EXAMPLE OF GENERIC AND SPECIFIC COMPETENCES

Content

Generic Competences

1. Ability to communicate in a second language
2. Capacity to learn and stay up-to-date with learning
3. Ability to communicate both orally and through the written word in first language
4. Ability to be critical and self-critical
5. Ability to plan and manage time
6. Ability to show awareness of equal opportunities and gender issues
7. Capacity to generate new ideas (creativity)
8. Ability to search for, process and analyse information from a variety of sources
9. Commitment to safety
10. Ability to identify, pose and resolve problems
11. Ability to apply knowledge in practical situations
12. Ability to make reasoned decisions
13. Ability to undertake research at an appropriate level
14. Ability to work in a team
15. Knowledge and understanding of the subject area and understanding of the profession
16. Ability to work in an international context
17. Ability to act on the basis of ethical reasoning
18. Ability to communicate with non-experts of one's field
19. Ability for abstract thinking, analysis and synthesis
20. Spirit of enterprise, ability to take initiative
21. Interpersonal and interaction skills
22. Ability to design and manage projects
23. Ability to act with social responsibility and civic awareness
24. Determination and perseverance in the tasks given and responsibilities taken
25. Appreciation of and respect for diversity and multiculturality
26. Ability to work autonomously
27. Skills in the use of information and communications technologies
28. Commitment to the conservation of the environment
29. Ability to adapt to and act in new situations
30. Ability to evaluate and maintain the quality of work produced
31. Ability to motivate people and move toward common goals

Specific Competences: Business Administration

1. Developing strategic, tactical, and operational planning skills.
2. Identifying and administrating business risks in organisations.
3. Identifying and optimising business processes within organisations.
4. Administrating an integral logistics system.
5. Developing, implementing, and managing business control systems.
6. Identifying functional inter-relations within organisations.
7. Evaluating the legal framework applied to business management.
8. Producing, evaluating, and managing business projects within different types of organisations.
9. Interpreting accounting and financial information for the taking of managerial decisions.
10. Using costing information for planning, control, and decision making.
11. Taking decisions regarding investment, financing, and management of financial resources within a company.

12. Leadership skills, for the achievement and following up of aims within the organisation.
13. Managing and developing human talent within the organisation.
14. Identifying ethical and cultural aspects of reciprocal impact within the organisation and the social environment.
15. Improving and innovating administrative processes.
16. Detecting opportunities for undertaking new business and/or developing new products.
17. Using information and communications technology in management.
18. Managing the technological infrastructure of a business.
19. Formulating and optimising information systems for management.
20. Formulating marketing plans.

Specific Competences: Architecture

1. Awareness of the cultural function of Architecture
2. Awareness of the social function of Architecture and of how the architect can contribute ideas to society to improve habitats.
3. Awareness of responsibility concerning the environment and concerning architectural and urban heritage values.
4. Skill in designing buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social and cultural requirements.
5. Skill in formulating ideas and transforming them into architectural creations exemplifying the principles of composition, and good visual perception and spatial perception.
6. Systemic knowledge of history, architectural theory and related human sciences as the grounding on which to base architectural practice.
7. Knowledge, sensitivity and commitment regarding current architectural issues at local and global levelsl.
8. Ethical commitment regarding the discipline and practice of architecture.
9. Imaginative, creative, innovative ideas and leadership in processes or architectural design and urban development.
10. Understanding that the design process is a method of investigation and research.
11. Knowledge of and ability to apply research methods to resolve creatively the demands of the human habitat, on different scales and at different levels of complexity.
12. Desire to research and produce new knowledge that will contribute to the development of Architecture.
13. Ability to perceive, conceive and manage space in three dimensions and on different scales.
14. Skill in reconciling all the factors involved in architectural design and urban development.
15. Mastery of the media and tools used for communicating verbally, in writing and/or volumetrically architectural and urban development ideas and designs.
16. Awareness of the importance of architectural heritage and of the relations between current architectural developments and the past.
17. Ability to form part of interdisciplinary teams deploying different intervention techniques to improve degraded and/or disputed urban and architectural spaces.
18. Ability to recognise, evaluate, enhance and preserve architectural and urban heritage buildings.

