



Tempus: COMPETENCE

Matching competences in higher education and economy:
From competence catalogue to strategy and curriculum
development

Data initially gathered at the University of Girona

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Graz, 23th and 24th of March 2009



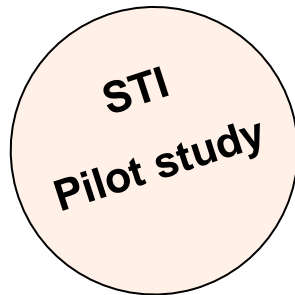
1. Comprehensive diagnosis of higher education needs in the Girona society.

-Developed by the Association of Sociologists and Political Scientist of Catalonia, commissioned by the University of Girona.

-Aims:

- To identify higher education needs in the Girona society.
- To have the information needed to define new bachelor degree programmes.
- To know how strong the relationships between the UdG and social organizations and businesses of the Girona region is.

-You could also identify the main competences the labour market asks to the University.



2. Study of labour insertion of graduates by the Catalan universities

-Developed by the Board of Trustees of the University in cooperation with the National Quality Agency (AQU)

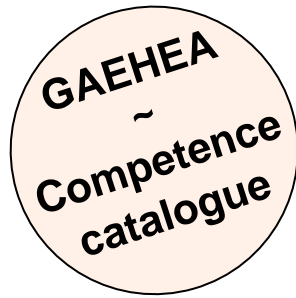
-Aims:

-To analyse the factors or elements that affect the placement of graduates in the labour market.

-To define ways to improve university training.

-To assess the connection between the needs of the labour market and society and university training

-You could also identify the kind of competences the labour market thinks are missing in graduates.



3. Guide to adapt teaching to the EHEA teaching criteria.

-Developed from a pilot plan for adaptation to the EHEA

-Aims:

-To have a tool to discuss the most important issues related to adaptation to the EHEA.

-To apply the results and subsequent reflections on the pilot plan to extend the adaptation to the UdG as a whole.

-To share our reflections with other universities.

Let's make a *Tempus project guide* to adaptat to EHEA?

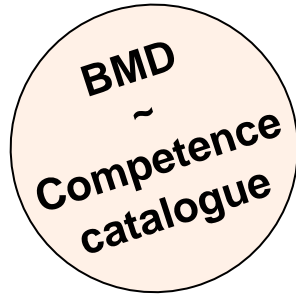
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tabid/7191/language/ca-ES/Default.aspx](http://www.udg.edu/EEES/Docencia2010/Guiaperialadaptacioaleees/tabid/7191/language/ca-ES/Default.aspx)



3. Guide to adapt teaching to the EHEA teaching criteria.



Let's make a *Tempus project guide* to adaptation to EHEA?



4. Procedure to design a complete bachelor's or master's programme linking the competencies previously defined with teaching units. Electronic tool supporting this procedure.

-Developed by the University of Girona




-Aims:

-To define a procedure to plan a complete bachelor's or a master's programme, based on competencies you have identified as necessary.

-To develop an electronic tool to apply this procedure.

Competències

 Afegir competència

-    1.- To analyse, to evaluate and to synthesize the strong and weak points related to any professional act, also about the own professional activities, in order to start an improving process
-    2.- To collect and to select relevant information which permit to develop an original research
-    3.- To analyze, to evaluate and to synthesize critically and creatively new and complex ideas in scientific texts
-    4.- To communicate in original and creative ways to expert and inexpert publics
-    5.- To manage processes
-    6.- To use tools and systems to make decisions about innovation and technology management
-    7.- To apply tools and creative techniques to plan, to develop and to evaluate projects in innovation and technology management
-    8.- To manage projects about technology in organizations
-    9.- To manage, as a leader, a teamwork (also in multidisciplinary and international contexts) and to value the processes and the roles. To promote changes from the reflection
-    10.- To make proposals of new initiatives about planning, development and evaluation projects in innovation or technological management
-    11.- To design creative proposals in order to improve or to solve situations with uncertainty assuming calculated risks
-    12.- To adapt the discourse and the speech to different cultural contexts
-    13.- To plan and to apply strategies to business manage in international contexts

- 17.- To evaluate and to apply strategies about innovation and technological management based on the deontological principles
- 18.- To communicate in English language in different contexts and formats, about the own speciality
- 19.- To select and to use the information and communication technologies suitable to the research aims
- 20.- To promote reflections to improve the ecological, the economical and the human sustainability

▼ Competències x Assignatures

Mòdul

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▼ Estàndards

[Mostrar notes](#)

1. Context general que justifica i dóna suport a la implantació de la titulació

1.1. Des de la perspectiva externa

- 1.1.1. La qualificació final que es pretén per a la titulació correspon a la descripció de la qualificació de graduat (bachelor) o postgraduat (master) que en general s'accepta internacionalment.
- 1.1.2. La qualificació final que es pretén es basa en requeriments fets per la disciplina acadèmica, la pràctica acadèmica internacional i, si escau, la pràctica rellevant en la prospectiva del camp professional.
- 1.1.3. Per a les noves titulacions de graduat i postgraduat, la demanda acadèmica, social i/o professional justifica la proposta d'implantació de la titulació.

