

# PROFFORMANCE+ Short courses from expert point of view

Some trends and processes

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MINISTRY OF CULTURE  
AND INNOVATION



TEMPUS PUBLIC ADMINISTRATION



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Full Partners:

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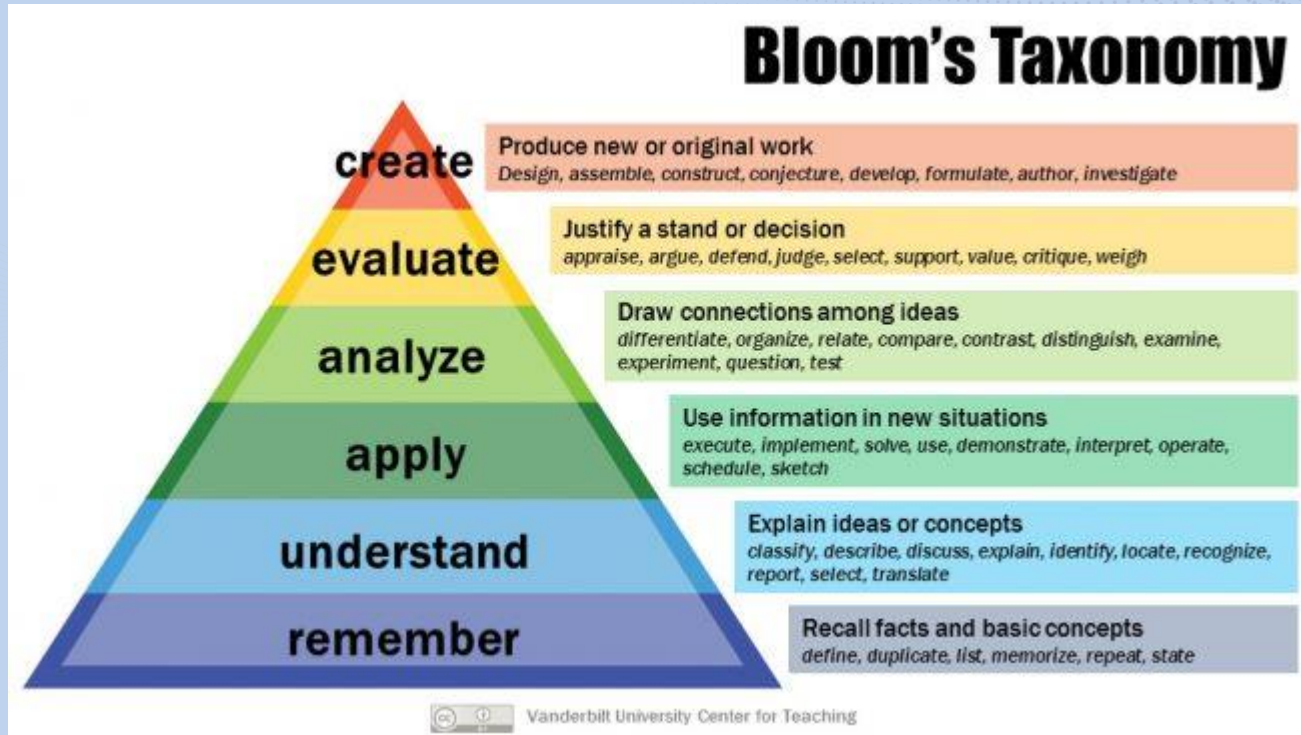
 SZÉCHENYI  
EGYETEM

# OUT-PUT/OUTCOMES

The aim of the course unit refers to the learning outcomes (4-6), that is the central element of the syllabus. What will the student know, what abilities will they have achieved by the end of the course. The aspect of defining targets focuses on the outcome (student's performance and needs, labour market demands). When defining the outcome-based objectives of the course unit the general characteristics (knowledge, ability, attitude, autonomy and responsibility) of the available qualification levels in the higher education have to be taken into account.



# OUT-PUT/OUTCOMES



# COMPETENCY-BASED

**SEE PROFFORMANCE COMPETENCY FIELDS**



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# CONTENT?

It is written for the student, containing the most important topics, key concepts and connections in an understandable form. In the short written listing it is worth focusing on the student's learning pathway.

