

INTERNATIONAL COMPETENCES MATRIX

Task / Competence	Knowledge		Skills					Attitude
	Knowledge re the personal academic discipline in an international context	Knowledge re the international(ised) labour market and working environment of graduates	Intercultural competences in an international context (personal)	Intercultural competences in an international context (professional)	Didactic or research competences in an international context	English Language Proficiency	Dutch Language Proficiency for non-native speakers of Dutch	Confidence, responsiveness, empathy, and openness
Teaching in the national language (Dutch) in the domestic classroom , including academic counselling, supervision of project work and work placements in a domestic situation .	Is familiar with the international context and literature of their subject area.	Is aware of the fact that the status of and requirements for the professions/jobs for which their students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country.	Is able to identify their 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.	Recognizes and is sensitive to (subtle) differences between subcultural groups. Is able to make adjustments for cultural differences in their teaching and interaction with the group. Is able to use their awareness of the international(ised) labour market and working environment of graduates in their teaching.	Is able to actively apply their knowledge about the international context of their personal academic discipline and the international(ised) labour market and working environment of graduates <ul style="list-style-type: none"> in their teaching and curriculum development, esp. through the introduction of I@H; in counselling and supervision of domestic students in domestic settings. 	Understanding (listening and reading): B2 level. Speaking and writing (interaction and production): B1 level.	Has obtained the Diploma Staatsexamen NT II. The NT II level corresponds with CEFR B2.	Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders. Is responsive to the fact that different (sub)cultures may be represented in the group. Expresses openness to intercultural issues as they arise and seeks to address these.
Academic counselling and supervision of domestic students , especially in relation to	Is familiar with the international dimensions of their degree programme and is able to incorporate this knowledge in the	Is aware of the fact that the status of and requirements for the professions/jobs for which their students are	Is able to identify their own cultural background and biases and is able to develop new perspectives on this.	Is aware of the fact that different cultures may be represented in the student body of their programme and is able to	Is able to actively apply their knowledge about the international context of the international(ised) labour market and	Understanding (listening and reading): B2 level. Speaking and writing (interaction	Has obtained the Diploma Staatsexamen NT II. The NT II level corresponds with CEFR B2.	Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders.

<p>international settings, such as international work placements, study abroad periods, or international final projects</p>	<p>interaction with individual students and colleagues of international partner institutions and work placement providers.</p>	<p>trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to incorporate this knowledge in their supervisory work.</p> <p>Is informed about the structure of HE and HEIs in relevant countries and recognizes relevant issues that may influence international collaboration with partner institutions.</p>	<p>Recognizes multiple worldviews and (at times) uses more than one worldview in interactions.</p> <p>Recognizes cultural differences in verbal and nonverbal communication and actively seeks shared meaning.</p>	<p>make adjustments for cultural differences in the interaction with individual students.</p> <p>Is able to use their awareness of the international(ised) labour market and working environment of graduates in their academic counselling and supervision.</p>	<p>working environment of graduates and their intercultural competences in an international context in counselling and supervision of domestic students in international settings.</p>	<p>and production): B2-C1 level.</p>		<p>Is responsive to cultural differences in the interaction with and between students and other stakeholders.</p> <p>Expresses openness to intercultural issues as they arise and seeks to address these.</p>
<p>Teaching in the international classroom (usually in English)</p>	<p>Is knowledgeable about the international context and literature of their subject area.</p>	<p>Is informed about the status of and requirements for the professions/jobs for which their students are trained (qualifications needed, professional recognition, professional roles (in relevant countries)).</p>	<p>Is able to articulate insights into their own cultural background and biases and understands the complexity of culture.</p> <p>Interprets intercultural experiences from more than one perspective and can actively shift behaviour.</p> <p>Is able to actively implement their understanding of various dimensions affecting verbal and nonverbal</p>	<p>Has basic knowledge of the cultures represented in their international classroom and is able to make adjustments for cultural differences in their teaching and their interaction with the group.</p> <p>Asks complex questions in a culturally appropriate manner and initiates and stimulates interactions with and between</p>	<p>Is able to actively apply their knowledge about the international context of their personal academic discipline and the international(ised) labour market and working environment of graduates</p> <ul style="list-style-type: none"> • in their teaching, including through the introduction of I@H; • in their contribution to curriculum development. 	<p>Understanding (listening and reading): C1 level.</p> <p>Speaking and writing (interaction and production): C1 level.</p>	<p>Basic user at level. CEFR A1 level.</p>	<p>Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders.</p> <p>Is responsive to the fact that different (sub)cultures are represented in the international classroom.</p> <p>Expresses openness to intercultural issues as they arise and actively addresses these.</p>

