**Appendix No.9 to the Regulations of participation in the project and participation in the paid professional internships**

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University stamp

**INTERNSHIP PROGRAMME**

1. **Extract from the educational outcomes in the field of - ENVIRONMENTAL PROTECTION, 1st degree (B.Sc.)**

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| ***PROFESSIONAL KNOWLEDGE (PK)*** |
| The student knows mathematical methods applicable in life sciences, foundations of calculus of probability and foundations of statistics |
| The student knows and can explain physical and chemical mechanisms of natural phenomena and processes  |
| The student can characterise biogenic elements; organic and inorganic compounds and states of matter |
| The student can characterise levels of organisation of life, ecological diversity and mutual impact of organisms on the environment |
| The student understands molecular foundations of functioning of living organisms |
| The student knows foundations of Mendelian genetics and genetic engineering as well as basic plant and animal breeding methods and the role of biological development |
| The student knows economic, legal and social principles of running economic activity and functioning of local communities |
| The student understands economic aspects of environmental protection |
| The student is acquainted with methods of economic analyses in environmental protection |
| The student knows the history of the Earth and can characterise processes taking place in the lithosphere, biosphere and atmosphere |
| The student can distinguish and characterise geological, geomorphological and soil conditions observed at present and in the geological time scale |
| The student can describe and interpret climate, meteorological and hydrological phenomena and processes in relation to the condition of the natural environment |
| The student has knowledge on biology and taxonomy of plant and animal species in the scope appropriate for the field of study |
| The student has knowledge on plant physiology and biochemistry including mechanisms of life processes in plants |
| The student has knowledge on changes and threats to the environment caused by natural and anthropogenic factors |
| The student knows basic theories on inheritance of traits in living organisms, functioning of genes and principles of genetic engineering |
| The student understands ecological and evolutionary processes determining biodiversity |
| The student knows taxonomy and functioning of microorganisms and their effect on natural processes |
| The student can characterise the organisation of ecological systems in the organism-environment system |
| The student can define soil-forming processes and basic functions of soils |
| The student understands the structure, functions and dynamics of various ecosystems |
| The student knows methods to study basic physical and chemical units on various elements of the environment |
| The student distinguishes natural and anthropogenic sources and cycles of biogenic compounds in the environment |
| The student knows the most important modern technologies of plant and animal production and ecopower engineering |
| The student knows engineering drawing techniques and foundations of design |
| The student can identify causes for the degradation of soils, water resources and landscape as well as undertakes actions related to environmental protection |
| The student knows the organisation and environmental management of systems  |
| The student can characterise sources and types of air, water and soil pollution, their environmental impact and methods of habitat valuation |
| The student knows principles and regeneration potential of nature |
| The student can characterise multifunctional rural development |
| The student knows principles of costing in applications for funds supporting environmental protection projects |
| The student knows and understands basic concepts and principles in the protection of industrial property and copyright |
| The student knows general principles for the establishment and development of entrepreneurship in the infrastructure - environment system |
| ***PROFESSIONAL SKILLS (PS)*** |
| The student takes measurements and performs calculations as well as evaluates reliability of basic physical and chemical values |
| The student applied mathematical and statistical tools when characterising and gaining insight into phenomena and processes |
| The student is able to find, understand, analyse and apply needed information in various forms and coming from different sources |
| The student promotes sustainable development by enhancing public awareness, ecological ethics and education |
| The student presents science-based opinions on natural phenomena and processes at various discussion platforms |
| The student can communicate and cooperate with various entities |
| The student applies advanced information methods to assess risk and threats for the environment |
| The student applies the geographic information system (GIS) as the basic tool in the creation of environmental data bases |
| The student uses basic measurement techniques to identify threats affecting water resources and the condition of the atmosphere |
| The student performs simple scientific experiments independently or in a team under the direction of a scientific supervisor |
| The student makes observations of the environment and evaluates the effects of natural and anthropogenic processes and phenomena |
| The student understands biological processes determining life at various levels of its organisation |
| The student describes properties of elements, their compounds and states of matter |
| The student understands ecological and evolutionary processes determining biological diversity |
| The student describes and interprets selected geological, geomorphological, climatic and soil phenomena and processes |
| The student uses thematic maps |
| The student can identify the effect of habitat factors on the formation of plant communities |
| The student can assess the condition and transformations of the natural environment using methods distinguishing phytosociological units and geobotanical, landscape and geobotanical indexes |
| The student knows how to identify basic meteorological and climatic characteristics |
| The students identifies threats for water resources and the atmosphere |
| The student uses terminology and knowledge concerning legal acts and economic regulations |
| The student analyses and evaluates environmental management systems and environmental impact assessment in environmental protection |
| The student proposes technological solutions in protection and purification/reclamation of individual elements of the environment |
| The student can identify and evaluate threats related with human activity and implements principles of sustainable development |
| The student knows how to evaluate resources and regeneration potential of nature |
| The student identifies process parameters in terms of their control required for the evaluation of individual processes |
| The student can identify causes for degradation of soil, water resources and landscape as well as plans activities in environmental protection |
| The student can assess suitability of appropriate energy sources at the local and national level and their requirement |
| The student can organise and manage the raw material resources of biomass processing enterprises |
| The student knows how to apply and optimise typical techniques related to the field of study |
| The student can identify basic types of soils and plant habitats |
| The student identifies cause and effect relationships in nature both in the animate and inanimate world |
| The student can operate apparatus measuring basic phenomena and processes taking place at the soil-atmosphere-plant interface |
| The student uses legal and economic instruments in economic activity |
| The student knows how to interpret results and EIA instruments in environmental protection |
| The student applies technological flow charts and can adjust process parameters |
| The student can evaluate drawbacks and advantages of various activities, including their originality |
| The student applies acquired knowledge when making political and economic decisions |
| The student programs and participates in the execution of EIA in the aspect of acquiring experience and improving required competences |
| The student knows how to prepare typical papers, studies and opinions in Polish and in a foreign language in the scope of problems typical of the branches and disciplines of science related to the field of study |
| The student knows how to prepare delivered papers, presentations and oral presentations in in Polish and in a foreign language in the scope of problems typical of the branches and disciplines of science related to the field of study |
| The student has language skills at the B2 level (CEFR) for oral and written communication in the scope of problems concerning environmental protection |
| ***SOCIAL COMPETENCES (SC)*** |
| The student understands the need for lifelong learning, and improvement of professional qualifications to meet the challenges of technological progress |
| The student is responsible and self-critical when evaluating their individual decisions |
| The student willingly participates in team work, understanding his/her role in the team |
| The student uses knowledge and skills to identify priorities in independent or team activities  |
| The student is responsible for safety in the work environment both for themselves and others |
| The student is sensitive to the need to preserve the natural resources of the environment |
| The students shows respect and observes the requirements of esthetic, cultural and practical conditions |
| The student observes ethical rules when collecting and describing data |
| The student is aware of the risk when undertaking various activities related to broadly defined problems in remedial actions in environmental protection |
| The student can evaluate consequences of various anthropogenic effects on the natural environment |
| The student understands the need for lifelong education in environmental protection |
| The student shows a creative approach in professional and social life while maintaining a rational and critical attitude in the evaluation of their own work |