19. Knowledge of the fine arts, popular and folk art, and aesthetics as key factors in the quality of architectural thinking and design.
20. Skill at leading, taking part in and co-ordinating interdisciplinary work in architecture and urban development.
21. Capacity to undertake architectural and urban development projects guaranteeing sustainable development and environmental, social, cultural and economic maintainability.
22. Capacity to design buildings and structures that will respond well to the bioclimatic, landscape and topographical conditions of the region in question.
23. Capacity to define the structural system of architectural projects.
24. Capacity to define the appropriate construction systems and technology for the architectural project and local context in question.
25. Capacity to define the installation systems called for by the architectural and/or urban development design conception.
26. Knowledge and application of the legal and technical codes regulating the field of architecture, construction and urban development.
27. Capacity to produce all the technical documentation necessary for bringing an architectural project to completion.
28. Capacity for planning, programming, budgeting and managing architectural and urban development projects in the market.
29. Capacity to build, direct, supervise and oversee the execution of architectural and urban development construction projects on different scales.
30. Ability to form part of interdisciplinary teams set up to undertake technical and economic appraisal studies of real property.

Specific Competences: Law

1. Knowledge of, and ability to interpret and apply the general principles of Law and the legal system.
2. Knowledge of, and ability to interpret and apply the legislation and principles of the national and international legal system in specific cases.
3. Commitment to justice and fairness in all situations in which the lawyer is involved.
4. Commitment to human rights and to the social, democratic rule of law.
5. Capacity to exercise the profession as a member of a team of lawyers.
6. Capacity to work in interdisciplinary teams as a legal expert, making an effective contribution to the teamsâ€™ work.
7. Good understanding of political, social economic, personal and psychological phenomena (among others), taking them into consideration in interpreting and applying the Law.
8. Awareness of the ethical dimension of the legal professions and of the social responsibility of Law graduates, and acting accordingly.
9. Good capacity for legal reasoning and argumentation.
10. Capacity to discuss and debate from a legal perspective, understanding different points of view and articulating them in order to propose reasonable solutions.
11. Ability to consider the wisdom of using alternative means in resolving conflicts and disputes.
12. Sufficient knowledge of a foreign language to be able to work efficiently in the

legal field (English, Portuguese and Spanish)..
13. Capacity to use necessary technology for information searches in the course of conducting, and keeping up to date in, a legal practice.
14. Capacity to apply scientific research criteria in the course of professional activity.
15. Capacity to apply knowledge with particular effectiveness in a give area of the legal profession.
16. Capacity to confront new situations and contribute to the creation of legal solutions and institutions in general and particular cases.
17. Capacity for good written and oral expression, in fluent technical language, using precise, clear legal terms.
18. Capacity to analyse a broad range of complex works concerned with Law and to summarise their arguments precisely.
19. Capacity to take well-reasoned legal decisions.
20. Capacity to understand the philosophical and theoretical fundamentals of law, relating them to their practical application.
21. Evident critical awareness in analysing the legal system.
22. Capacity to take action legally and technically in different government or legal venues with the proper utilisation of processes, acts and procedures.
23. Capacity to decide whether the circumstances in fact are sufficiently clear to be able to adopt a decision grounded in Law.
24. Capacity to act faithfully, diligently and transparently in defending the interests of persons represented.

Specific Competences: Education

1. Understanding of the theory and methodology of the curriculum, for orientation of educational action (design, carrying out, and evaluation).
2. Understanding of knowledge of the disciplines of the area of specialist knowledge.
3. Designing and operationalising teaching and learning strategies in appropriate contexts.
4. Projecting and developing education which is interdisciplinary in nature.
5. Knowledge and application of the theories which form a basis for general and specific teaching.
6. Identifying and managing support for specific educational needs in different contexts.
7. Designing and implementing varied strategies and learning evaluation processes on a basis of specific criteria.
8. Designing, managing, implementing, and evaluation educational programmes and projects.
9. Choosing, producing, and using appropriate teaching materials for the context.
10. Creating and evaluating challenging and favourable environments for learning.
11. Developing logical, critical, and creative thought among students.
12. Achieving learning results at different levels.
13. Designing and implementing education which integrates people with special needs.
14. Choosing, using, and evaluating information and communications technologies