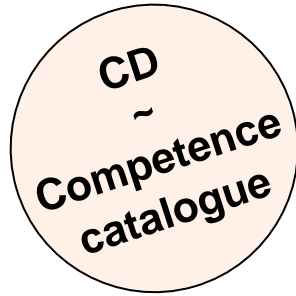
1.2. Des de la perspectiva interna

- 1.1.4. La institució assegura que els seus títols són transportables en l'àmbit de l'espai universitari europeu.
- 1.2.1. Els objectius del programa són coherents amb la missió de la institució i el seu pla estratègic.
- 1.2.2. Les funcions dels responsables acadèmics del programa estan establertes clarament.
- 1.2.3. Hi ha un sistema de comunicació efectiva entre els diferents àmbits de la institució que faciliten la qualitat i l'èxit del programa.
- 1.2.4. La institució té els mitjans adequats i suficients per a assegurar a l'usuari la qualitat de la titulació oferta.

2. Programa de formació

2.1. El perfil de formació i els seus referents

- 2.1.1. La institució ha formulat clarament les competències específiques i transversals, i ha expressat què s'espera dels graduats en termes de coneixements, habilitats i actituds pel que fa a la formació futura i als seus rols professionals futurs.
- 2.1.2. La titulació ha traslladat els objectius al programa formatiu.
- 2.1.3. El programa inclou un grup coherent de cursos i d'activitats educatives que proveeixen d'una cobertura apropiada tant d'aspectes fonamentals com avançats relatius a les matèries previstes en el programa, degudament actualitzades.



5. Procedure to design modules in the context of bachelor's or master's programmes. Electronic tool supporting this procedure.

[http://www.udg.edu/EEES/Docencia2010/Einadeplanificaciiodocent/
tabid/7193/language/ca-ES/Default.aspx](http://www.udg.edu/EEES/Docencia2010/Einadeplanificaciiodocent/tabid/7193/language/ca-ES/Default.aspx)

-Developed by the University of Girona

-Aims:

-To define a procedure to design modules linking competences, contents and learning activities.

-To develop an electronic tool to apply this procedure.

75 < 78,50 < 90

Competències x activitats Resum

Competències

- To collect and to select relevant information which permit to develop an original research
- To analyze, to evaluate and to synthesize critically and creatively new and complex ideas in scientific texts
- To communicate in original and creative ways to expert and inexpert publics
- To use tools and systems to make decisions about innovation and technology management
- To apply tools and creative techniques to plan, to develop and to evaluate projects in innovation and technology management
- To make several creative alternatives related to the research aims
- To analyse and to solve complex situations, individually and team working
- To communicate in English language in different contexts and formats, about the own speciality

Altres competències



Continguts

- 1. Section I: Conceptual Part
 - 1.1. Knowledge concepts and definition
 - 1.1.1. Data, Information & Knowledge
 - 1.1.2. Knowledge Classification
 - 1.1.3. Knowledge creation processes
 - 1.2. Knowledge management concepts and models
 - 1.2.1. Knowledge Perspectives
 - 1.2.2. The role and the effect of Information Technology in KM Systems
 - 1.2.3. Knowledge Management Principles
- 2. Section II: Procedural Part
 - 2.1. Use of KM tools and technologies
 - 2.1.1. KM Technology classification
 - 2.1.2. Association of KM tools to knowledge processes
 - 2.2. Knowledge in different organizational contexts.
 - 2.2.1. Knowledge processes in global multinational
 - 2.2.2. Knowledge processes in network/virtual organizations
 - 2.2.3. Knowledge processes in engineering organizations
- 3. Section III: Behavioral Part
 - 3.1. Social and cultural variables and values affecting organizational knowledge management
 - 3.1.1. Motivation for sharing knowledge
 - 3.1.2. Power, conflict and knowledge processes

