Name	**Competence-based self-evaluation and learning support**	Classroom ☒ Studio or workshop ☐ External venue ☐ Online ☒
Codes	**M-SZ-E-301-FS**-252601-14-1, M-SZ-E-301-FS-252601-14-2 B-SZ-401-FS-252601-08	
Host	**Future School**	

Basic info

Type	ECTS	Contact hours	Student work	Course type	Semester	Class
Practice	**5**	**36**	**114**	**Elective**	**-**	**-**

Recommen-dation

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	pais.panni@mome.hu	After graduating as a product designer, she has been working as a Design Thinking and Service Design trainer, passing on this knowledge through teaching. At the MOME Doctoral School, she is in charge of developing a complex education methodology package for supporting the diploma project process.	-

Semester schedule

Course scheduling	Weekly class appointments
Group and individual consultation based on timetable	Friday 9:00-11:20

#	Date	Weekly educational content
1	2025.09.05.	Semester kick-off presentation, presentation of the competency self-assessment form
2	2025.09.12.	Semester kick-off presentation, individual consultation on the competency self-assessment
3	2025.09.19.	Mandatory individual consultation (finalisation of objectives)

4	2025.09.26.	No class
5	2025.10.03.	Presentation: how do we evaluate our goals? Mandatory group consultation
6	2025.10.10.	Elective individual consultation (no class)
7	2025.10.17.	No class - Course week
8	2025.10.24.	No class – Public holiday
9	2025.10.31.	Mandatory group consultation
10	2025.11.07.	Elective individual consultation (no class)
11	2025.11.14.	Elective individual consultation (no class)
12	2025.11.21.	Mandatory group consultation
13	2025.11.28.	Last class session, review of final report drafts (individual), completion of OMHV
14	2025.12.05.	No class - Preparation week: catch-up opportunity
15	2025.12.12.	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	3 target and 3-3 key results	Top-up: end of week 3	
Completion of a competence self-assessment form at the end of the semester	Completion of form	Week 13	
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.

On how people acquire skills:

- Stuart E. DREYFUS, „The Five-Stage Model of Adult Skill Acquisition", *Bulletin of Science, Technology & Society* 24, 3. sz. (2004): 177–181, https://doi.org/10.1177/0270467604264992.
- Stuart E. Dreyfus, „System 0: The Overlooked Explanation of Expert Intuition", in *Handbook of Research Methods on Intuition*, szerk. Marta Sinclair (Edward Elgar Publishing, 2014), https://doi.org/10.4337/9781782545996.00009.
- Adolfo Peña, „The Dreyfus Model of Clinical Problem-Solving Skills Acquisition: A Critical Perspective", *Medical Education Online* 15, 1. sz. (2010): 4846, https://doi.org/10.3402/meo.v15i0.4846.

On how we can make our learnings explicit:

- Elise Van Dooren és mtsai., „Making Explicit in Design Education: Generic Elements in the Design Process", *International Journal of Technology and Design Education* 24, 1. sz. (2014): 53–71, https://doi.org/10.1007/s10798-013-9246-8.

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