as resources for teaching and learning.
15. Providing education in values, citizenship, and democracy.
16. Researching education, and applying the results in a systematic transformation of education practice.
17. Coming up with innovations in different areas of education systems.
18. Knowledge of education theory, and critical use of it in different contexts.
19. Reflecting on personal practice so as to improve provision of education.
20. Orientation and facilitation of processes of change in the community through education.
21. Critical analysis of educational policy.
22. Generating and implementing educational strategies that respond to socio-cultural diversity.
23. Assuming and responsibly managing personal and professional development in a permanent manner.
24. Recognising historical processes of education in the country and Latin America.
25. Recognising and using theories from other sciences which form a basis for education: linguistics, philosophy, sociology, psychology, anthropology, politics, and history.
26. Interacting socially and educationally with different community members so as to encourage processes of development.
27. Producing educational materials in accordance withy different contexts so as to encourage teaching and learning processes.

Specific Competences: Nursing

1. Capacity to apply knowledge in the holistic care of patients, families and the community, taking into account the different phases in the life cycle in processes of illness and health.
2. Skill in applying the nursing methodology and theories that underlie and organize intervention, guaranteeing the care relation.
3. Capacity to document and communicate information fully and completely to patients, families and community to provide continuity and security in care.
4. Capacity to utilise information and communication technologies for assertive decision-making and healthcare resource management.
5. Capacity to show respect for culture and human rights in nursing interventions in the healthcare field.
6. Skill in interacting in interdisciplinary and multi-sector teams, with problem-solving capacity to meet priority, emergent and special healthcare needs.
7. Capacity to design and manage research projects concerned with nursing and health care..
8. Skill in resolving healthcare problems using research in oneâ€™s nursing practice.
9. Capacity to participate actively in the development of healthcare policies, respecting cultural diversity.
10. Capacity to plan, organise, execute and evaluate disease prevention and recovery campaigns, using quality criteria.
11. Capacity to work within a context of the codes of ethics, rules, standards and

laws governing the profession.
12. Capacity to design, execute and evaluate formal and non-formal health education programmes addressing local needs.
13. Capacity to participate in multidisciplinary and transdisciplinary teams set up to formulate educational projects.
14. Skill and capacity to promote ongoing learning among persons, groups and the community to foster good health habits and healthy life styles in relation to the surrounding environment.
15. Knowledge of and capacity to apply technology and computers in nursing and healthcare research.
16. Knowledge of the different functions, responsibilities and roles to be undertaken by nursing professionals.
17. Capacity to apply in practice the principles of safety and hygiene in nursing care.
18. Knowledge of and skill in using the instruments inherent in human care procedures.
19. Capacity to participate actively in ethics committees for the practice of nursing and bioethics.
20. Capacity to defend the dignity of the individual and right to life in interdisciplinary healthcare.
21. Capacity to administer safely drugs and other treatments necessary in providing quality nursing care.
22. Capacity to recognise, respect and support peopleâ€™s spiritual needs.
23. Capacity to participate effectively in local, regional, national and international collective bodies that promote the development of the profession.
24. Capacity to establish and maintain a caring relationship with patients, families and community faced with different care requirements, with greater emphasis in critical situations and in the terminal phase of life.
25. Capacity to promote and undertake actions designed to stimulate public participation and community development within the chosen field of healthcare competence.
26. Capacity to demonstrate solidarity in situations of disaster, catastrophe and epidemics.
27. Capacity to manage autonomously new nursing services.

Specific Competences: Physics

1. Capacity to pose, analyse and solve physical problems, both theoretical and experimental, through the use of numerical, analytical or experimental methods.
2. Capacity to utilise or develop computation systems or programmes for information processing, numerical calculus, simulation of physical processes, or control of experiments.
3. Capacity to identify the essential elements of a complex situation, make necessary approaches and construct simplified models that will describe it in order to understand its behaviour under other conditions.
4. Skill in verifying how well models match reality and in identifying their somain of validity.
5. Skill in applying theoretical knowledge of physics to the undertaking and interpretation of experiments.
6. Capacity to demonstrate a thorough comprehension of the fundamental concepts and principles of classical and modern physics.
7. Capacity to describe and explain natural phenomena and technological processes in terms of physical concepts, theories and principles.

