Validation Regulations for the "PROM – Short-Term Academic Exchange" Project

1. These regulations (hereinafter referred to as the "**Regulations**") establish the principles for validating learning outcomes achieved by project participants of short-term incoming and outgoing mobility programmes (Annex no. 1 to the Validation Regulations: Standard of requirements for forms of support). The validation of learning outcomes is a mandatory element of the four-stage process for confirming competencies and qualifications within the *"***PROM – Short-Term Academic Exchange***"* project.

2. Matters not regulated by these Regulations are governed by the principles described in the annex to the Beneficiary's Handbook titled "Principles of Recruitment, Reporting, and Data Collection for Participants in Projects Funded by FERS."

3. A project participant must submit to the Beneficiary (by traditional post or in person at the project office) a Portfolio containing documents confirming the acquisition of competencies by the participant—these are annexes to the Report on Outgoing/Incoming Academic Exchange (Attachment no. 3 to the Agreement between the Beneficiary and the Project Participant).

4. The list of documents referred to in section 3 is specified in the Annex to the Regulations.

5. A project participant must submit the documents referred to in section 3 to the Beneficiary no later than the date indicated in the electronic correspondence sent by the Beneficiary before the selected validation date.

6. Validation consists of three stages: identification, documentation, and verification of learning outcomes achieved by project participants of short-term incoming and outgoing mobility programmes:

   a) **identification** involves determining and analysing the achieved learning outcomes. At this stage, the Beneficiary provides support through the Project Manager, who assists participants in identifying their competencies. This includes a consultation where the participant describes the competencies acquired during the short-term mobility;

   b) **documentation** refers to the independent collection of evidence demonstrating mastery of the specified learning outcomes. Participants must provide the Beneficiary with the Portfolio mentioned in section 3, either by post or in person at the project office. The Portfolio includes documents listed in the Annex to the Regulations. At this stage, the Beneficiary provides support through the Project Manager, who helps participants gather appropriate evidence of their competencies using a Portfolio assessment sheet,

   c) **verification** is the process of confirming whether a participant has achieved the learning outcomes. Verification involves analysing the evidence and declarations collected during mobility. A participant can proceed to verification if they have passed the formal assessment.

7. Formal assessment is carried out by the Project Manager and involves checking the completeness and correctness of the documents submitted by the participant. This assessment is conducted using a binary method (0-1), i.e., compliant or non-compliant. The Project Manager uses a Portfolio assessment sheet at this stage.

8. Participants are informed of the outcome of the formal assessment via email to the address provided in their project participation data form.

9. Participants are required to supplement their Portfolio and resubmit them to the Beneficiary (by post or in person at the project office) immediately after receiving a request to complete the documents.

10. Verification of learning outcomes achieved by participants of short-term mobility involves substantive evaluation of the Portfolio referred to in section 3.

11. Validation concludes with a positive validation decision if the participant demonstrates the possession of all required learning outcomes.

12. The substantive evaluation of the Portfolio is carried out by the Validation Committee, appointed by the Rector's Plenipotentiary for Science.

13. The Validation Committee consists of at least three members (including a chairperson), appointed by the Beneficiary**.**

14. The Beneficiary ensures the separation of educational and validation processes, which must be conducted by different individuals.

15. Each member of the Validation Committee evaluates the Portfolio independently, recording their results in an assessment sheet prepared for each participant.

16. Discrepancies in the evaluations of Validation Committee members are resolved by an additional member appointed by the Beneficiary. Their evaluation is final and binding.

17. Participants are informed electronically, via the email address provided in the project participation data form, about which learning outcomes have been confirmed or not confirmed based on the documents referred to in section 3.

18. In the event of a negative evaluation of learning outcomes, the participant receives an email containing information about the failure of validation, along with a written explanation from the Validation Committee.

19. In the event of a positive evaluation of learning outcomes, the participant receives an email confirming the successful validation.

20. After validation is completed, the Validation Committee determines the result. The result is entered into an assessment protocol prepared after each stage for each participant. The protocol is signed by all members of the Validation Committee.

21. A positive validation decision is made when the participant achieves a positive validation result. The Project Manager, based on the Validation Committee's decision, completes the validation decision protocol.

22. In the event of a negative validation result, the participant must retake the validation within the timeframe set by the Beneficiary.

