CROSS OR GENERIC COMPETENCES (OUTCOMES) OF ALL PROFILES
ASSESSED BY CONAIC DEFINED BY ANIEI AND CONAIC

conaic

Bachelor degree – All profiles

Cross or generic competences. All profiles:

		1		2		3		4		5		6		7		8		9		10	
COMPETENCE (OUTCOME)		**Oral and written communication skills**		**Information Analysis and Synthesis**		**Problem approaching and solving**		**Solution Modeling**		**Autonomous learning**		**Team Work**		**Decision Making**		**Effective use of ICT tools (including new technologies)**		**Responsibility in performance**		**Vision on the impact of solutions**	
Attribute		Transmits knowledge, expresses ideas and arguments in a clear, rigorous and convincing manner, both orally and in writing, by properly using graphic resources and media, adapting to both the situation and the audience characteristics.		Recognizes and describes the constituent elements of a reality, organizes significant information according to pre-established criteria appropriate to a purpose.		Analyzes the constituent elements of a problem in order to devise strategies that will allow to obtain, in a reasoned way, a proven solution, according to some pre-established criteria.		Discusses the existing models fundamentals and properties. Translates and interprets the model elements in terms of the real world.		Learns through self-initiative and interest throughout life.		Participates effectively in diverse teams and actively collaborates in the pursuit of common goals.		Identifies patterns that anticipate possible explanations and/or solutions to industrial, technological and operational problems for proper decision making.		Ability to become up to date on the use of technology in the area that has an impact on his/her continuous improvement.		Understanding of professional, ethical, legal, and social aspects, as well as of the responsibility inherent in each one of them.		The ability to analyze the local and global impact of IT solutions on people, organizations, and society in general.	
CURRICULUM PERIODS	COURSE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE	A) START B) DEVELOP C) EVALUATE	EVIDENCE
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