8. Skill in constructing and developing valid argumentations, identifying hypotheses and conclusions.
9. Capacity to summarise particular solutions, extrapolating from them to general principles, laws or theories.
10. Capacity to develop a clear perception of how apparently diverse situations present analogies making it possible to apply known solutions to new problems.
11. Skill in estimating orders of magnitude of measurable quantities to interpret diverse phenomena.
12. Capacity to demonstrate experimental skills and appropriate working methods in the laboratory.
13. Capacity to participate in professional activities related to high technology both in the laboratory and in industry.
14. Capacity to participate in advising and drawing up science and technology proposals with emphasis on subjects of national economic and/or social impact.
15. Capacity to act with professional ethics and responsibility, manifesting social commitment to solidarity and justice, as well as respect for nature and the environment.
16. Capacity to demonstrate the work habits required in the profession, such as teamwork, scientific rigor, independent learning and perseverance.
17. Skill in researching, interpreting and using scientific literature.
18. Skill in communicating scientific concepts and results, both orally and in writing, to peers or as a teacher, writer or speaker.
19. Ability to participate effectively in physics or interdisciplinary research projects.
20. Capacity to demonstrate willingness to confront new problems in other fields, using specific skills.
21. Knowledge of the conceptual development of physics in historical and epistemological terms.

Specific Competences: Geology

1. Ability to apply classification and sorting systems for geological matter.
2. Ability to advise on the use of natural resources in the drawing up of development policies , legislation , plans and programmes.
3. Capacity to interact in interdisciplinary and transdisciplinary areas.
4. Capacity for observing and understanding the environment.
5. Capacity to develop teaching and research methods in geology aimed at furthering career and diffusion of knowledge.
6. Capacity to undertake work in good balance with the care and conservation of the natural and social environment.
7. Capacity to pursue professional activity within a framework of responsibility, legality , safety and sustainability.
8. Skill in describing and analysing the relations of elements present in rocks and in their internal and external structures , in order to interpret the evolution and sequence of geological events.
9. Ability to undertake geological studies to find, exploit, conserve and manage water and energy resources.
10. Skill in drawing and interpreting geological cross-sections and maps.
11. Skill in assessing and appraising geological resources and the alterations they have undergone.
12. Capacity to perceive and understand the spatial and temporal dimensions of geological processes and their effects on the planet.
13. Skill in planning , executing, managing and overseeing projects and services

aimed at prospecting, harnessing and utilising natural non-renewable resources.
14. Capacity to provide bases for territorial planning and the prevision, prevention and mitigation of geological risks , natural and man-made disasters.
15. Capacity to undertake and evaluate technological and/or geotechnical studies on geological matter.
16. Rigor in sample-taking and data gathering, and in their processing, analysis and interpretation.
17. Capacity to gather, process and interpret data from different sources, using qualitative and quantitative techniques to construct geological models.
18. Skill in locating perforation sites for research and operation , and in controlling them geologically.

Specific Competences: History

1. Understanding the social role of the historian.
2. Understanding of the fact that historical debate and research is permanently developing.
3. Ability to use specific techniques needed for the study of documents from particular periods, such as palaeography and epigraphy.
4. Knowledge of national history.
5. Ability to design, organise, and develop historical research projects.
6. Critical knowledge of the relationship between current and past events and processes.
7. Ability to manage information and communications technology so as to be able to produce historical facts, or facts related with history (for example, statistical or cartographical methods, databases etc).
8. Ability to read historiographical texts and documents in another language.
9. Knowledge of methods and problems of the different branches of historical investigations: economical, social, political, gender studies etc.
10. Knowledge of local and regional history.
11. Ability to take part in interdisciplinary research work.
12. Ability to recognise, contribute to, and participate in socio-cultural community activities.
13. Ability to use tools to compile information, such as bibliographical catalogues, archive inventories, and electronic references.
14. Knowledge and respect of points of view deriving from different cultural, national, and other antecedents.
15. Critical knowledge of the general diachronic framework of the past.
16. Knowledge of native languages, if necessary.
17. Knowledge and ability to use theories, methods, and techniques from other social and human sciences.
18. Critical knowledge of different historiographical perspectives from different period and contexts, including current debates.
19. Knowledge of universal or world history.
20. Ability to communicate and argue orally and in written form in the native language of the relevant country, in accordance with usual terminology and techniques of the profession.
21. Ability to apply historical education techniques and methods.
22. Ability to transcribe, summarise, and catalogue information in appropriate forms.