23. Upon achieving a positive validation result, the participant receives a certificate confirming the learning outcomes related to the acquired competencies and qualifications.

Annexes:

Annex no. 1 to the Validation Regulations: Standard of requirements for forms of support

Annex no. 2 to the Validation Regulations: Portfolio assessment sheet (internal document)

Annex no. 3 to the Validation Regulations: An assessment protocol (internal document)

Annex no. 4 to the Validation Regulations: Certificate confirming the learning outcome (internal document)

STANDARD OF REQUIREMENTS FOR FORMS OF SUPPORT:

a) active participation in a conference held abroad (including, e.g. participation in a poster session)

Learning Outcome (Knowledge, Skills, Social Competence)	Verification Criteria	Documentation Method
1. BUILDING ACADEMIC RECOGNITION		
• **understands the importance of building recognition and its impact on professional development**	• prepares a presentation, poster, or other materials in accordance with the requirements of the conference organizer, highlighting key professional and scientific achievements that support recognition-building • collects and archives materials related to conference participation (e.g., presentations, abstracts, certificates) to use them in building a professional portfolio • selects appropriate conferences aligned with their professional field that can enhance the visibility of their activities	• report, • certificate /confirmation of participation in the form of support (Annex to the Model of the agreement between the Beneficiary and the Project Participant), • scan of the presentation or its record in an open format file (e.g., PDF), • conference agenda/program confirming active participation
• **can clearly and engagingly present and promote their achievements in various professional and social context**	• prepares a presentation, poster, or other materials in a foreign language, ensuring linguistic, substantive, and visual accuracy, tailored to the specifics of the conference and its audience • collects and stores documentation related to the conference (e.g., slides, recordings, post-conference materials) to use it for further promotion of their professional and scientific achievements • chooses suitable modes of expression and presentation methods, such as charts, images, or infographics, to make their presentation more attractive and understandable	
• **demonstrates openness to collaboration in diverse teams, aiming for mutual development and strengthening their position in the professional environment**	• develops materials (e.g., presentations, posters) in a way that fosters dialogue and collaboration with other conference participants, taking into account the diversity of their professional and cultural perspectives • actively engages in international collaboration opportunities during conference-related events, such as panel discussions, workshops, or networking sessions • utilizes the experience gained during the conference to enhance teamwork skills in a diverse professional environment	
2. INTERNATIONALIZATION		

• **understands the importance of career internationalization and its impact on development, visibility within the professional community, and access to new opportunities for collaboration and support**	• prepares documentation (e.g., abstracts, reports, portfolios) showcasing experiences related to international collaboration • ensures proper archiving of information regarding participation in international projects or events, such as certificates, agendas, and participant lists • actively utilizes available funding and collaboration opportunities, such as grant programs, international scholarships, or research networks
• **establishes collaborations with international teams and institutions, actively participating in projects and events of a global nature**	• develops documents initiating collaboration, such as project proposals, letters of intent, or applications for international events • documents experiences related to international collaboration, maintaining key information about partners, projects, meeting agendas, or team outcomes • actively participates in international projects and events, leveraging opportunities to enhance skills and establish new professional connections
• **demonstrates initiative in implementing projects and activities that support the development of international cooperation and promote their achievements and the institutions they are associated with**	• creates informational materials, such as presentations, abstracts, brochures, or reports, highlighting achievements of both themselves and their institution • archives data and documents related to completed international projects, including agreements, reports, and promotional materials • actively engages in international events, projects, and networks, promoting personal and institutional achievements
3. FOREIGN LANGUAGE SKILLS	
• **understands the principles of correct communication in a foreign language, including comprehension of spoken and written texts, linguistic accuracy, and constructing statements in various forms**	• lists grammatical and stylistic rules of the foreign language, enabling proper formulation of written and oral statements • explains specialized and everyday vocabulary essential for professional and social communication • applies acquired experiences to improve language competencies and communication skills in diverse international contexts

• **communicates fluently and precisely in a foreign language, both orally and in writing, understands complex texts, and delivers clear and fluent presentations**	• engages in conversations in a foreign language, formulating statements at a communicative or advanced level depending on the situation • understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • uses experiences related to communication in a foreign language to further develop linguistic and communication skills in varied professional and social contexts	
• **demonstrates openness and confidence in foreign language communication, effectively works in multicultural environments, and adjusts communication styles to diverse audiences**	• understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • exhibits readiness to improve language skills to function more effectively in an international environment • utilizes language skills and knowledge of diverse cultures to communicate effectively and support collaboration in multicultural environments	