## **STRUCTURAL CURRICULUM DEVELOPMENT**

## **WEBBING/MAPPING**



# LEARNING-CENTRED APPROACH

THE STUDENT'S TASKS, ACTIVITIES: A brief description of the student's tasks, activities as regards the learning outcomes, the competences to be developed and the content of the course.



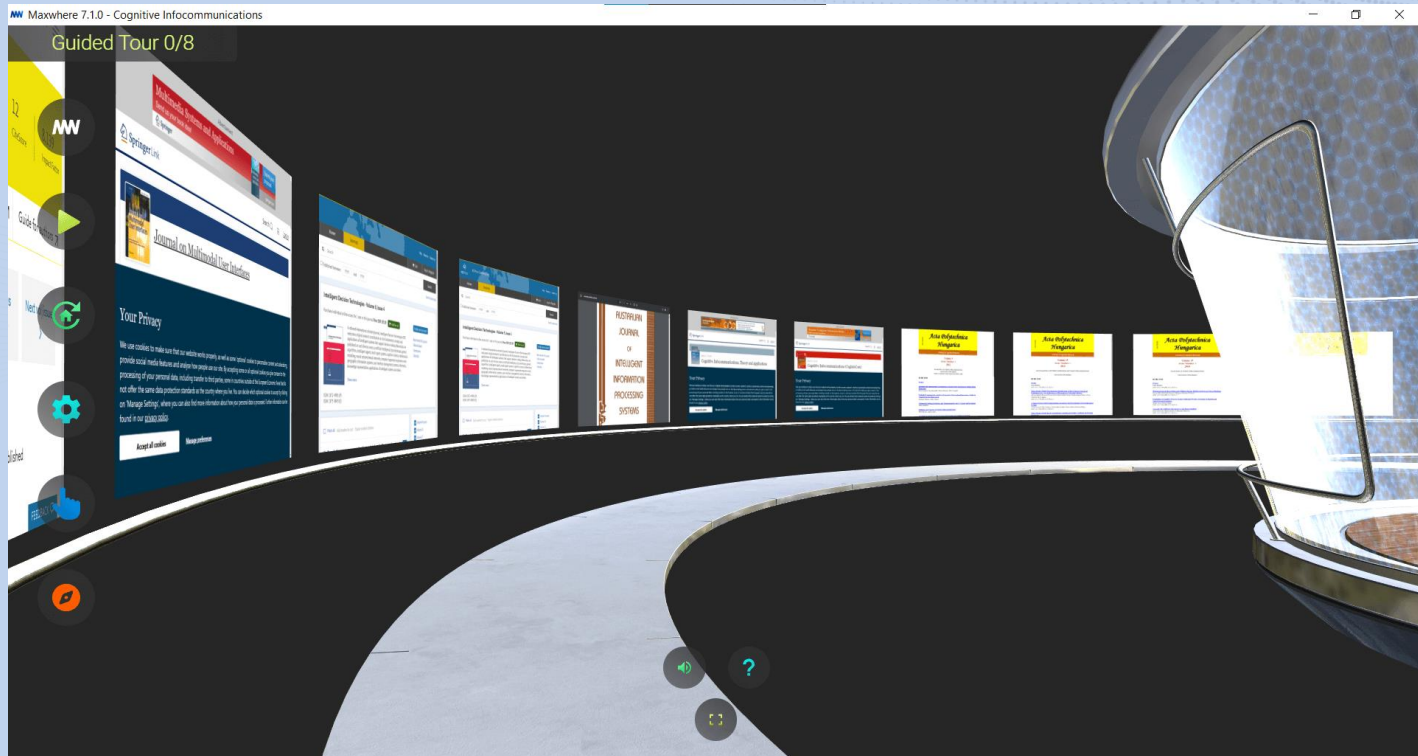
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# TOOLS/PLATFORMS/SUPPORTING



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# ASSESSMENT

The description of assessment methods and procedures. Placing the emphasis on the outcomes of the portfolio-based education, the learning outcomes and the student's tasks, activities. The detailed description of the completion of the subject, defining it in a criteria-oriented and learning supportive way.

**Diagnostic**

**Formative**

**Summative**





**THANK YOU FOR YOUR ATTENTION!**



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