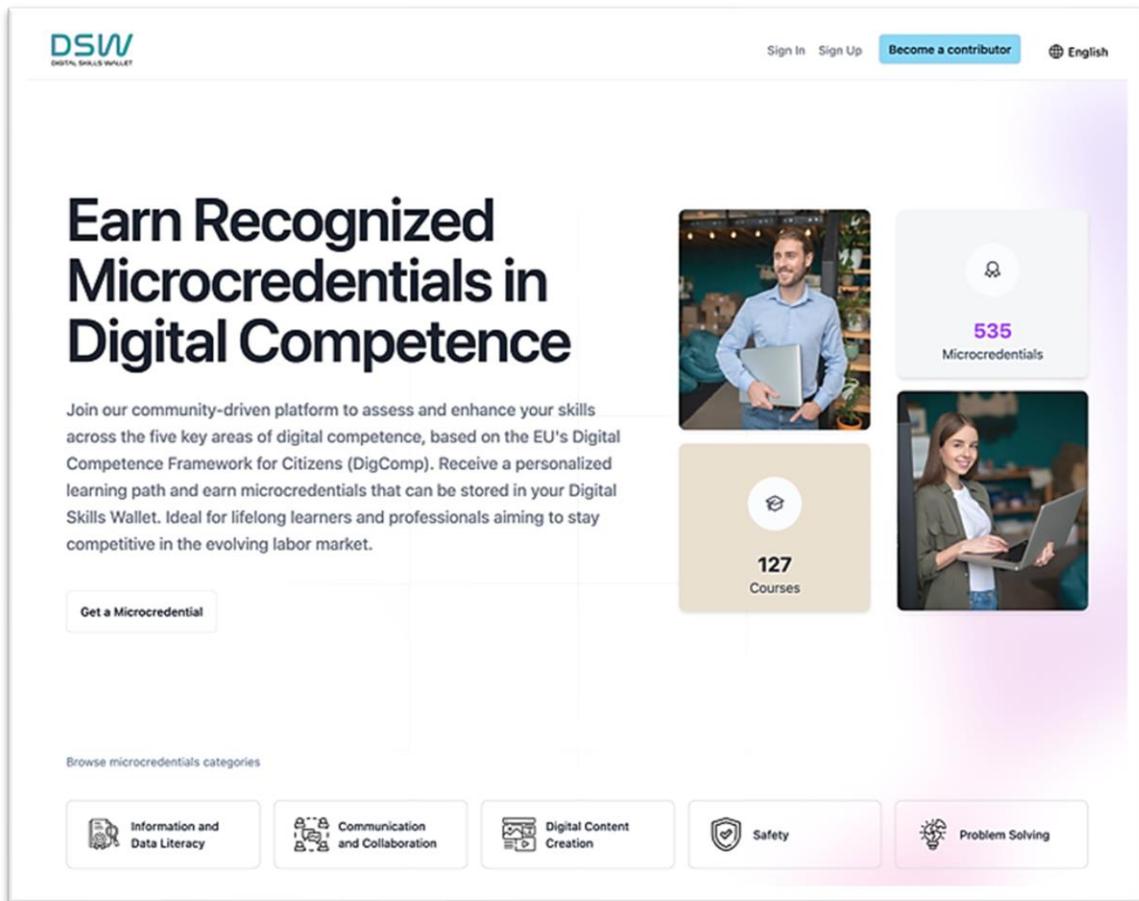


Figure 26: Home Page

4.2 Selecting Micro-credentials

To get a micro-credential, the user can either request assistance from the AI assistant or explore the available options independently. The process begins by clicking on "Get a micro-credential,"

followed by a prompt offering the choices "Suggest me a micro-credential" or "Browse micro-credentials."