STANDARD OF REQUIREMENTS FOR FORMS OF SUPPORT:

   c)   participation in a summer/winter school
   e)   participation in short education forms such as courses, including intensive courses as part of the educational process), workshops, professional internships or industrial placements, study visits, including those conducted at businesses

Learning Outcome (Knowledge, Skills, Social Competence)	Verification Criteria	Documentation Method
1. BUILDING ACADEMIC RECOGNITION		
• **understands the importance of building recognition and its impact on professional development within the professional environment**	• develops documentation or presentation materials, such as portfolios, abstracts, presentations, or reports, to support recognition-building during participation in summer or winter schools/short forms of education • archives information, contacts, and experiences gained during summer or winter schools/short forms of education to utilize them in future professional activities • selects appropriate forms of education, such as summer schools, workshops, or internships, that best support the development of recognition and professional career growth	• report, • certificate /confirmation of participation in the form of support (Annex to the Model of the agreement between the Beneficiary and the Project Participant), • program of the summer school or winter school/short form of education, • description of the module implemented as part of the summer or winter school/short form of education program (e.g., course syllabus), if it includes learning outcomes and verification criteria, • certificate or confirmation, if it describes learning
• **can clearly and engagingly present and promote their achievements in various professional and social contexts**	• creates professional materials to promote their achievements, such as presentations, posters, reports, or articles, tailored to different professional and social contexts (e.g., workshops, industry events) • documents and archives achievements by collecting materials that can be used for promotion in various settings (e.g., reference materials, professional portfolio) • actively takes advantage of networking and educational opportunities (e.g., during training sessions or internships) to promote achievements within the professional community	
• **demonstrates openness to collaboration in diverse teams, striving for mutual development and strengthening their position within the professional environment**	• prepares for collaboration in international and interdisciplinary teams by gathering necessary information, tools, and materials to effectively participate in projects related to a given course, workshop, internship, or study visit • adheres to teamwork principles such as communication, openness to others' ideas, respect for diversity, and active participation in group activities, fostering trust within the team • utilizes opportunities to establish long-term professional and academic collaborations by engaging in international projects, internships, and other forms of education that support further career development	

2. INTERNATIONALIZATION		outcomes and verification criteria,
• **understands the importance of career internationalization and its impact on development, visibility within the professional community, and access to new opportunities for collaboration and support**	• prepares documentation (e.g., abstracts, reports, portfolios) showcasing experiences related to international collaboration • ensures proper archiving of information regarding participation in international projects or events, such as certificates, agendas, and participant lists • actively utilizes available funding and collaboration opportunities, such as grant programs, international scholarships, or research networks	• educational materials provided during the summer or winter school/short forms of education, • materials produced by the participant as part of the support (e.g., portfolio, abstracts, presentations, or reports)
• **establishes collaborations with international teams and institutions, actively participating in projects and events of a global nature**	• develops documents initiating collaboration, such as project proposals, letters of intent, or applications for international events • documents experiences related to international collaboration, maintaining key information about partners, projects, meeting agendas, or team outcomes • actively participates in international projects and events, leveraging opportunities to enhance skills and establish new professional connections	
• **demonstrates initiative in implementing projects and activities that support the development of international cooperation and promote their achievements and the institutions they are associated with**	• creates informational materials, such as presentations, abstracts, brochures, or reports, highlighting achievements of both themselves and their institution • archives data and documents related to completed international projects, including agreements, reports, and promotional materials • actively engages in international events, projects, and networks, promoting personal and institutional achievements	
3. FOREIGN LANGUAGE SKILLS		
• **understands the principles of correct communication in a foreign language, including comprehension of spoken and written texts, linguistic accuracy, and constructing statements in various forms**	• lists grammatical and stylistic rules of the foreign language, enabling proper formulation of written and oral statements • explains specialized and everyday vocabulary essential for professional and social communication • applies acquired experiences to improve language competencies and communication skills in diverse international contexts	

