



Fundamental Skills Model Code: MUP06

	<b>Learning Outcome:</b> Ability to assume a leading role in different circumstances that need immediate solutions.			
Key	KP1	Develop skills of team work in extra-curricular activities on campus and for the service of society.		
Performances				
	KP2	Having strong leadership skills.		
(KPI'S)				
	KP3	Provide a safe working environment for the group to foster the exchange of ideas.		





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	Learning Outcome: Developing positive attitudes towards teaching, discovering personal assets and observing work ethics in accordance with social values and customs					
Key	KP1	Having the necessary skills and techniques to build human and professional relationships.				
Performances						
	KP2	Using communication skills to build good relationships with the institution and with colleagues.				
(KPI'S)						
	KP3	Observing work ethics to build relationships on and off campus.				
	KP4	Knowing the ethical and professional responsibilities of the teaching profession.				





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	Learning Outcome: Assuming the responsibility of her self-development and self-learning, while discovering						
	data bases and employing them to accomplish the tasks assigned to her.						
Key	KP1	Continuously developing her professional skills in light of new findings in the field of chemistry and					
Performances		teaching strategies					
(KPI'S)	KP2	Applying self-learning techniques to promote self and professional developments.					





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	<b>Learning Outcome:</b> Communicating effectively both in writing and in speaking in different circumstances and to different audiences.					
Key	KP1	Discovering communication skills and techniques and employing them when teaching.				
Performances						
	KP2	Communicating effectively both in writing and in speaking on and off campus.				
(KPI'S)						
	KP3	Discovering new teaching techniques to collect, analyze and transfer data respecting the individual				
		needs of students.				
	KP4	Using modern technologies to communicate with higher authorities in scientific events.				