

Competence-based self-evaluation and learning support	Classroom Studio or workshop External venue Online
<i>Kód helye</i>	
Design Institute	

Type	ECTS	Contact hours	Student work	Course type	Semester	Class
Practice		36		Compulsory		

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.

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.

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
András Mohácsi DLA			

Course scheduling	Weekly class appointments
Group and individual consultation based on timetable	

#	Date	Weekly educational content
1		Semester kick-off presentation, presentation of the competency self-assessment form
		Semester kick-off presentation, individual consultation on the competency self-assessment
2		
3		Mandatory individual consultation (finalisation of objectives)
4		Presentation: how do we evaluate our goals? Optional individual consultation
5		
6		<i>Course week – no class</i>
7		Mandatory group consultation
8		<i>No class due to public holiday</i>

9		
10		
11		Mandatory group consultation
12		
13		Last class session, review of final report drafts (individual), completion of OMHV
14	-	<i>Preparation week: catch-up opportunity</i>
15		Final report presentations

Assignments	Evaluation criteria	Deadline	% in evaluation
Participation in the Semester Kick-off Lectures (first two classes)	Participation in 2 presentations	Weeks 1-2	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 2	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 2	
Completion of a competence self-assessment form at the end of the semester	Completion of form	Finalisation: week 3	
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.

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

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.

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 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

Unit	Parallel courses	Course proportion in unit
Befoglaló tantárgy címe	[Ez a kurzus]	
	Másik kurzus címe	
	Harmadik kurzus címe	
Course prerequisites	Is it available as an elective?	Prerequisites in case of elective

N/A	Yes	N/A