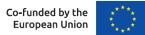|		
• **communicates fluently and precisely in a foreign language, both orally and in writing, understands complex texts, and delivers clear and fluent presentations**	• engages in conversations in a foreign language, formulating statements at a communicative or advanced level depending on the situation • understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • uses experiences related to communication in a foreign language to further develop linguistic and communication skills in varied professional and social contexts	
• **demonstrates openness and confidence in foreign language communication, effectively works in multicultural environments, and adjusts communication styles to diverse audiences**	• understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • exhibits readiness to improve language skills to function more effectively in an international environment • utilizes language skills and knowledge of diverse cultures to communicate effectively and support collaboration in multicultural environments	

STANDARD OF REQUIREMENTS FOR FORMS OF SUPPORT:

b) obtaining materials for a PhD thesis/scientific article
f) carrying out archive/library queries

Learning Outcome (Knowledge, Skills, Social Competence)	Verification Criteria	Documentation Method
1. ANALYTICAL THINKING		
• **understands methods and techniques of data analysis, including principles of selecting data relevant to a given research problem**	• organizes and archives collected data, measurement results, and documentation from conducted activities in a structured manner, in accordance with the principles of scientific or artistic documentation • selects appropriate analysis techniques, data selection methods, and research tools tailored to the specifics of the problem and type of materials • uses modern analytical tools, software, or specialized equipment to conduct precise research or tests	• report, • certificate /confirmation of participation in the form of support (Annex to the Model of the agreement between the Beneficiary and the Project Participant), • materials for a doctoral dissertation/scientific article
• **is capable of independently selecting data suitable for analysis, processing it, and drawing logical and coherent conclusions based on the results obtained**	• collects and organizes data, measurement results, or source materials in an orderly manner, ensuring their clarity and ease of future use • chooses suitable methods for data selection, analysis, and interpretation, considering the specifics of the research problem, available resources, and equipment used • utilizes technological tools (e.g., data analysis software, specialized equipment) for precise information processing	
• **demonstrates responsibility for the reliability of analyzed data and formulated conclusions**	• documents the process of data acquisition and analysis in a structured and detailed manner, enabling verification and future use • selects appropriate methods and tools for data analysis, adapting them to the characteristics of the research problem and the type of materials acquired • employs suitable technologies and tools to support the accuracy of data analysis (e.g., statistical analysis software, specialized equipment)	
2. SELF-ORGANIZATION		
• **understands the principles of effective planning, prioritization, and utilization of resources, as well as tools that support the organization of personal work**	• documents work progress and manages collected materials and results, ensuring their clarity and accessibility throughout subsequent project stages • selects appropriate tools and organizational methods tailored to the specific nature of tasks (e.g., time management when working with unique equipment or archival sources) • prepares reports, summaries, and organizational documentation to facilitate progress	

	analysis and planning of further actions in research or artistic work
• **effectively manages time, completes tasks punctually, and plans and utilizes resources necessary for executing planned actions with precision**	• documents work progress and stores collected data, measurement results, or test outcomes in an organized manner, simplifying future use • chooses suitable tools and methods for managing time and resources (e.g., calendars, project management applications), adapting them to the specifics of ongoing activities • develops reports or documentation presenting task outcomes in a precise manner aligned with the project schedule
• **demonstrates self-discipline, responsibility for task completion, and openness to improving organizational and time-management skills**	• maintains order in documentation, data, and results, ensuring their easy usability at later stages of the project • selects tools and methods to support work organization, such as project management applications, schedules, or motivational techniques, adapting them to the nature of the tasks undertaken • prepares reports or summaries of activities, considering the efficiency of the methods used
3. FOREIGN LANGUAGE SKILLS	
• **understands the principles of correct communication in a foreign language, including comprehension of spoken and written texts, linguistic accuracy, and constructing statements in various forms**	• lists grammatical and stylistic rules of the foreign language, enabling proper formulation of written and oral statements • explains specialized and everyday vocabulary essential for professional and social communication • applies acquired experiences to improve language competencies and communication skills in diverse international contexts
• **communicates fluently and precisely in a foreign language, both orally and in writing, understands complex texts, and delivers clear and fluent presentations**	• engages in conversations in a foreign language, formulating statements at a communicative or advanced level depending on the situation • understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • uses experiences related to communication in a foreign language to further develop linguistic and communication skills in varied professional and social contexts