23. Ability to identify and appropriately use sources of information: bibliographies, document, oral testimony etc., for historical research.
24. Ability to define research terms which can contribute to historiographical knowledge and debate.
25. Knowledge of the history of America.
26. Ability to coherently organise complex historical information.
27. Ability to comment on, annotate, and correctly edit texts and documents in accordance with the critical norms of the discipline.

Specific Competences: Civil Engineering

1. Ability to apply knowledge of the basic sciences and sciences of civil engineering
2. Ability to identify, evaluate and implement the most appropriate technologies for the context in hand
3. Capacity to create, innovate and undertake to contribute to technological development
4. Capacity to conceive , analyse , calculate and design civil engineering works
5. Skill in planning and programming civil engineering works and services
6. Capacity to build , supervise , inspect and evaluate civil engineering works
7. Capacity to operate , maintain and rehabilitate civil engineering works
8. Skill in evaluating the environmental and social impact of civil works
9. Capacity to model and simulate civil engineering systems and processes
10. Capacity to direct and lead human resources
11. Skill in administering material resources , teams and equipment
12. Capacity to understand and associate legal , economic and financial concepts in decision-making , project management and civil engineering works
13. Capacity for spatial abstraction and graphic representation
14. Capacity to propose solutions that will contribute to sustainable development
15. Skill in preventing and evaluating accidents and risks in civil engineering works
16. Skill in handling and interpreting field information
17. Skill in using information technologies, software and tools for civil engineering
18. Capacity to interact with multidisciplinary groups and come up with integral civil engineering solutions
19. Skill in employing quality control techniques in managing civil engineering materials and services

Specific Competences: Mathematics

1. Understanding of the basic concepts of higher mathematics.
2. Ability to create and develop logical arguments with a clear identification of hypothesis and conclusions.
3. Ability to correctly express oneself in mathematical language.
4. Capacity for abstraction, including logical development of mathematical theories, and relationships between them.
5. Ability to formulate problems in mathematical language, such that their analysis and solution are facilitated.
6. Knowledge of the historical evolution of the fundamental concepts of mathematics.
7. Ability to begin mathematical investigations under the guidance of experts.
8. Ability to formulate optimisation problems, and take decisions and interpret solutions in the light of the individual situations of particular problems.
9. Ability to contribute to the construction of mathematical models from a basis of real situations.
10. Ability to use computational tools of numerical and symbolic calculations for posing and solving problems.
11. Skill in quantitative reasoning.
12. Ability to understand problems and abstract their essential elements.
13. Ability to take qualitative information from quantitative data.
14. Willingness to face up to new problems in different areas.
15. Ability to work with experimental data and contribute to their analysis.
16. Ability to communicate with other non-mathematical professionals, and aid them in the application of mathematics in their respective areas of work.
17. Ability to work in inter-disciplinary teams.
18. Ability to present mathematical reasoning and conclusions clearly and precisely, in an appropriate form for the audience at which they are aimed, both orally and in written form.
19. Basic knowledge of the teaching and learning processes of mathematics.
20. Full understanding of basic mathematics, which are what should be included in pre-university teaching.
21. Ability to participate in the development of pre-university level training programmes in mathematics.
22. Ability to detect inconsistencies.
23. Knowledge of English for reading, writing, and presenting documents in English, as well as for communication with other specialists.

Specific Medicine Competences

Upon completion of medical studies, graduates must have the ability to:

ABILITY TO CARRY OUT CLINICAL PRACTICE

1. Ability to write the Clinical History.
2. Ability to carry out a complete anamnesis in any environment, emphasizing the psychosocial and environmental aspects that affect people's health.
3. Ability to perform the complete physical examination including mental status evaluation.
4. Ability to make the syndromatic diagnosis and formulate diagnostic hypotheses taking into account the anamnestic data, the findings of the physical examination and the prevalent diseases.
5. Ability to propose differential diagnoses.
6. Ability to select, indicate and interpret diagnostic tests.
7. Ability to indicate and carry out the corresponding medical treatments.
8. Ability to refer to another level of care.

ABILITY TO PROVIDE EMERGENCY MEDICAL CARE

9. Ability to recognize, evaluate and categorize medical emergencies.
10. Ability to manage the initial phase of the medical emergency.
11. Ability to provide first aid.
12. Ability to provide basic life support and cardio-cerebropulmonary resuscitation.
13. Ability to provide advanced life support.
14. Ability to provide care to the patient with trauma.

