

Subject card

Subject name and code	Profile of the professional competence, PG_00166560						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		3.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Magdalena Rozenberg				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		4.0		41.0	75
Subject objectives	- To introduce students to the topic "Competence profile". - To prepare students to create a competency profile and understand its importance in the labour market - To introduce students to the essence of key competences especially in the context of lifelong learning						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGMU2_W09] Has structured in-depth and theoretically grounded detailed knowledge of the chosen specialisation, i.e.: translation theory or communication in business and economy or didactics.	[K_W09] Student: - understands the need for competence profiles; - knows and understands the concept of lifelong learning.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FGMU2_U09] Is able to undertake autonomous actions to develop his/her language and research skills; is able to guide others in doing so.	[K_U09] Student knows how to take action to develop lifelong learning skills.	[SU5] implementation of a problem task
	[FGMU2_K04] Correctly identifies and resolves dilemmas related to professional performance, understands ethical issues related to the responsibility for the accuracy and reliability of the provided knowledge and taken professional actions.	[K_K04] The student correctly identifies and resolves dilemmas related to his/her future profession, seeing the need to create a competence profile necessary on the labour market.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
	[FGMU2_U02] Uses the acquired research skills, draws conclusions, elaborates and presents results in the field of literary studies or linguistics, is able to use and integrate knowledge from several scientific disciplines.	[K_U02] Student: - has research skills, draws conclusions in order to create a competence profile; - selects and correctly implements adequate methods, techniques and tools in building his/her own competence profile.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task
	[FGMU2_K03] Is able to appropriately determine priorities for realization of a task defined by one self or others, on the basis of analysis of situations and problems, formulates proposals for solutions.	[K_K03] Student - is able to apply knowledge to create a competence profile, makes proposals for creating a competence profile; - is able to specify priorities for realizing a goal, including designing his/her own competence profile.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
	[FGMU2_W14] Knows the basic principles of creating and development of various forms of entrepreneurship in the field of their chosen specialisation, i.e.: translation studies, or language teaching or business and economy.	[K_W14] The student knows the principles, criteria for creating a competence profile as a form of own professional portfolio; is able to adapt the method of creating the competence profile to the needs of the workplace.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FGMU2_W04] Knows and understands to a deeper level the terminology in German in the field of the chosen specialisation, i.e.: translation theory or didactics, or business and economics.	[K_W04] Student knows and understands at an advanced level the terminology in German of the competence profile.	[SW1] oral statement/ conversation/discussion
	[FGMU2_U10] Is able to interact with others in a team framework and manage the work of the team.	[K_U09] Student - is able to take autonomous action to cooperate with others in teamwork and to help self-manage the work of the team.	[SU5] implementation of a problem task
	[FGMU2_W11] Knows and understands basic notions and principles of copyright protection and the necessity of intellectual property management; has a structured and in-depth knowledge of professional ethics and economic, legal and other conditions of various types of activity.	[K_W11] The student has a structured in-depth and theoretically underpinned knowledge of the key competences needed in the labour market; knows the necessity of ethical behaviour in professional work.	[SW2] presentation/project/paper/ report
	[FGMU2_K01] Has an in-depth awareness of the level of their knowledge and skills, is able to critically evaluate the received contents, as well as apply their knowledge in solving cognitive and practical problems.	[K_W01] The student has an in-depth awareness of his/her level of knowledge regarding the creation of a competence profile.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report

Subject contents	The European Parliament and the European Council issued a preamble in 2006 on the relevance of key competences in the form of knowledge, skills and attitudes needed in local and global labour markets. Therefore, the majority of educational experts and practitioners emphasise that in view of the unheard-of dynamics and acceleration of economic, cultural, social processes in the world, it is necessary to prepare young people in the 21st century not to live in an ordered world, but to educate them in competences that will allow them to find their way in its dynamics. Accordingly, the curriculum content includes the following topics: 1. The decisions of the European Parliament and the European Council. 2. Dynamics of economic, cultural and social processes in the world. 3. The labour market and professional preparation obtained in the course of studies. 4. Formats necessary for the profession of translator and professions related to international cooperation in the economy: knowledge, language skills, competences. 5. Knowledge: definition, types of knowledge. 6. Competence: definition, essence, importance, types of competence. 7. Competence profile of a translator: creation, labour market analysis, criteria, creativity, entrepreneurship. Linking the subject "Professional competence profile" with linguistics in the following areas of the general academic profile Goal: Linguistic knowledge necessary for the development and evaluation of professional competence profiles Theoretical foundations Linguistic theories: Sociolinguistics: analysis of language use in different social contexts and its impact on communication and skill development. Competence models Linguistic competence: - Communicative competence (Hymes): The ability to use linguistic means appropriate to the situation - Intercultural competence: the ability to communicate effectively in different cultural contexts. Practical application - Language tests and assessments: creation and analysis of tests measuring language skills (e.g. TOEFL, IELTS). - Feedback mechanisms: development of feedback systems for continuous improvement of language skills.
Prerequisites and co-requisites	Advanced knowledge of the German language

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	language skills	51.0%	20.0%
	engaging the group in discussion	51.0%	10.0%
	the aesthetic qualities of the profile	51.0%	5.0%
	presentation of the professional competence profile	51.0%	20.0%
	choice of literature	51.0%	5.0%
	method and form of presentation of the professional competence profile	51.0%	20.0%
	analysis of the professional competence profile	51.0%	20.0%
Recommended reading	Basic literature	• Smółka, P. (2016). Social competence. Methods of measuring and improving interpersonal skills. Warsaw. • Rostkowski, T. (ed.) (2004). Modern methods of human resources management. Warsaw. • Sobieraj. I. (2012). Intercultural competences as capital on the labour market. [in:] Borderland, vol. 20, pp. 161-173. • Kożusznik, B. (2014). Human behaviour in organizations. Warsaw. • Jemielniak, D. / Koźmiński, A.K. (2012). Knowledge management. Warsaw.	
	Supplementary literature	Chapters in books and articles recommended by the academic teacher.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	• Professional competence: definitions, models, examples • What is a professional competence profile? • What does a competence profile contain? • How to create a competence profile of a candidate? • How do I describe my own / my employee's competences? • What types of competences are there?		
Work placement	Not applicable		

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