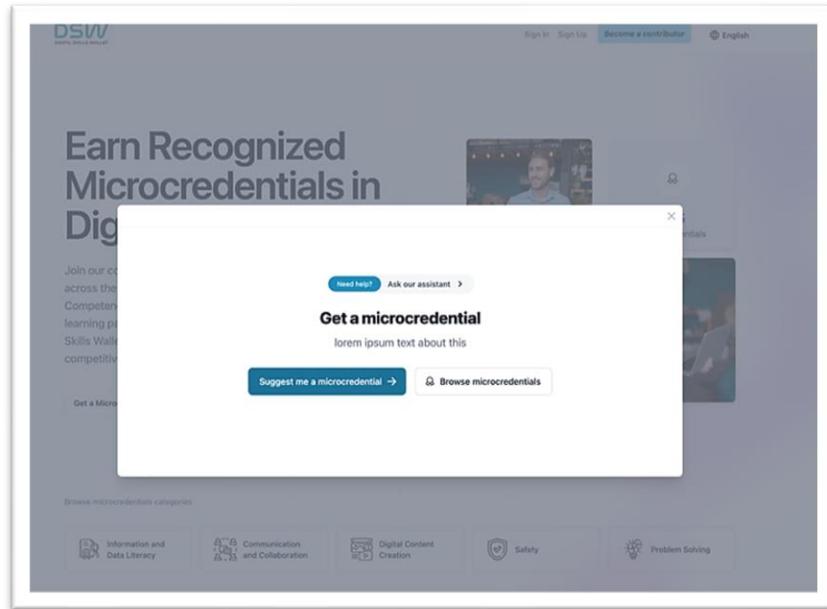


Figure 27: Selecting a micro-credential

The user is then asked to select a competence area from the 5 categories (Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, or Problem Solving). Within the selected category, the user selects upon specific competences like “Engaging citizenship through digital technologies”, “Sharing through digital technologies”, etc.

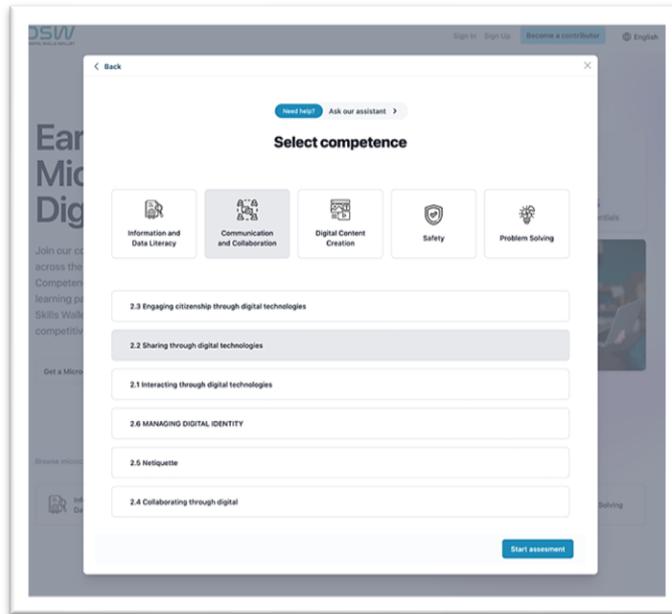


Figure 28: Selecting a specific competence

After selecting the competence, the user arrives at the available microcredentials relevant to this competence.

