Preparing the European IT Professional competent workforce of tomorrow

Curriculum Guidance

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Market demand

- Companies that seek just graduated ICT professionals at bachelor level, that have certain knowledge, skills and competences
- Reskilling working ICT and other professionals with knowledge and skills related to certain competences
- Working professionals who want to acquire the theoretical and practical basics of certain competences needed for a specific job
- Just graduated ICT professionals, specialised in ICT project management with the potential to develop into roles at more strategic level in the organisation
- Upskilling of working professionals
- Working professionals who want a quick actualisation or refreshing of their knowledge
- Persons who have an interest in general into a certain topic and seek a quick accessible introduction to the subject

Learning programme (Curriculum)
From market demand to learning programme

ICT professional role profiles

Competences from e-CF

ICT Foundational Body of Knowledge

e-CF assessment indicators

Learning programme (Curriculum)
From market demand to learning programme

ICT professional role profiles

Educational profile

Learning programme (Curriculum)

Competences from e-CF

ICT Foundational Body of Knowledge

e-CF assessment indicators

Guidelines for ICT Professional Curricula
## The educational profile

### Educational profile

#### Description

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Title of the Educational Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>A short description of the overall focus of the Profile in terms of results</td>
</tr>
<tr>
<td>Scope</td>
<td>An indication of the e-CF area and the knowledge domain; optionally a description of the professional field or specialism</td>
</tr>
<tr>
<td>Competences</td>
<td>An indication of the relevant e-competences</td>
</tr>
<tr>
<td>Complexity</td>
<td>An indication of the level of complexity and autonomy of the Profile; for example, in relation to the EQF's Dublin descriptors and/ or other qualification standards</td>
</tr>
<tr>
<td>Deliverables</td>
<td>A short list of the deliverables that learners should master</td>
</tr>
</tbody>
</table>
| Perspective | Professional perspective  
A description of the possible professional functions and/or roles a person may fulfill.  
Educational perspective  
A description of the possible further education or training a person can take. |

### Programme learning outcomes

<table>
<thead>
<tr>
<th>1. Programme learning outcome</th>
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<tbody>
<tr>
<td>Programme learning outcome</td>
</tr>
<tr>
<td>learning outcomes</td>
</tr>
<tr>
<td>1.2 learning outcome 2</td>
</tr>
<tr>
<td>1...learning outcome ...</td>
</tr>
</tbody>
</table>

### Unit learning outcomes

<table>
<thead>
<tr>
<th>... Programme learning outcome</th>
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<tbody>
<tr>
<td>Programme learning outcome</td>
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<tr>
<td>learning outcomes</td>
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<tr>
<td>...2 learning outcome 2</td>
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<tr>
<td>......learning outcome ...</td>
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</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Assessment learning outcome</th>
<th>Assessment type</th>
<th>Validation of prior knowledge</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
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<tr>
<td>1.2</td>
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</tbody>
</table>
From role profile to educational profile
From e-competences to educational profile
From BoK to educational profile

Educational profile

Description

Programme learning outcomes

Learning outcomes

Assessments

Knowledge, skills etc.

Formulate learning outcomes & assessments

Formulate programme learning outcomes

Finetune (programme) learning outcomes

Local demands

Formulate general description

Educational profile

ICT Foundational Body of Knowledge

LEADS (knowledge, skills, abilities, dispositions & skills)

LEADS (knowledge, skills, abilities, dispositions & skills)
From any input to any educational programme using the educational profile

Competences from e-CF

ICT Foundational Body of Knowledge

e-CF assessment indicators

ICT professional role profiles

Educational profile

Programme learning outcomes

Unit learning outcomes

Assessments

Learning programme (Curriculum)
Preparing the European IT Professional competent workforce of tomorrow

Report: “Guidelines for developing ICT Professional Curricula as scoped by EN16234-1 (e-CF)”