

Name **Competence-based self-evaluation and learning support**

Classroom
 Studio or workshop
 External venue
 Online

Codes **M-KF-E-301-DI-242502-05, ER-KF-101-DI-242502-05**

Host **Design Institute**

	Type	ECTS	Contact hours	Student work	Course type	Semester	Class
Basic info	Practice	5	36	114	RDI	-	-

Recommendation
 It is for you if you feel that you want to take control of your progress in your university studies, or if you simply feel that you have missed out on a few things during your studies. The course will help you to develop your design competence profile, learn to set achievable but challenging goals and assess your own progress.

Rövid leírás
 The course aims to support students in consciously developing their competencies through self-assessment and goal-setting tools and exercises. These tools can be used during and beyond university studies. The course is one of the pilot programmes of the Future University initiative.

Teachers	Name	Contact information	Short bio	Open hours
	Peter Molnar	+36 30 320 6189 molnar.peter@mome.hu	International and national award-winning designer, entrepreneur and strategic design leader, currently Director of the MOME Design Institute.	On demand at www.calendly.com/molnar-peter-mome
	Panni Pais			
	Péter Vető DLA			

Semester schedule	Course scheduling	Weekly class appointments
	Group and individual consultation based on timetable	Friday 8:30-11:20

#	Date	Weekly educational content
1	-	Course week, no class
2	2025.02.21.	Semester kick-off presentation, presentation of the competency self-assessment form
3	2025.02.28.	Semester kick-off presentation, individual consultation on the competency self-assessment
4	2025.03.07.	Mandatory individual consultation (finalisation of objectives)
5	2025.03.14.	Presentation: how do we evaluate our goals? Optional individual consultation
6	2025.03.21.	No class, elective consultation
7	2025.03.28.	Mandatory group consultation
8	2025.04.04.	Elective individual consultation
9	2025.04.11.	Elective individual consultation
10	2025.04.18.	Mandatory group consultation
11	2025.04.25.	No class due to public holiday
12	2025.05.02.	Elective individual consultation
13	2025.05.09.	Last class session, review of final report drafts (individual), completion of OMHV
14	2025.05.16	Preparation week: catch-up opportunity
15	2025.05.23.	Final report presentations

Requirements and evaluation	Assignments	Evaluation criteria	Deadline	% in evaluation
	Participation in the Semester Kick-off Lectures (first two classes)	Participation in 2 presentations	Weeks 2-3	Students who complete the requirements listed by the deadline will receive a grade of 5. Students who miss up to 2 requirements in total will receive a grade of 4. Students who miss 3-4 assessments and reports will receive a grade of 3.
	Attend 4 consultations during the semester to discuss competence development.	Participation in 4 consultations	Week 13	
	Assessment of the objectives set 3 times during the semester (two mid-term assessments and one final assessment).	Prepared participation in 3 consultations (progress must be recorded)	Week 13	
	Completion of a competence self-assessment form at the beginning of the semester	Completion of form	Week 3	Missing any of these assignments result in failing the course
	Setting individual targets	3db target and 3-3db key results	Top-up: end of week 3	
	Completion of a competence self-assessment form at the end of the semester	Completion of form	Finalisation: week 4	
	Final presentation on the progress made during the semester	Delivery of presentation or, in the case of an impediment, delivery of the presentation	Week 13	

It will be possible to make up for a missed consultation during the preparation week. There is no possibility to fill in the competency assessment forms.

Compulsory readings

The compulsory readings for the course will be handed out at the first class session. These are:

- Competency-based development presentation
- Description of competence levels
- Detailed description of the competence scheme

Recommended readings

Knowledge of the recommended literature is not required to complete the course, but rather it is intended for those who are interested in competency-based learning support systems or are interested in the methodological background of the course.

- Detailed description of the related doctoral research (available for download at www.molnaar.co)
- VOORHEES, R A: Competency-Based Learning Models: A Necessary Future. NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH, no. 110, 2001 © John Wiley & Sons, Inc., p5
- DREYFUS, S. E., The Five Stage Model of Adult Skill Acquisition, Bulletin of Science Technology & Society, 2004
- Serger CA. implicit learning Psychol Bull 1994; 115: 163 96.
- Gobet. F. & Chassy, P. (2009) Expertise and intuition: A tale of three theories, Minds and Machines, 19
- O'Rourke, T. B., & Holcomb, P. J. (2002). Electrophysiological evidence for the efficiency of spoken word processing. Biological Psychology, 60, pp. 121-150.

Learnings	Knowledge	A general concept of competences and an overview of competence development and skill acquisition models. Students will learn to evaluate emerging technologies and trends from a business perspective. Students will gain a deeper understanding of the different business stakeholders (venture capital funds, corporations, central and decentralised funds) driving technological development. Students will learn how to discover the hidden business value of each innovation and which are the dominant models.
	Skills	Self-assessment of progress in relevant competence areas. Setting goals for learning and self-development. Students will understand business trends in digital and digital services. Students will understand how 'free' services make money and how IT-related large companies make money overall. Students will understand the concepts of business cases and roadmaps, transformation frameworks. Students will understand the business implications of different regulations and regulatory forces. Students will understand the business value of digital transformation and its place in business governance.
	Attitude	A growth mindset, patience and strategic awareness to develop skills and expand knowledge. Flexibility, critical thinking.
	Responsibility	Long-term learning goals. Students understand the concepts of business cases and roadmaps, transformation frameworks.

- Exemption
- Exemption from attending and completing the course cannot be granted
 - Exemption may be granted from the acquisition of certain competencies and the fulfilment of tasks
 - Some tasks can be substituted with other activities,
 - A full exemption can be granted

Curriculum connections	Unit	Parallel courses	Course proportion in unit
	Course prerequisites	Is it available as an elective?	Prerequisites in case of elective
	N/A	Yes	N/A

Misc. information