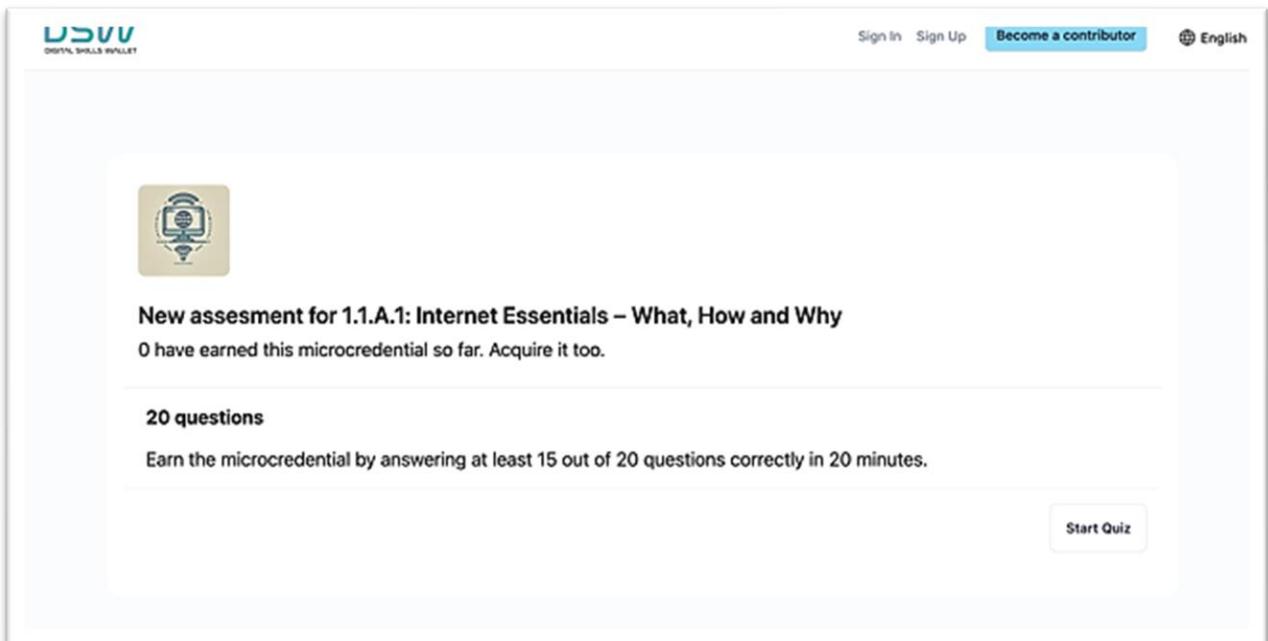


Figure 29: Selecting a micro-credential

Alternatively, the user can ask help from the AI agent to find the next micro-credential to get.

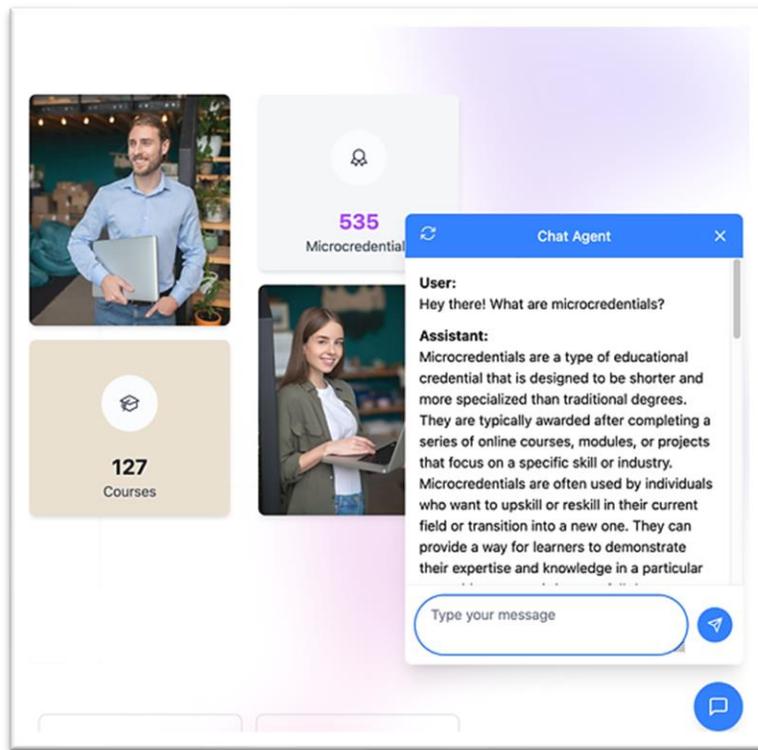


Figure 30: AI Assistance

4.3 Getting a Micro-credential

To earn the micro-credential, the user must complete a quiz consisting of 20 random questions selected by the platform from the full pool of questions available for that micro-credential. The

questions are chosen to cover all the learning outcomes associated with the selected micro-credential.

