

## INTERNATIONAL COMPETENCES MATRIX (2015)

| Task / Competence                                      | Intercultural competences in an international context (personal)   | Didactic or research competences in an international context (professional)  | Competences related to different educational systems and teaching and learning styles | Competences connected with the personal academic discipline in an international context  | Competences connected with the international labour market and working environment of the professional field  | English Language Proficiency: understanding (listening and reading)  | English Language Proficiency: speaking (interaction and production)  | English Language Proficiency: writing |
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| Teaching in the national language (domestic classroom) | Is able to identify one's own cultural background and biases. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions. Recognizes cultural differences in verbal and nonverbal communication. | Is aware of the fact that different (sub)cultures may be represented in the group and is able to make adjustments for cultural differences in one's teaching and interaction with the group. Recognizes and is sensitive to (subtle) differences between subcultural groups. |   | Is familiar with the international context and literature of his subject area and is capable of teaching his subject in an international context.  | Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to refer to these differences in one's teaching.                  | Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2) | Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1) |                                       |
| Academic counselling (domestic students)               | Is able to identify one's own cultural background and biases and is able to develop new perspectives on this. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions.                        | Is aware of the fact that different (sub)cultures may be represented in the student body of the programme and is able to make adjustments for cultural differences in one's interaction with individual students.  |   | Is familiar with the international dimensions of the degree programme and is capable of using this knowledge in the supervision and counselling of students, e.g. with regard to study path choices. | Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to acknowledge these differences in one's counselling activities. | Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2) | Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1) |                                       |

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| Curriculum development, esp. in relation to the introduction of I@H elements (domestic classroom) | Is able to identify one's own cultural background and biases and is able to develop new perspectives on this. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions. Recognizes cultural differences in verbal and nonverbal communication and actively seeks shared meaning.  | Is aware of the fact that different cultures may be represented in the student body of the programme and is able to make adjustments for cultural differences in one's interaction with individual students. Expresses openness to intercultural issues as they arise in the curriculum development process and seeks to address these. |   | Is familiar with the international dimensions of the degree programme and is capable of implementing these in the development of the curriculum or parts of the curriculum. | Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to develop ways of addressing these issues in the curriculum development process. | Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)   | Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)   |  |
| Teaching in English (international classroom)   | Is able to articulate insights into one's own cultural background and biases and understands the complexity of culture. Interprets intercultural experiences from more than one perspective and can actively shift behaviour. Is able to actively implement one's understanding of various dimensions affecting verbal and nonverbal communication and can create shared meaning. | Has basic knowledge of the cultures represented in the group and is able to make adjustments for cultural differences in one's teaching and interaction with the group. Asks complex questions in a culturally appropriate manner and initiates and stimulates interactions with and between culturally diverse groups members.         | Has a basic knowledge of differences between major educational systems across the globe and differences in teaching and learning styles, including the procedures and standards for assessing student performance. Is capable of adapting one's teaching to accommodate student audiences from different educational systems. | Is familiar with the international context and literature of his subject area and is capable of teaching his subject in an international context.                           | Is familiar with the main differences in the status of and requirements for the professions/jobs for which students are trained in relevant countries (qualifications needed, professional recognition, professional roles) and is able to incorporate this knowledge in one's teaching.                                | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to one's field. (C1) | Can use the language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate contributions skilfully to those of other speakers. Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (C1) | Can express oneself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects, underlining the salient issues. Can select style appropriate to the reader in mind. (C1) |

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| Academic counselling of international students                                     | Is able to articulate insights into one's own cultural background and biases and understands the complexity of culture. Interprets intercultural experiences from more than one perspective and may actively shift behaviour. Is able to actively implement one's understanding of various dimensions affecting verbal and nonverbal communication and can create shared meaning. | Has basic knowledge of the cultures represented in the student body and is able to make adjustments for cultural differences in one's counselling activities and interaction with international students. Asks complex questions in a culturally appropriate manner and is capable to have meaningful interaction with culturally diverse others. | Has a basic knowledge of differences between major educational systems across the globe and differences in teaching and learning styles, including the procedures and standards for assessing student performance. Is capable of adapting one's counselling activities to accommodate culturally diverse others. |  | Is familiar with the main differences in the status of and requirements for the professions/jobs for which students are trained in relevant countries (qualifications needed, professional recognition, professional roles) and is able to incorporate this knowledge in counselling activities and one's interaction with individual students. | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to one's field. (C1) | Can use the language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate contributions skilfully to those of other speakers. Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (C1) | Can express oneself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects, underlining the salient issues. Can select style appropriate to the reader in mind. (C1) |
| Curriculum development of English-taught curricula for the international classroom | Is able to articulate insights into own cultural background and biases and understands the complexity of culture. Interprets intercultural experiences from more than one perspective and may actively shift behaviour. Is able to actively implement his understanding of various dimensions affecting verbal and nonverbal communication and can create shared meaning.         | Has basic knowledge of the cultures represented in the student body and is able to make adjustments for cultural differences in curriculum development for the international classroom. Can address themes and issues in a culturally appropriate manner and stimulates the interaction with and between culturally diverse group members.        | Has a basic knowledge of differences between major educational systems across the globe and differences in teaching and learning styles, including the procedures and standards for assessing student performance. Is capable of adapting one's teaching to accommodate culturally diverse student audiences.    | Is familiar with the international dimensions of the degree programme and is capable of implementing this in the development of the curriculum or parts of the curriculum. | Is familiar with the main differences in the status of and requirements for the professions/jobs for which students are trained in relevant countries (qualifications needed, professional recognition, professional roles) and is able to incorporate this knowledge in curriculum development.  | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to one's field. (C1) | Can use the language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate contributions skilfully to those of other speakers. Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (C1) | Can express oneself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects, underlining the salient issues. Can select style appropriate to the reader in mind. (C1) |

