Competence is a demonstrated ability to apply knowledge, skills and attitudes for achieving observable results

- Part 2 User Guide
- Part 3 Methodology
- Part 4 Case Studies
Balance Simplicity versus Complexity; the e-CF as a tool

The e-CF is an enabler

Comprehensive coverage

Inclusive coverage

Durable concept

Context application

Latest e-CF development
TA’s are part of the core of each competence, containing K, S, A elements

- accessibility
- ethics
- ict legal issues
- privacy
- security
- sustainability
- usability
<table>
<thead>
<tr>
<th>Levels</th>
<th>e-CF level descriptor</th>
<th>Influence</th>
<th>Complexity</th>
<th>Autonomy</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Overall accountability and responsibility; recognised inside and outside the organisation for innovative solutions and for shaping the future using outstanding leading edge thinking and knowledge.</td>
<td>Determines strategy</td>
<td>Unpredictable - unstructured</td>
<td>Demonstrates substantial leadership and independence in contexts which are novel requiring the solving of issues that involve many interacting factors.</td>
<td>Conceiving, transforming, innovating, finding creative solutions by application of a wide range of technical and/or management principles.</td>
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<td>4</td>
<td>Extensive scope of responsibilities deploying specialised integration capability in complex environments; full responsibility for strategic development of staff working in unfamiliar and unpredictable situations.</td>
<td>Provides executive leadership</td>
<td></td>
<td>Demonstrates leadership and innovation in unfamiliar, complex and unpredictable environments. Addresses issues involving many interacting factors.</td>
<td>Planning, making decisions, supervising, building teams, forming people, reviewing performances, finding creative solutions by application of specific technical or business knowledge / skills.</td>
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<tr>
<td>3</td>
<td>Respected for innovative methods and use of initiative in specific technical or business areas; providing leadership and taking responsibility for team performances and development in unpredictable environments.</td>
<td>Consults</td>
<td>Structured – unpredictable</td>
<td>Works independently to resolve interactive problems and addresses complex issues. Has a positive effect on team performance.</td>
<td>Designing, managing, surveying, monitoring, evaluating, improving, finding non-standard solutions.</td>
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<tr>
<td>2</td>
<td>Operates with capability and independence in specified boundaries and may supervise others in this environment; conceptual and abstract model building using creative thinking; uses theoretical knowledge and practical skills to solve complex problems within a predictable and sometimes unpredictable context.</td>
<td>Applies and adapts</td>
<td>Structured – predictable</td>
<td>Works under general guidance in an environment where unpredictable change occurs. Independently resolves interactive issues which arise from project activities.</td>
<td>Scheduling, organising, integrating, finding standard solutions, interacting, communicating, working in team.</td>
</tr>
<tr>
<td>1</td>
<td>Able to apply knowledge and skills to solve straightforward problems; responsible for own actions; operating in a stable environment.</td>
<td>Implements instructions</td>
<td></td>
<td>Demonstrates limited independence where contexts are generally stable with few variable factors.</td>
<td>Applying, adapting, developing, deploying, maintaining, repairing, finding basic-simple solutions.</td>
</tr>
</tbody>
</table>
Case Study Topics

A: “Skill-UP: Please, mind the gap” e-CF and ICT Professional Role Mapping

B: “Educating the European ICT Professionals of the Future” - an e-CF compliant curriculum

C – Teaching students human resource practices in the ICT profession

D – ”Implementation of Software Engineering Competence Remote Evaluation for Master Program Graduates”

E – ICT profile review process in the context of the German dual Vocational Training System

F - Making a role profile of an early adopter of Blockchain using the e-CF standard

G – “UWV From Data services towards Data Science”

H - “National approach to systematic multi-stakeholder engagement for ICT education”

I – “Using the e-CF to develop a certification framework and spin-off curricula and VET programmes”

J - Aligning IT Professional Resources to the Company Strategy

K - e-CF in support of cultural change
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For further guidance go to CEN/TR 16234:

- 2 Part 2 User Guide
- 3 Part 3 Methodology
- 4 Part 4 Case Studies