

INTERNATIONAL COMPETENCES MATRIX (April 2011)

This version of the International Competences Matrix was published as part of the article "Internationalisation Strategies and the Development of Competent Teaching Staff." Internationalisation Revisited: New Dimensions in the Internationalisation of Higher Education. Eds. Jos Beelen and Hans de Wit. Amsterdam: Centre for Applied Research on Economics and Management (CAREM), 2012.

Task / Competence	English Language Proficiency: understanding (listening and reading)	English Language Proficiency: speaking (interaction and production)	English Language Proficiency: writing	Didactic or research competences in an international context	Intercultural competences in an international context	Competences connected with education systems and different 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
Teaching in the national language (domestic classroom)	Can understand extended speech and follow complex lines of argument provided the topic is reasonably familiar. Can understand contemporary (literary) prose. Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)	Can deal with most situations likely to arise. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)		Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own teaching performance and is open to innovation.	Is aware of the fact that different cultures may be represented in the group and is able to make adjustments for cultural differences in his teaching and his interaction with the group.		Is familiar with the international context and literature of his subject 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.
Academic counselling (domestic students)	Can understand extended speech and follow complex lines of argument provided the topic is reasonably familiar. Can understand contemporary (literary) prose. Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)	Can deal with most situations likely to arise. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)		Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own role as supervisor and counsellor and be open to innovation.	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 his counselling activities and his interaction with individual students			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.

Curriculum development (domestic classroom)	Can understand extended speech and follow complex lines of argument provided the topic is reasonably familiar. Can understand contemporary (literary) prose. Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)	Can deal with most situations likely to arise. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)		Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own contribution to the process of curriculum development and is open to innovation.	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 possible cultural differences in the target audience of the curriculum.		Is familiar with the international context and literature of his subject 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.
Teaching in English (int classroom)	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 my 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)	Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own teaching performance and be open to innovation.	Has basic knowledge of the cultures represented in the group and is able to make adjustments for cultural differences in his teaching and his interaction with the group.	Has a basic knowledge of international and cultural differences in teaching and learning styles, including the procedures and standards for assessing student performance and is capable of adapting his teaching to accommodate culturally diverse student audiences.	Knows the international context and literature of his subject well and is capable of teaching his subject in an international context.	Knows 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 in his teaching.

Academic counselling of foreign 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 my 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)	Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own role in the counselling process and is open to innovation.	Has basic knowledge of the cultures represented in the student body of the programme and is able to make adjustments for cultural differences in his counselling activities and his interaction with individual students.	Has a basic knowledge of international and cultural differences in teaching and learning styles, including the procedures and standards for assessing student performance and is able to make adjustments for cultural differences in his counselling activities and his interaction with individual students	Knows the international context and literature of his subject well and is capable of teaching his subject in an international context.	Knows 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 in counselling activities and his interaction with individual students.
Curriculum development of English-taught curricula	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 my 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)	Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own contribution to the process of curriculum development and is open to innovation.	Has basic knowledge of the cultures represented in the student body of the programme and is able to make adjustments for cultural differences in the target audience of the curriculum.	Has a basic knowledge of international and cultural differences in teaching and learning styles, including the procedures and standards for assessing student performance and is capable of making adjustments for cultural differences in the target audience of the curriculum.	Knows the international context and literature of his subject well and is capable of making a valuable contribution to curriculum development in an international context.	Knows 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 in curriculum development.

Supervising international work placements and final projects	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 my field. (C1)	Can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. Can express himself 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)	Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own role as supervisor and counsellor and be open to innovation.	Has basic knowledge of the cultures represented in the student body of the programme and is able to make adjustments for cultural differences in his counselling activities and his interaction with individual students.	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 period of the individual student.		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.
Supervising international study periods	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 my field. (C1)	Can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. Can express himself 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)	Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own role as supervisor and counsellor and be open to innovation.	Has basic knowledge of the cultures represented in the student body of the programme and is able to make adjustments for cultural differences in his counselling activities and his interaction with individual students	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 study abroad experience of the individual student.		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.

Participating in international conferences or meetings	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 my 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)			Has a basic knowledge of intercultural differences and is able to make adjustments for them in collaborating with representatives from different countries.			
Maintaining international relations with partner institutions	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 my 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)	Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of discussing educational concepts with representatives from partner institutions and determine whether collaboration could be useful or successful.	Has a basic knowledge of the cultures in the countries of the various partner institutions and is able to make adjustments for cultural differences in collaborating with representatives of the partner institutions.	Has a basic knowledge of international and cultural differences in teaching and learning styles, including the procedures and standards for assessing student performance.		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.

Teaching abroad in English	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 my 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)	Is a good academic with good didactic skills (interpersonal and communication skills and skills as the facilitator of the learning process). Is capable of reflecting on his own teaching performance and is open to innovation.	Has basic knowledge of the cultures represented in the group and is able to make adjustments for cultural differences in his teaching and his interaction with the group.	Has a basic knowledge of international and cultural differences in teaching and learning styles, including the procedures and standards for assessing student performance and is capable of adapting his teaching to accommodate culturally diverse student audiences.	Knows the international context and literature of his subject and is capable of teaching his subject in an international context.	Knows 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 in his teaching.
Doing research	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 my field. (C1)	Can deal with most situations likely to arise. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)		Is a good academic with good research skills.	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.	

Doing research in an international context	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)	Is a good academic with good research skills.	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.	
Publishing in English	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)	Is a good academic with good research skills.	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.	