• **demonstrates openness and confidence in foreign language communication, effectively works in multicultural environments, and adjusts communication styles to diverse audiences**	• understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • exhibits readiness to improve language skills to function more effectively in an international environment • utilizes language skills and knowledge of diverse cultures to communicate effectively and support collaboration in multicultural environments	

STANDARD OF REQUIREMENTS FOR FORMS OF SUPPORT:

d) taking measurements with the use of unique equipment, testing research equipment, or unique artistic instruments

Learning Outcome (Knowledge, Skills, Social Competence)	Verification Criteria	Documentation Method
1. TECHNICAL SKILLS		
• **conducting measurements using unique equipment, testing research apparatus, or unique artistic instruments**	• understands the technical specifications and operational principles of tools, apparatus, and equipment used in their field • can describe the technical specifications of tools, apparatus, and equipment, including their functions, parameters, and potential applications • knows the principles of operation of tools, apparatus, and equipment used in their field, including their fundamental mechanisms and the technological processes that enable their functionality	• report, • certificate /confirmation of participation in the form of support (Annex to the Model of the agreement between the Beneficiary and the Project Participant), • written confirmation of task completion by an authorized representative of the Host Institution, • measurement/test results
• **can identify differences between various types of equipment, apparatus, and tools in terms of their applications and performance under specific working conditions**	• is capable of independently and efficiently operating tools, apparatus, and equipment in a safe manner and in accordance with instructions • can independently start, operate, and shut down tools, apparatus, or equipment, following operating instructions and safety protocols • performs tasks related to the operation of tools, apparatus, and equipment efficiently, maintaining precision and meeting required deadlines	
• **adheres to safety principles, such as proper safeguards, emergency procedures, and responsible use of personal protective equipment**	• ensures compliance with safety and quality standards when operating tools, apparatus, and equipment, both individually and within a team • monitors and supervises the use of tools, apparatus, and equipment within a team, ensuring they are used according to instructions and safety guidelines • responds to improper or unsafe use of tools by other team members, emphasizing the importance of adhering to safety protocols	
2. SELF-ORGANIZATION		
• **understands the principles of effective planning, prioritization, and utilization of resources, as well as tools that support the organization of personal work**	• documents work progress and manages collected materials and results, ensuring their clarity and accessibility throughout subsequent project stages • selects appropriate tools and organizational methods tailored to the specific nature of tasks (e.g., time management when working with unique equipment or archival sources) • prepares reports, summaries, and organizational documentation to facilitate progress analysis and planning of further actions in research or artistic work	

• **effectively manages time, completes tasks punctually, and plans and utilizes resources necessary for executing planned actions with precision**	• documents work progress and stores collected data, measurement results, or test outcomes in an organized manner, simplifying future use • chooses suitable tools and methods for managing time and resources (e.g., calendars, project management applications), adapting them to the specifics of ongoing activities • develops reports or documentation presenting task outcomes in a precise manner aligned with the project schedule
• **demonstrates self-discipline, responsibility for task completion, and openness to improving organizational and time-management skills**	• maintains order in documentation, data, and results, ensuring their easy usability at later stages of the project • selects tools and methods to support work organization, such as project management applications, schedules, or motivational techniques, adapting them to the nature of the tasks undertaken • prepares reports or summaries of activities, considering the efficiency of the methods used
3. ANALYTICAL THINKING	
• **understands methods and techniques of data analysis, including principles of selecting data relevant to a given research problem**	• organizes and archives collected data, measurement results, and documentation from conducted activities in a structured manner, in accordance with the principles of scientific or artistic documentation • selects appropriate analysis techniques, data selection methods, and research tools tailored to the specifics of the problem and type of materials • uses modern analytical tools, software, or specialized equipment to conduct precise research or tests
• **is capable of independently selecting data suitable for analysis, processing it, and drawing logical and coherent conclusions based on the results obtained**	• collects and organizes data, measurement results, or source materials in an orderly manner, ensuring their clarity and ease of future use • chooses suitable methods for data selection, analysis, and interpretation, considering the specifics of the research problem, available resources, and equipment used • utilizes technological tools (e.g., data analysis software, specialized equipment) for precise information processing
• **demonstrates responsibility for the reliability of analyzed data and formulated conclusions**	• documents the process of data acquisition and analysis in a structured and detailed manner, enabling verification and future use • selects appropriate methods and tools for data analysis, adapting them to the characteristics of the research problem and the type of materials acquired • employs suitable technologies and tools to support the accuracy of data analysis (e.g., statistical analysis software, specialized equipment)

