INTRODUCTION

Goal

To learn about the structure of the new contents of the official university master’s degree in order to improve the technical and academic advice given to commissions on competency.

Compliance

University professors trained to plan and to provide a skills-based curriculum.

Formulation of skills

It is a combination of knowledge, skills and acquired attitudes. They are developed from integrative learning experiences, in which knowledge and skills issued in order to provide an efficient result to the task that is being carried out.

Competition

The art of knowledge, skills, attitudes, that are acquired and developed through contributions to human experience, are to provide fast based knowledge that identifies characteristics of content coming to be built, on courses play in the professional world and require a teaching and learning process.

BASICS

Master level

They cannot be modified.

Degree level

They can be generalized.

MATERIALS AND METHOD


Participants

Traces in charge of the official teaching Master’s degree titles of the UPO.

Materials

Framework for the evaluation of Competences-based Curricula in three dimensions:

A. Diagnostic dimension: 5 multiple-choice questions and 1 essay question.

B. Study interest dimension: yes-no questions.

C. Sociometric data dimension: gender, position, participation in the planning of the curriculum and the typology that characterizes their Master’s degree.

Methodology

University professors trained to plan and to provide a skills-based curriculum.

Results

Curriculum

Their curricula were designed based on aims.

Skills

Correct answers on the classification of skills.

Conclusion

There is a lack of awareness of the users regarding the configuration of the competences-based curriculum.

Engineering and Architecture haven’t participated, so there is a lack of awareness regarding competences.

Health Sciences produced a low participation (5.40%).

Therefore, efficient training in matters of competences for all those responsible for the Masters is necessary.

The study has its limits, in fact 37% of the participants didn’t answer some of the questions.

The core results in this study is that 37% of the participants didn’t answer some of the questions.

There is a need to prepare a guide to chart a cross-based curriculum for what is a degree level, and second report on guides regarding the evaluation of the success of courses based on competencies.

The work included in these publications is to benefit the structuring of curricula based on a competencies model. More than the technical and academic advice should be enhanced.