Activitats

Descripció	Av	AP	SP
Answer an initial questionnaire and to fill a conceptual map		0,5	0
Theoretical classes given by the professor related to Knowledge concepts and definition.		2,5	5
Realization of activity that allows to test your tacit knowledge		0,5	0
Theoretical classes given by the professor related to Knowledge management concepts and models		1	5
Understanding from definitions: What is Knowledge Management? Lecture and debate.	o	0,5	0,5
Collaborative reading. A text will be divided and distributed among students so each student will have only a piece of the total text. They will have time to read it. Next, they will make groups in order to complete the text. They will have to explain to each other their part and build together the summary or a scheme with the main ideas of the text.	o	1,5	2,5
List of the differences between Objectivist & Practice-based Perspectives. Review of the conceptual part	o	0	1
Theoretical classes given by the professor related to KM Technology classification and its association to knowledge processes		2	6
E.1 Elaboration of a presentation related to a KM tool. File	o	1	2
E.2 Elaboration of a presentation related to a KM tool. Presentation	o	1,5	1
X.1 Case-study resolution. Lecture and comment of the assigned case.		2	4
X.2 Case-study resolution. Information search related to the given case		1	3
X.3 Case-study resolution. Teamworking to develop the draft of the resolution project	o	1	6
X.4 Case-study resolution. Debate between the different groups around their case and the solution that they have found.	o	1	7,5
X.5 Case-study resolution. Elaboration of the project that gives answer to the			

Activitats d'avaluació

Descripció	Criteris d'avaluació
Understanding from definitions: What is Knowledge Management? Lecture and debate.	- Sufficient understanding of the content of the text. - Capacity of establishing connections among previous knowledge or contents. - Contribution and presentation of own ideas well argued.
Collaborative reading. A text will be divided and distributed among students so each student will have only a piece of the total text. They will have time to read it. Next, they will make groups in order to complete the text. They will have to explain to each other their part and build together the summary or a scheme with the main ideas of the text.	- Critical analysis of the given assignment - Capacity of elaborating a good summary - Capacity of finding the main ideas in the text and connecting them in concepts that appear in the text. - Participation in classroom teamgroup work in order to elaborate the final summary
List of the differences between Objectivist & Practice-based Perspectives. Review of the conceptual part	- Organization of the work content - Tracking of the scheme proposed - Delivery of the work in the due date.
E.1 Elaboration of a presentation related to a KM tool. File	- Structure of the presentation - Valoration of the suitability of contribution as well as personal contribution to the work - Use of the correct language
E.2 Elaboration of a presentation related to a KM tool. Presentation	- Clarity of the exposition : organization and coherent contents, good expression - Capacity of capturing the audience - Good use of the information support - Capacity of giving good answers to the questions
X.3 Case-study resolution. Teamworking to develop the draft of the resolution project	- Selection and summary of the chosen information to answer the case study resolution in a first stage - Ability to find a KM tool for solving the case, if it exist - Ability to present and defend the own work and ideas in a public presentation inside the group
X.4 Case-study resolution. Debate between the different groups around their case and the solution that they have found.	- Active participation in classroom debate. - Suitability of the ideas presented in the subject studied. - Ability to argue, present and defend the opinion that one has. - Respect to others points of view - Respect word turn - The no monopolization of the debate
X.5 Case-study resolution. Elaboration of the project that gives answer to the case study given by the professor to each group.	The final document presented will be evaluated: - inclusion of all the documents and files of the final report - good structure of the report: clear and well-organized - description of the work carried out making clear the achieved learning - coherent conclusions - good use of the related terminology - work deliveration on time
X.6 Case-study conclusion presentation. Presentation of the conclusion of the work. The defender will be choose randomly inside the members of the group	- It will be evaluated the presentation format and the capacity of communication of the main ideas of the work, by the defender - Clarity of the exposition : organization and coherent contents, good expression - Capacity of capturing the audience - Good use of the information support - Capacity of giving good answers to the questions
Evaluation	To solve a questionnaire-exam

Criteris de qualificació

Final Mark = 0.6 Course activities + 0.4 Final exam

Dades generals Competències

Competències

- To collect and to select relevant information which permit to carry out an original research
- To analyze, to evaluate and to synthesize critically and create new and complex ideas in texts
- To communicate in original and creative ways to expert and public
- To use tools and systems to make decisions about innovation and technology management
- To apply tools and creative techniques to plan, to develop and to evaluate projects in innovation and technology management
- To make several creative alternatives related to the project aims
- To analyse and to solve complex situations, individually and working in teams
- To communicate in English in different contexts and to defend about the own speciality

Afegir activitat

Gravar Gravar i afegir Cancelar

Descripció

Dades generals Competències relacionades Continguts relacionats

Tipus: Anàlisi / estudi de casos

Hores de dedicació de l'estudiant

	Prèviament	Durant	Després	Total
Amb professor	0	0	0	0
Sense professor	0	0	0	0
TOTAL	0	0	0	0

Criteris d'avaluació

És d'avaluació

Tancar disseny

Activitats Resum

	Av	AP	SP
Actual		0,5	0
Anterior		2,5	5
Posterior		0,5	0
Anterior		1	5
Posterior	0	0,5	0,5
Anterior	0	1,5	2,5
Posterior	0	0	1
Anterior		2	6
Posterior	0	1	2
Anterior	0	1,5	1



Thank you for your attention

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