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| Supervising international work placements, international study periods and final projects | Is able to articulate insights into one's own cultural background and biases and understands the complexity of culture. Interprets intercultural experiences from more than one perspective and can actively shift behaviour. Is able to actively implement one's understanding of various dimensions affecting verbal and nonverbal communication. | Has basic knowledge of the cultures represented in the student body and by the work placement providers and is able to make adjustments for cultural differences in one's supervisory activities and in the interaction with representatives of both groups. Asks complex questions in a culturally appropriate manner and is capable to have meaningful interaction with culturally diverse others. | Has a basic knowledge of international and cultural differences in teaching and learning styles, including the procedures and standards for assessing student performance. Is able to recognize and assess the influence of cultural differences on the international experience of the individual student. |  | Is familiar with the main differences in the status of and requirements for the professions/jobs for which students are trained in relevant countries (qualifications needed, professional recognition, professional roles) and is able to incorporate this knowledge in one's supervisory work.  | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to one's field. (C1) | Can take part effortlessly in any conversation or discussion and has a good familiarity with idiomatic expressions and colloquialisms. Can express oneself fluently and convey finer shades of meaning precisely. Can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure. (B2)        | Can write clear, detailed texts, passing on information or giving reasons in support of or against a particular point of view. (B2)  |
| Maintaining international relations with partner institutions                             | Is able to articulate insights into one's own cultural background and biases and understands the complexity of culture. Interprets intercultural experiences from more than one perspective and can actively shift behaviour. Is able to actively implement one's understanding of various dimensions affecting verbal and nonverbal communication. | Has basic knowledge of the cultures represented by the colleagues and students of (a) partner institution(s) and is able to make adjustments for cultural differences in one's interaction with them. Asks complex questions in a culturally appropriate manner and initiates and stimulates interactions with and between culturally diverse groups members.  | Has a basic knowledge of international and cultural differences in teaching and learning styles, including the procedures and standards for assessing student performance. Is able to recognize and assess the influence of cultural differences on the collaboration with partner institutions.            |  | Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to assess to the consequences that these differences may have on the study programmes offered by partner institutions and on the possibilities for collaboration. | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to one's field. (C1) | Can use the language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate contributions skilfully to those of other speakers. Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (C1) | Can express himself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects, underlining the salient issues. Can select style appropriate to the reader in mind. (C1) |

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| Doing research in a regional or national context | Is able to identify his own cultural background. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions. Recognizes cultural differences in verbal and nonverbal communication and actively seeks shared meaning.   | Is aware of the main international and cultural differences in attitudes and approaches to academic research and is capable of adapting to diverse research environments.                                      |  | Is thoroughly familiar with the state of the art in academic and/or applied research in his subject area                                       |  | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to one's field. (C1) | Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)   |  |
| Doing research in an international context       | Is able to articulate insights into one's own cultural background and biases and understands the complexity of culture. Interprets intercultural experiences from more than one perspective and may actively shift behaviour. Is able to actively implement one's understanding of various dimensions affecting verbal and nonverbal communication and can create shared meaning. | Is aware of the main international and cultural differences in attitudes and approaches to academic research and is capable of adapting to diverse research environments, both nationally and internationally. |  | Is thoroughly familiar with the state of the art in academic and/or applied research in his subject area, both nationally and internationally. |  | Has no difficulty in understanding any kind of spoken language whether live or broadcast, even when delivered at fast native speed. Can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. (C2)                                  | Can use the language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate contributions skilfully to those of other speakers. Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (C1) | Can write clear, smoothly flowing text in an appropriate style. Can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. Can write summaries and reviews of professional or literary works. (C2) |

| Colour coding: |                    |   |  |
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|                | Entry level        | Level that all teaching staff members may be expected to have (BKO-level); professional development activities are normally not required. |  |
|                | Intermediate level | Level that not all teaching staff members may have; professional development activities may be required.                                  |  |
|                | Advanced level     | Level that requires advanced knowledge and skills; professional development is (almost always) needed.                                    |  |
|                | Specialised level  | Level that requires highly advanced knowledge and skills; professional development is needed.   |  |