Competence standards and principles and methods for verifying their acquisition

This appendix specifies:
1. Requirements standard describing the competences acquired by Project Participants as a result of participation in a short form of education, divided into categories: knowledge, skills and social competences/attitudes.
2. Criteria for assessing learning outcomes after the completion of the Project Participant's support.
3. Methods of verifying the acquisition of competences.

Ad. 1

1. **Competencies** are understood as confirmed abilities to use knowledge and personal, social and methodological skills in the context of professional or educational tasks and in the course of professional and individual development. Competencies can be divided into 3 categories: knowledge, skills and social competences.
2. **Linguistic competence** is the ability to use language effectively, both orally and in writing. This means not only knowing vocabulary and grammar, but also being able to use language in various communication situations, understanding the context and intentions of the other person, and expressing one's own thoughts in a clear and understandable way.
3. **Knowledge** is understood as the effect of the general acceptance of information in the learning process. Knowledge consists of facts, principles, theories and practices that are related to the professional field or learning.
4. **Skills** are defined as the ability to use the knowledge and procedures necessary to complete a task and solve a problem.
5. **Social competences** are understood as attitudes that demonstrate the learner's ability to use knowledge and skills in an autonomous and responsible manner.
6. The Project provides financing for participation in a short form of education, the aim of which is for the Participant to acquire competences from the list below:

Research competences

Knowledge: acquiring information on the conduct of scientific activities as well as research practices specific to a given institution/research group; improving/acquiring information on a specific scientific discipline or research method.

Skills: ability to conduct scientific activity in international cooperation, ability to participate in institutional processes supporting the conduct of research in international cooperation; ability to address a specific problem in own research; ability to join a specific research stream; ability to understand and practically use acquired knowledge and research methods.

Social competences: awareness of and showing a positive attitude towards cultural diversity, different methodological perspectives and research traditions; openness to researchers representing other cultures and speaking a different language; awareness and understanding of a specific research trend on a given problem; openness to taking up new threads in one's own research work; acquiring awareness of the specifics of conducting research in a given institution.

Linguistic competences

Knowledge: improving/acquiring knowledge of the vocabulary and grammar of a given language, as well as knowledge of the main types of verbal interaction and language registers characteristic of the academic context, social conventions and cultural aspects.

Skills: the ability to understand spoken messages, initiate, maintain and end a conversation, and read, understand and write texts, including scientific texts, in a given language.

Social competences: being aware of and demonstrating a positive attitude towards cultural diversity, as well as showing curiosity about linguistic diversity and intercultural communication.

Competences in the field of scientific communication

Knowledge: improvement/acquisition of information on techniques for presenting research results and/or research projects; acquisition of information on effective methods of reaching recipients of academic-related activities.

Skills: ability to effectively communicate research results, research goals and hypotheses, as well as assumptions of ongoing or planned research projects.

Social competences: increased self-confidence in contacts with foreign representatives of the academic community; openness and readiness to conduct international discussions/exchange of knowledge/information regarding conducted scientific/academic activities.

Pro-ecological competences

Knowledge: improving/acquiring understanding of the effects of human activity, understanding the principles of sustainable development, knowledge about pro-ecological solutions in scientific research and industrial production.

Skills: ability to take action to protect the environment in everyday life (e.g. waste segregation, energy saving, use of ecological means of transport) and in the workplace (e.g. minimizing the use of reagents, replacing harmful reagents with safer ones).

Social competences: belief in the need to protect the environment, readiness to take action to improve it and responsibility for the state of the natural environment.

Participants may declare in the application other competences than those listed above, which they wish to strengthen/acquire during the scholarship exchange.

Ad. 2

1. The basic criterion for assessing learning outcomes is the degree of compliance of the planned competences to be acquired (declared in the application) with the competences actually acquired (according to the presented certificate and the results of the survey completed by the Project Participant before and after the implementation of the activity).
2. The level of compliance referred to above is assessed by the Evaluation Expert, who cannot be directly involved in the educational process related to the implementation of the activity by a given Project Participant.

Ad. 3

1. The competencies that the Project Participant plans to acquire/strengthen must be specified in the application.
2. The fact of acquiring competences must be confirmed by an appropriate certificate and survey results, which will be verified by Evaluation Experts.
3. The basic function of the certificate is to confirm participation in activities during the short-term scholarship exchange.
4. The basic function of the survey is to examine the competence level of the Project Participant before and after the implementation of the activity.
5. In a situation where the certificate contains errors and/or the survey results do not allow for determining the high level of compliance referred to above, the Evaluation Expert conducts an additional interview with the Project Participant in the form of an unstructured interview, during which he/she verifies the fact of acquiring the declared knowledge/skills/social competences.