			communication and can create shared meaning.	culturally diverse groups members.				
Academic counselling in the international classroom (domestic and international students), both at home and abroad, such as during international work placements, study abroad periods, or international (graduation) projects.	Is informed about the international dimensions of the degree programme and is able to use this knowledge in counselling activities.	Is informed about the status of and requirements for the professions/jobs for which their students are trained (qualifications needed, professional recognition, professional roles (in relevant countries)). Is informed about the structure of HE and HEIs in relevant countries and recognizes relevant issues that may influence international collaboration with partner institutions.	Is able to articulate insights into their 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 their 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 represented by the external stakeholders and is able to make adjustments for cultural differences 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.	Is able to actively apply their intercultural competences and their knowledge about the international context of the international(ised) labour market and working environment of their graduates in counselling and supervision of both domestic and international students in international settings.	Understanding (listening and reading): C1 level. Speaking and writing (interaction and production): C1 level.	Basic user at CEFR A1 level.	Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders. Is responsive to cultural differences in the interaction with and between students and other stakeholders. Expresses openness to intercultural issues as they arise and actively addresses these.
Doing research in a regional or national context	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	Is able to identify their 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 and is sensitive to (subtle) differences between subcultural groups. Is aware of the main international and cultural differences in attitudes and approaches to academic and/or applied research.	Is capable of adapting to diverse research environments.	Understanding (listening and reading): C1 level. Speaking and writing (interaction and production): B1-2 level.	Independent user at CEFR B2 level.	Acts confidently with a suitable degree of empathy and openness towards students, researchers, and other stakeholders. Is responsive to cultural differences in the interaction with and between students, researchers, and other stakeholders.

			Recognizes cultural differences in verbal and nonverbal communication.					Expresses openness to intercultural issues as they arise and actively addresses these.
Doing research in an international context	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	<p>Is able to articulate insights into their own cultural background and biases and understands the complexity of culture.</p> <p>Interprets intercultural experiences from more than one perspective and can actively shift behaviour.</p> <p>Is able to actively implement their understanding of various dimensions affecting verbal and nonverbal communication and can create shared meaning.</p>	<p>Recognizes and is sensitive to (subtle) differences between subcultural groups.</p> <p>Is informed about the main international and cultural differences in attitudes and approaches to academic research.</p> <p>Has basic knowledge of the cultures represented in their international research environment and is able to make adjustments for cultural differences in their interaction with groups and individuals.</p>	Is capable of adapting to diverse research environments, both nationally and internationally.	<p>Understanding (listening and reading): C1 level.</p> <p>Speaking and writing (interaction and production): C1 level.</p>	Independent user at CEFR A1 level.	<p>Acts confidently with a suitable degree of empathy and openness towards students, researchers, and other stakeholders.</p> <p>Is responsive to cultural differences in the interaction with and between students, researchers, and other stakeholders.</p> <p>Expresses openness to intercultural issues as they arise and actively addresses these.</p>

The International Competences Matrix is a development-oriented tool. The colour coding is meant as an indication of whether or not an 'average' qualified teacher/researcher may need professional development in a particular area to acquire the desired competence level. The competences under the heading 'Attitude' have not been colour coded, since the link between professional development and attitude is not straightforward.

Entry level	Level that all teachers and researchers may be expected to have; professional development activities are normally not required.
Intermediate level	Level that some, but not all teachers and researchers may have; professional development activities may be required.
Advanced level	Level that requires advanced knowledge and skills and/or requires a significant increase of knowledge and skills; professional development is (almost always) needed.
Specialised level	Level that requires specialised knowledge and skills and/or requires a high increase of knowledge and skills; professional development is (almost always) needed. NB: All skills levels in the field of Dutch language proficiency for non-native speakers of Dutch have been labelled as 'specialised level', on the assumption that international teachers/researchers that work in the Netherlands will have to learn Dutch from scratch.
CEFR	Common European Framework of Reference for Languages. Describes foreign language proficiency at 6 levels: A1, A2 (basic user), B1, B2 (independent user), C1, C2 (proficient user).