**B. Personal data of the Intern and Employer**

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| NAME AND SURNAME OF THE INTERN | ………………………………………………………………………………………………….… |
| NAME OF THE EMPLOYER | ………………………………………………………………………………………………….… |
| INTERNSHIP LOCATION | ………………………………………………………………………………………………….…*(address of the company / institution headquarters / branch)* |
| ASSIGNED INTERSHIP SUPERVISOR | ………………………………………………………………………………………………….… *(Name and surname, position)*………………………………………………………………………………………………….… *(phone number, email)* |

**C. Information about the internship**

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| INTERNSHIP PERIOD[[1]](#footnote-1)1 | **from:** | *dd-mm-yyyy* |
| **to:** | *dd-mm-yyyy* |
| WORK TIMETABLE[[2]](#footnote-2)2 | Scheduled working hours: |  |
| Scheduled number of internship hours daily: |  |
| Days of the week, when the internship is done: |  |
| TOTAL NUMBER OF INTERNSHIP HOURS | **240 hours** |
| NAME OF THE PROFESSION OR SPECIALISATION | ………………………………………………………………………………………………….… |
| SCOPE OF ACTIVITIES PERFORMED DURING THE INTERNSHIP | ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… |
| **PROFESSIONAL KNOWLEDGE** REQUIRED DURING THE RELATION*(based on the Extract from the educational outcomes in the field of Environmental protection – in part A, PK)* | ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… |
| **PROFESSIONAL SKILLS** REQUIRED DURING THE INTERNSHIP*(based on the Extract from the educational outcomes in the field of Environmental protection – in part A, PS)* | ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… |
| **SOCIAL SKILLS** REQUIRED DURING THE INTERNSHIP*(based on the Extract from the educational outcomes in the field of Environmental protection – in part A, SS)* | ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… |

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| *……………………………………………………**SIGNATURE OF THE INTERNEE* | *……………………………………………………**SIGNATURE OF THE EMPLOYER* | *……………………………………………………**SIGNATURE OF THE INTERNSHIP ORGANISER (UNIVERSITY)* |

1. 1The internship has to take place between November 1, 2018 and October 31, 2020. [↑](#footnote-ref-1)
2. 2The internship has to match the following timetable: maximum 8 hours daily and 40 hours weekly; minimum 20 hours weekly. [↑](#footnote-ref-2)