Which of the following is a security measure to use the Internet safely? Single correct choice

Ignoring security updates

Enabling two-factor authentication

Sharing personal information freely

Using weak passwords

[Save my response and proceed to next question](#) [< Previous](#) [Next >](#)

1.1.A.1: Internet Essentials – What, How and Why
3 / 20 questions answered

- What is a tertiary source of digital information?
- Which protocol indicates a secure connection?
- What is a red flag for identifying unreliable digital sources?
- Which of the following is a security measure to use the Internet safely?
- Which of the following is a best practice for online safety?
- What is digital information?
- Which of the following platforms is commonly used for online shopping?
- Match the following communication tools with their functions:
- What should you look for to ensure a website is secure?
- Match the digital platform with its role:
- Match the following Internet technologies with their functions:
- Match the following Internet terms with their definitions:
- Match the correct statements about AI technologies.
- What type of information can be accessed through government websites?
- Match the type of digital source with its description:
- What is an IP Address?
- What is a common use of the Internet for problem-solving?
- Match the following online services with their purposes:
- What does the acronym URL stand for?
- Which of the following is a primary digital information source?

You must first answer at 15 of 20 questions before submitting your answers.

Figure 31: Assessment leading to a micro-credential

Upon answering all the questions, the user can review the answers given and then submit them for automatic evaluation by the platform.

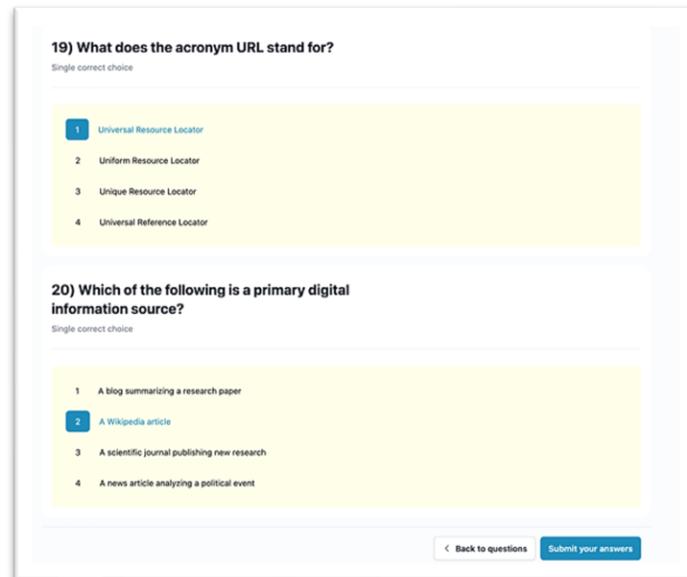


Figure 32: Quiz submission

If the user successfully completes the quiz, the corresponding micro-credential is automatically added to their Digital Skills Wallet within the platform. If the user does not achieve a passing score, they have the option to retake the assessment. Additionally, the platform suggests relevant courses to help the user address any identified knowledge gaps before attempting the quiz again.

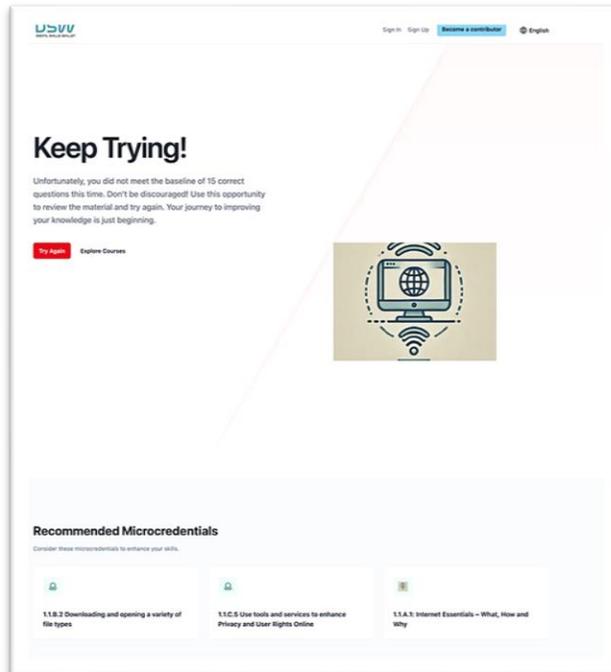


Figure 33: Failing an assessment for a micro-credential.

Coordinator



Partners



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