STANDARD OF REQUIREMENTS FOR FORMS OF SUPPORT:

    g)   teaching

Learning Outcome (Knowledge, Skills, Social Competence)	Verification Criteria	Documentation Method
1. TEACHING SKILLS		
• **understands the principles of selecting appropriate substantive content and teaching tools tailored to the level and needs of the audience**	• creates a teaching plan that incorporates substantive content and teaching tools suitable for the level and needs of the target group • organizes and archives teaching materials, such as presentations, notes, exercises, or tests, ensuring clarity and ease of reuse • chooses appropriate substantive content and teaching tools, adapting them to the specific characteristics of the group (e.g., level of advancement, specialization)	• report, • certificate /confirmation of participation in the form of support (Annex to the Model of the agreement between the Beneficiary and the Project Participant),
• **effectively conveys knowledge using diverse methods and teaching tools, engaging the audience in the educational process**	• develops a teaching plan that includes varied teaching methods and tools that enhance engagement and effective knowledge acquisition by participants • documents teaching materials, such as presentations, notes, and exercises, archiving them in an organized manner to ensure easy access and further use • adapts teaching methods and tools to the level of advancement, group size, and individual needs of the audience, taking their preferences and abilities into account	
• **demonstrates openness to the needs of the audience and initiates collaboration to create an effective teaching environment**	• prepares a teaching plan that considers the needs of the audience, tailoring substantive content and teaching methods to the participants' knowledge level, interests, and learning styles • applies activating techniques such as discussions, group work, or problem-solving to engage the audience in the educational process and support collaboration • adjusts teaching tools, techniques, and content to the specific requirements of the group, considering their knowledge level, interests, and pace of work	• written confirmation of task completion by an authorized representative of the Host Institution, • syllabus, • teaching materials
2. SUPPORTING THE DEVELOPMENT OF OTHERS		
• **understands the principles of fostering social attitudes (entrepreneurship, independence, ethics) and methods for supporting the development of others**	• develops a lesson plan incorporating elements that support the development of social attitudes, such as entrepreneurship, independence, and ethics, and introduces methods to motivate participants to take action • applies teaching methods such as case studies, discussions, simulations, or team projects to strengthen participants' entrepreneurial and ethical skills • selects appropriate teaching tools and techniques (e.g., mentoring, coaching) to support the	

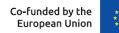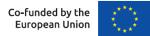|	
	development of participants' individual traits and social skills
• **supports others in solving problems independently and fosters mentor-student relationships by acting as a mentor**	• develops teaching plans that include tasks and activities to enhance participants' ability to solve problems independently and foster a collaborative mentoring atmosphere • uses teaching methods such as coaching questions, case analyses, or individual projects to assist participants in independently seeking solutions • selects appropriate strategies and teaching tools to support the process of independent problem-solving, such as analytical tools, creative techniques, or simulations
• **understands the principles of effective communication in a foreign language, including comprehension of spoken and written texts, linguistic accuracy, and constructing statements in various forms**	• creates teaching materials, presentations, and lesson plans in a foreign language, ensuring grammatical, stylistic, and substantive accuracy • uses interactive teaching methods such as discussions, practical exercises, or simulations to engage participants in active communication in a foreign language • prepares and provides materials in a foreign language (e.g., syllabi, instructions, presentations), ensuring linguistic accuracy and clarity
3. FOREIGN LANGUAGE SKILLS	
• **understands the principles of correct communication in a foreign language, including comprehension of spoken and written texts, linguistic accuracy, and constructing statements in various forms**	• lists grammatical and stylistic rules of the foreign language, enabling proper formulation of written and oral statements • explains specialized and everyday vocabulary essential for professional and social communication • applies acquired experiences to improve language competencies and communication skills in diverse international contexts
• **communicates fluently and precisely in a foreign language, both orally and in writing, understands complex texts, and delivers clear and fluent presentations**	• engages in conversations in a foreign language, formulating statements at a communicative or advanced level depending on the situation • understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • uses experiences related to communication in a foreign language to further develop linguistic and communication skills in varied professional and social contexts

