









STUDY GUIDE

*DIGITAL PORTFOLIO &
PROFESSIONAL ONLINE IDENTITY
2026-2027 S1*

Organised by
Université Polytechnique
Hauts-de-France

1. IDENTIFYING DATA.		
• Course Name.	Digital Portfolio & Professional Online Identity 2026-2027 S1	
• Coordinating University.	Université Polytechnique Hauts-de-France (UPHF)	
• Partner Universities Involved.	To be defined – open to collaboration with EUNICE partner universities (communication, entrepreneurship or digital innovation departments).	
• Course Field(s).	Digital Skills / Professional Development / Career Development	
• Related Study Programme.	Transversal module open to students from all study programmes (Bachelor, Master, Doctorate).	
• ISCED Code.	ISCED 061 – Information and Communication Technologies	
• SDG.	SDG 4 – Quality Education SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure	
• Study Level.	Bachelor (B), Master (M), and Doctorate (D) – open to all levels.	
• EUNICE Key Competencies	<ul style="list-style-type: none"> • Green – strongly • Orange - moderately • Red – partially • Blank cell - not at all 	
	Problem solving	
	Teamworking	
	Communication	
	Self-management	
	Cognitive flexibility	
	Digital competence	

	Technical competence	
	Global intercultural competence	

· Number of ECTS credits allocated.	4 ECTS
· Mode of Delivery.	Online live (with asynchronous activities on Moodle)
· Language of Instruction.	English
· Course Dates.	5 October 2026 – 11 December 2026
· Precise Schedule of the Lectures.	10 weeks 1 synchronous online session per week (90-minute live session per week) asynchronous activities on Moodle (approximately 2 hours per week) plus 1 hour for the final assessment.
· Key Words.	Digital portfolio / Digital communication / Career development
· Catchy Phrase.	This course helped me transform my digital presence into real professional opportunities.

· Prerequisites and co-requisites.	Prerequisites: None Co-requisites: None Study levels: Bachelor, Master and Doctorate Required linguistic skills: Minimum B1 level in English (CEFR)
· Number of EUNICE students that can attend the Course.	Maximum number of students: 30
Number of EUNICE students that can attend the course per institution	Minimum 2–3 students per partner university (depending on demand)
· Course inscription procedure(s).	Registration through the standard EUNICE application procedure.

2. CONTACT DETAILS.

· Department.	Faculty of Sports Sciences and Management (FSMS), INSA Hauts-de-France
· Name of Lecturer.	Arnaud FLAVIGNY
· E-mail.	Arnaud.Flavigny@uphf.fr
· Other Lecturers.	None

3. COURSE CONTENT.

This course focuses on the identification, development and communication of key professional competencies in a European context. Drawing from UX design methodologies and reflective practice, students will learn how to analyse their skills, structure their professional profile, and articulate their added value for the labour market.

Through practical workshops, digital tools and peer feedback, participants will explore how to present their competencies effectively in CVs, portfolios and professional narratives. The course combines elements of design thinking, self-assessment and digital communication to help students position themselves strategically within an international environment.

Particular attention is given to transversal skills such as communication, cognitive flexibility, digital competence and self-management, in alignment with the EUNICE Key Competencies framework.

4. LEARNING OUTCOMES.

1. Identify and analyse their personal and professional competencies within a European framework.
2. Apply reflective and UX-based methodologies to structure their professional profile.
3. Develop a coherent and strategic presentation of their skills for academic and professional contexts.
4. Design and improve digital materials such as CVs, portfolios or professional profiles.
5. Demonstrate awareness of transversal competencies including communication, digital literacy, adaptability and self-management.
6. Critically evaluate their positioning within the European labour market.

5. OBJECTIVES.

- To support students in identifying and articulating their competencies.
- To introduce UX and design thinking approaches applied to professional development.
- To enhance students' ability to communicate their added value effectively.
- To foster strategic thinking regarding employability in a European context.
- To strengthen key transversal skills aligned with the EUNICE framework.

6. COURSE ORGANISATION.

UNITS

- | | |
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| 1. | Understanding Competencies and Professional Identity |
| 2. | UX and Design Thinking for Professional Development |
| 3. | Digital Communication of Skills |
| 4. | Strategic Positioning and Employability |

LEARNING RESOURCES AND TOOLS.

European competence frameworks (e.g., DigComp, transversal skills references)
 UX methodology tools (persona mapping, user journey, value proposition canvas)
 Digital tools (Canva, Figma, LinkedIn, portfolio platforms)
 Reflective practice templates

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Interactive lectures
 Practical workshops
 Individual reflection exercises
 Peer feedback sessions
 Portfolio/CV design labs
 Group discussions
 Project-based learning

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

The course is assessed through continuous assessment and a final project.

Assessment components:

1. **Reflective Portfolio (60%)**
2. Students develop a structured professional portfolio including:
 - a. Competency self-assessment
 - b. Professional positioning statement
 - c. Improved CV and/or digital profile
3. **Oral Presentation (20%)**

Individual presentation of their professional positioning strategy and portfolio rationale.

4. Active Participation and Peer Feedback (20%)

Engagement in workshops, discussions and structured peer-review sessions. (graded)

OBSERVATIONS.

The course is fully aligned with the EUNICE Key Competencies framework (2024–2025), particularly in the areas of communication, digital competence, self-management and cognitive flexibility, as students learn to identify, structure and articulate their competencies in a European labour market context.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Recommended Reading

- Liedtka, J. (2018). *Why Design Thinking Works*. Harvard Business Review.
- Cialdini, R. (2006). *Influence: The Psychology of Persuasion*.
- Articles on professional identity and employability (provided via LMS).

Teaching Materials

- Instructor-provided slides and templates
- Competency self-assessment grids
- UX tools (persona canvas, value proposition canvas)
- Digital design tools (Figma, Canva, LinkedIn platform)
- Peer-review frameworks