ABILITY TO PRESCRIBE MEDICATIONS

15. Ability to select the indicated medications according to the clinical context.
16. Ability to prescribe clearly, precisely and safely.
17. Ability to recognize and manage adverse events.

ABILITY TO COMMUNICATE IN YOUR PROFESSIONAL PRACTICE

18. Ability to communicate effectively orally, in writing and non-verbally, taking into account the diversity and limitations that may make communication difficult with:
    - â€¢ Patients
    - â€¢ The family
    - â €¢ The health team
    - â€¢ The community
19. Ability to communicate the nature and severity of the condition
20. Ability to obtain informed consent when appropriate

ABILITY TO PERFORM DIAGNOSTIC AND THERAPEUTIC PROCEDURES

21. Ability to evaluate vital signs.
22. Ability to perform venipuncture.
23. Ability to perform venous cannulation.
24. Ability to administer medications through different routes.
25. Ability to perform orotracheal intubation and basic life support.
26. Ability to place probes.
27. Ability to perform ostomy care.
28. Ability to perform suprapubic puncture.
29. Ability to perform thoracentesis, paracentesis and lumbar puncture.
30. Ability to perform an electrocardiogram.

31. Ability to attend a eutocic birth.
32. Ability to perform speculoscopy, vaginal examination and cytology collection.
33. Ability to perform a rectal examination.
34. Ability to perform anterior nasal packing.
35. Ability to perform initial hemostatic maneuvers in the event of external bleeding.
36. Ability to perform sutures, wound healing and abscess drainage.
37. Ability to move, immobilize and transport patients.

ABILITY TO IDENTIFY THE DETERMINING FACTORS IN THE HEALTH-ILLNESS PROCESS

38. Ability to identify psychological factors (stress, dependence and abuse of alcohol, drugs and tobacco).
39. Ability to identify social factors (violence, accidents, mistreatment, abuse, marginalization, discrimination).
40. Ability to identify economic factors (poverty, inequality).
41. Ability to identify environmental factors (pollution, climate, ecosystem destruction).

ABILITY TO USE EVIDENCE IN MEDICAL PRACTICE

42. Ability to critically analyze scientific literature.
43. Ability to apply statistical analysis of data.
44. Ability to perform evidence-based medicine

ABILITY TO USE INFORMATION AND ITS TECHNOLOGIES EFFECTIVELY IN A MEDICAL CONTEXT

45. Ability to use computers.
46. Ability to access information sources.
47. Ability to completely and securely store medical records.

ABILITY TO APPLY ETHICAL AND LEGAL PRINCIPLES IN THE PRACTICE OF MEDICINE

48. Ability to apply ethical principles and analysis in clinical practice.
49. Ability to obtain and record informed consent.
50. Ability to maintain confidentiality.
51. Capacity to respect diversity.
52. Ability to respect the rights of the patient, the health team and the community.
53. Ability to respect and provide care to the terminally ill patient.
54. Ability to issue certificates in accordance with the legislation.
55. Ability to report notifiable diseases.

ABILITY TO WORK EFFECTIVELY IN HEALTH SYSTEMS

56. Ability to recognize the structure and functioning of the health system.
57. Ability to administer and manage the different health systems of the population.
58. Ability to participate effectively and actively within the health team and in the community.
59. Ability to recognize and apply the country's health policies and programs.
60. Ability to recognize and manage resources for health care.
61. Ability to recognize the epidemiological profile of the population.
62. Ability to recognize and apply the principles of health promotion and disease prevention
63. Ability to know, apply, and respect biosafety standards.

Specific Chemistry Competences

Upon completion of the Bachelor's degree in Chemistry, graduates must have the ability to:

1. Ability to apply knowledge and understanding in chemistry to solve qualitative and quantitative problems.
2. Understand fundamental concepts, principles and theories in the area of Chemistry.
3. Interpret and evaluate data derived from observations and measurements, relating them to theory.
4. Ability to recognize and analyze problems and plan strategies for their solution.
5. Ability to develop, use and apply analytical techniques.
6. In-depth knowledge and understanding of a specific area of Chemistry.
7. Knowledge of the frontiers of research and development in Chemistry.
8. Knowledge of English to read, write and present documents, as well as communicate with other specialists.
9. Ability to plan, design and execute research projects.
10. Skill in the use of modern computer science and communication techniques applied to Chemistry.
11. Ability to participate in inter- and transdisciplinary work teams related to Chemistry.
12. Mastery of chemical terminology, nomenclature, conventions and units.
13. Knowledge of the main synthetic routes in Chemistry.
14. Knowledge of other scientific disciplines that allow the understanding of Chemistry.
15. Ability to present scientific information to different audiences both orally and in writing.
16. Skills in monitoring through the measurement and observation of chemical properties, events or changes and their collection and documentation in a systematic and reliable manner.
17. Mastery of Good Laboratory Practices.
18. Ability to act with curiosity, initiative and entrepreneurship.
19. Knowledge, application and advice on the legal framework in the field of Chemistry.
20. Ability to apply knowledge of Chemistry in sustainable development.
21. Understanding the epistemology of Science.

Specific Competences: Art History

1. Ability to understand the theoretical and historical context of the artistic product on the basis of knowledge and understanding of materials and aesthetic value.
2. Ability to understand and compare artworks from different chronological and geographical production areas as well as to convey verbally or in written form the artwork of a specific spatial and time based framework, taking into consideration the global art history.

3. Ability to learn, appreciate and transfer the results of other disciplines into the field of art history.
4. Ability to understand and value the embededness of the artwork in its historical and cultural context.
5. Ability to understand the art historian's importance to society as a keeper of the cultural heritage, as an expert in understanding and estimating the historical and geopolitical grid regarding the role and essence of the art within this context and as a connoisseur of the value of the physical remains of the past and the artistic creation of the present as a means of defining, signifying and reconstructing cultural identity.
6. Knowledge and understanding of the ethics and the moral norms of the profession.
7. Awareness of art historiography, art theory and criticism, aesthetics, museology and conservation.
8. Knowledge and understanding of the concepts, the values and the debates that have formed the study, the practice and the critical theory in the Art History field in combination with ability to criticize already existing frameworks.
9. Ability to evaluate the authenticity of an object by reference to its material construction and historical evidence such as its provenance.
10. Ability to undertake close and systematic visual examination, informed by appropriate knowledge of materials, techniques and cultural contexts.
11. Ability to record and describe such artworks with clarity and precision, using ordinary and specific language as appropriate to the topic and the intended audience.
12. Knowledge of the terminology of Art History.
13. Ability for technical and scientific analysis.
14. Ability to set the artworks studied within appropriate art-historical, historical, economic, social, cultural, institutional and gender contexts.
15. Ability to identify and analyze the development of and interrelation between functions, forms, genres and styles of different media.
16. Knowledge of the variety of methodologies and tools in the extraction of the results available for analysis and interpretation.
17. Ability to develop arguments concerning production processes, and concerning formal and functional ambitions and effects from close observation of artworks.
18. Ability to evaluate the state of preservation of the artworks.
19. Ability to relate the processes of making artifacts to their cultural functions and to assess and critically evaluate other explanations or arguments.
20. Ability to understand the role of the artworks as carriers of meaning and value
21. Ability to use appropriate methodologies for locating, dating, attributing and interpreting primary material sources.
22. Ability to use appropriate methodologies for locating, assessing and interpreting primary written sources.
23. Ability to select relevant evidence from the wide range of types of evidence used in the subject area, and to apply it to the examination of the art-historical issues and problems.
24. Ability to produce logical and structured narratives and arguments supported by relevant evidence and specialist literature.
25. Knowledge of the cultural contexts within which creativity, innovation and influence are exercised and interpreted.

Specific Competences: Earth Sciences

1. Show a broad knowledge and understanding of the essential features, processes, history and materials of System Earth.
2. Recognize the applications and responsibilities of Earth Science and its role in society.