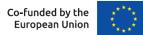|		
• **demonstrates openness and confidence in foreign language communication, effectively works in multicultural environments, and adjusts communication styles to diverse audiences**	• understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • exhibits readiness to improve language skills to function more effectively in an international environment • utilizes language skills and knowledge of diverse cultures to communicate effectively and support collaboration in multicultural environments	

STANDARD OF REQUIREMENTS FOR FORMS OF SUPPORT:

h) participating in the preparation of an international grant application

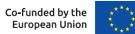| Learning Outcome (Knowledge, Skills, Social Competence)	Verification Criteria	Documentation Method
1. ACQUISITION AND HANDLING OF RESEARCH FUNDING		
• **understands sources of funding for scientific research, including national and international institutions, as well as the principles of applying for research funds**	• prepares documentation and initial proposals for research projects, taking into account available funding sources • utilizes knowledge of various institutions and funding sources (e.g., EU funds, national agencies) to identify appropriate funding opportunities for the project • distinguishes between different types of funding sources (e.g., national grants, international grants, public and private funds) and their specific characteristics	• report, • certificate /confirmation of participation in the form of support (Annex to the Model of the agreement between the Beneficiary and the Project Participant), • written confirmation of task completion by an authorized representative of the Host Institution / written confirmation of application submission
• **can prepare a complete project application, meeting all formal and substantive requirements**	• prepares comprehensive project documentation, including all formal and substantive requirements specified by the funding institution • uses available resources and information to ensure a complete and professional presentation of the project in the grant application • differentiates between various types of project proposals and the specific requirements of individual grant institutions, tailoring the content and format of the document to the requirements of the specific program	
• **demonstrates a proactive approach in activities aimed at securing funding, effectively communicating with potential project partners**	• prepares and initiates actions to obtain financial resources, actively engaging in the preparation of an international grant application • uses effective communication to present the project's goals and benefits to potential partners, ensuring understanding and interest in collaboration • distinguishes between different strategies for securing funding depending on the type of project, partners, and funding institutions, adapting the approach to the specifics of the grant application	
2. INTERNATIONALIZATION		
• **understands the importance of career internationalization and its impact on development, visibility within the professional community, and access to new**	• prepares documentation (e.g., abstracts, reports, portfolios) showcasing experiences related to international collaboration • ensures proper archiving of information regarding participation in international projects or events, such as certificates, agendas, and participant lists • actively utilizes available funding and collaboration opportunities, such as grant programs,	

opportunities for collaboration and support	international scholarships, or research networks
• **establishes collaborations with international teams and institutions, actively participating in projects and events of a global nature**	• develops documents initiating collaboration, such as project proposals, letters of intent, or applications for international events • documents experiences related to international collaboration, maintaining key information about partners, projects, meeting agendas, or team outcomes • actively participates in international projects and events, leveraging opportunities to enhance skills and establish new professional connections
• **demonstrates initiative in implementing projects and activities that support the development of international cooperation and promote their achievements and the institutions they are associated with**	• creates informational materials, such as presentations, abstracts, brochures, or reports, highlighting achievements of both themselves and their institution • archives data and documents related to completed international projects, including agreements, reports, and promotional materials • actively engages in international events, projects, and networks, promoting personal and institutional achievements
3. FOREIGN LANGUAGE SKILLS	
• **understands the principles of correct communication in a foreign language, including comprehension of spoken and written texts, linguistic accuracy, and constructing statements in various forms**	• lists grammatical and stylistic rules of the foreign language, enabling proper formulation of written and oral statements • explains specialized and everyday vocabulary essential for professional and social communication • applies acquired experiences to improve language competencies and communication skills in diverse international contexts
• **communicates fluently and precisely in a foreign language, both orally and in writing, understands complex texts, and delivers clear and fluent presentations**	• engages in conversations in a foreign language, formulating statements at a communicative or advanced level depending on the situation • understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • uses experiences related to communication in a foreign language to further develop linguistic and communication skills in varied professional and social contexts

• **demonstrates openness and confidence in foreign language communication, effectively works in multicultural environments, and adjusts communication styles to diverse audiences**	• understands spoken and written texts, including longer and more complex specialized content, and interprets their meaning • exhibits readiness to improve language skills to function more effectively in an international environment • utilizes language skills and knowledge of diverse cultures to communicate effectively and support collaboration in multicultural environments	