

Group 1

SOFT SKILL	EDUCATION LEVEL	DISCIPLINE	ASSESSMENT ACTIVITIES	LEARNING ACTIVITIES	TEACHING RESOURCES
	<i>Choose the level of education in which the skill will be applied (bachelor, master or doctoral degree)</i>	<i>Choose the discipline or field of knowledge</i>	<i>Choose at least two activities or forms of evaluation suitable for the selected soft skill</i>	<i>Mention at least two learning activities suitable for the selected soft skill acquisition.</i>	<i>Highlight the required resources for teachers to develop the selected soft skill</i>
Skill 1 Interdisciplinary skills to combine knowledge, analysis and think critically	Bachelor Master Doctor	Product development project (B) MA+ (set of 3 courses, for example „Project management) (M) Technology for medicine (M) Research methodology (PhD)	Reflection forms (B) Project report (PhD) Peer review (PhD) Final thesis (B, M, PhD)	Team (corporate) reflection (B) Colleagues evaluation (B, M) Working papers in the interdisciplinary groups and teams (B, M) Discussion and debates (B, M) Expert evaluation (mentorship) Hackathon	Teachers training and competences, networking
Skill 2 Taking initiative / Ownership	Bachelor Master Doctor	Entrepreneurship (B) Any course, final degree project (B, M, PhD) Extra curricula courses in open innovation (PhD) as a research product	Self-reflection forms Presentations of the results Reflection on the plan Final thesis (B, M, PhD)	Role play games and gamification (B, M) Group (team) work (B, M) Depends on the tasks and teacher's role Problem based learning (B, M) Design thinking (B, M)	Teachers training and competences, networking Internship programmes Mobility

Group 2

SOFT SKILL	EDUCATION LEVEL	DISCIPLINE	ASSESSMENT ACTIVITIES	LEARNING ACTIVITIES	TEACHING RESOURCES
	<i>Choose the level of education in which the skill will be applied (BSc, MSc, PhD degree)</i>	<i>Choose the discipline or field of knowledge</i>	<i>Choose at least two activities or forms of evaluation suitable for the selected soft skill</i>	<i>Mention at least two learning activities suitable for the selected soft skill acquisition.</i>	<i>Highlight the required resources for teachers to develop the selected soft skill</i>
Team working skills	BSc, MSc, PhD	Technical studies Business studies	<ul style="list-style-type: none"> • Work with small groups – workshops. Should be very practical – case studies; • Define the role of each team member through questionnaires (Belbin test) pointing the strengths of each of them. • Identify the skills capacities of each students in order to allocate a position in the theme that suits it better – everybody should find its place within the team / delegation skills; • Develop activities within companies in a dual-education framework. 	<ul style="list-style-type: none"> • Involving the students in projects in order to use their skills; • Make teams compete – challenging them; • Allowing them to do mistakes; • Make teams with students that don't know them previously – acquisition of tolerance skills; 	<ul style="list-style-type: none"> • Lego Serious Play; • Institutional framework and facilities for developing inter-disciplinary activities including different years of studies.

SOFT SKILL	EDUCATION LEVEL	DISCIPLINE	ASSESSMENT ACTIVITIES	LEARNING ACTIVITIES	TEACHING RESOURCES
	<i>Choose the level of education in which the skill will be applied (bachelor, master or doctoral degree)</i>	<i>Choose the discipline or field of knowledge</i>	<i>Choose at least two activities or forms of evaluation suitable for the selected soft skill</i>	<i>Mention at least two learning activities suitable for the selected soft skill acquisition.</i>	<i>Highlight the required resources for teachers to develop the selected soft skill</i>
Creativity	Transversal – no related of field of study or discipline		<ul style="list-style-type: none"> • Contests; • Solve problems with given constraints in order to force them to find a creative solution; • Project based evaluation; • Portfolios. 	<ul style="list-style-type: none"> • Workshops & personal interactions; • Problem based learning; • Design thinking approaches. 	<ul style="list-style-type: none"> • User studies methods.

Group 3

SOFT SKILL	EDUCATION LEVEL	DISCIPLINE	ASSESSMENT ACTIVITIES	LEARNING ACTIVITIES	TEACHING RESOURCES
	<i>Choose the level of education in which the skill will be applied (bachelor, master or doctoral degree)</i>	<i>Choose the discipline or field of knowledge</i>	<i>Choose at least two activities or forms of evaluation suitable for the selected soft skill</i>	<i>Mention at least two learning activities suitable for the selected soft skill acquisition.</i>	<i>Highlight the required resources for teachers to develop the selected soft skill</i>
Multicultural Skills	Master/ Doctoral level might be more relevant and easier.	Social Sciences	Exams with open questions. Peer review (within international groups)	Cultural and ethical dilemmas and debates Role play Teamwork	International students
Time Management skills	Essential in all levels, but more critically in higher levels.	Engineering	Assess the planification on the project. Assess a workplan: Evaluate the process of the planification of a teamwork not just the result.	Assigning deadlines Design a project respecting its phases and times. Micro assignments on dividing their time for each task and stick to that time. Learning to prioritize tasks: complexity or urgency. Presentations to organise information on time.	Applications Academic normative