3. Show adequate knowledge of other disciplines relevant to Earth Science.
4. Demonstrate the ability to perform independent, original and ultimately publishable research in the field of Earth Sciences.
5. Capacity to perceive and understand the spatial and temporal dimensions of geological processes and their effects on the planet.
6. Independently analyse earth materials in the field and laboratory and to describe, analyse, document and report the results.
7. The application of simple quantitative, including geospatial, methods to Earth systems.
8. Be able to define, determine and implement a strategy for solving an Earth Science problem and to produce a substantial report or thesis.
9. The ability to advise on the use of natural resources in the drawing up of development policies, legislation, plans and programmes.
10. A capacity for observing and understanding the environment.
11. The ability to employ good professional practices (e.g. legal, safe, responsible, environment and sustainable).
12. An appreciation of natural hazards, their origins and relevance to society.
13. Rigour in sample-taking and data gathering and in their processing, analysis and interpretation.
14. The capacity to gather, process and interpret, both qualitatively and quantitatively, data from different sources.
15. Appropriate Earth Science mapping skills (e.g. Chart reading, geological mapping, geological section drawing).
16. Skills relevant to all major employment sectors in the Earth Sciences.
17. An understanding of surface processes including those affecting landscape.

Specific Competences: Linguistics

1. Identify linguistic units, the relations among them and processes affecting them
2. Ability to distinguish the different levels of linguistic analysis
3. Ability to formulate linguistic generalizations on the basis of language data
4. Ability to recognize linguistic problems
5. Ability to use linguistic data in the construction of linguistic argumentation
6. Understanding the nature of linguistic evidence at difference levels of analysis
7. Ability to gather data, construct linguistic corpora, manage, maintain and retrieve information from them
8. Ability to select appropriate methodologies for different types of linguistic research
9. Awareness of the relationship between theoretical approaches and methodological practice
10. Ability to critically reflect on common misconceptions of language
11. Ability to reflect on the nature of language as a species-specific property
12. Understanding the nature of linguistic theories, hypotheses and explanations
13. Ability to describe the core components of any one theoretical model in a given area of analysis
14. Ability to apply tools and methods of linguistic analysis to related fields
15. Awareness of the relevance of linguistics for adjacent fields
16. Ability to examine and reflect on the relationship between language and social context
17. Ability to identify different types and sources of linguistic and non-linguistic meaning
18. Ability to describe and analyze the linguistic competence across the life span of a speaker
19. Ability to describe and analyze psychological aspects of knowledge, production and comprehension of language.
20. Ability to describe and apply tools of linguistic analysis to diachronic data
21. Ability to identify and analyze different categories of language disorder.

22. Awareness of the issues involved in natural language processing and of language industries
23. Understanding of the basic techniques for the analysis of linguistic data.

Specific competences: Literary Studies

1. Ability to read, analyse and interpret literary texts.
2. Ability to develop a critical, self-reflective approach to literature and cultural history.
3. Ability to identify ethical issues in literary texts and relate them to different and cultural and historical contexts.
4. Ability to generate original ideas in relation to literary texts, contexts and methodologies.
5. Ability to identify and tackle critical issues raised by literary texts.
6. Ability to define and reflect on the specificity of literary studies in relevant interdisciplinary contexts.
7. Ability to produce formally correct, logically clear, persuasive and relevant academic writing in the basic (BA) and all major types of academic discourse (MA, PhD).
8. Ability to understand and reflect on a broad diversity of literary theoretical and historical methodologies, and identify critical issues raised by those methodological approaches.
9. Ability to reflect on the problems and history of orality, writing, printing press and modern communication media and the respective changes in the status of the text.
10. Ability to understand the impact of modern varieties of culture (high-brow, popular, mass culture) on the status and value of works of literature.
11. Ability to understand the changing status of authorship and the relations of literary production and copyright.
12. Ability to understand the relations between literature, discourse and power.
13. Ability to understand the interrelationships and differences between works of literature and historical sources.
14. Ability to understand issues of canonicity, and problems associated with the construction of literary canons, in the context of recent theoretical debates.
15. Ability to understand the relation of critical evaluation of literature and the broader questions of value (economic, cultural, etc.).
16. Ability to understand literary texts in relation to the problems of gender and sexual orientation.
17. Ability to understand literary texts in relation to the problems of race and ethnicity.
18. Ability to read, interpret and compare texts written at least in three European languages (including the native language) or in two European and one non-European language (MA, PhD).
19. Ability to critically evaluate translations of literary texts at least from one foreign language (MA, PhD).
20. Ability to reflect on the issues of intercultural translation and to practise it in one´s own work if appropriate (MA, PhD).
21. Ability to present results of individual research at specialised workshops, seminars and conferences (PhD).
22. Ability to formulate grant proposals in relation to the major problems and targets of the discipline (PhD).