

INTERNATIONAL COMPETENCES MATRIX

Task / Competence	Intercultural competences in an international context (personal)	Didactic or research competences in an international context (professional)	Competences connected with the personal academic discipline in an international context	Competences connected with the international labour market and working environment of graduates	English Language Proficiency: understanding (listening and reading)	English Language Proficiency: speaking (interaction and production)	English Language Proficiency: writing	Dutch Language Proficiency (for non-native speakers of Dutch)
Teaching in the domestic classroom	Is aware of cultural differences.	Is aware of impact of cultural differences on classroom/group dynamics.	Is aware of international professional context and developments in his/her discipline.	Is aware of the international labour market of graduates.	CEFR B2 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Curriculum development and I@H (domestic classroom)	Recognises cultural differences.	Recognises impact of cultural differences on classroom/group dynamics.	Is familiar with international professional context and developments in his/her discipline.	Is familiar with the international labour market of graduates.	CEFR B2 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Counselling and supervising domestic students abroad	Recognises cultural differences.	Recognises impact of cultural differences on the student's learning experience.	Is familiar with international professional context and developments in his/her discipline.	Is familiar with the international labour market of graduates.	CEFR B2 level	CEFR B2 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Teaching in English (international classroom)	Can adapt behaviour to complex intercultural situations.	Can adapt teaching and interaction to culturally diverse classroom.	Is capable of teaching his/her subject in an international context.	Can adapt teaching to international labour market of graduates.	CEFR C1 level	CEFR C1 level	CEFR C1 level	CEFR A1 level
Curriculum development for the international classroom	Can adapt behaviour to complex intercultural situations.	Is able to make adjustments for cultural differences in curriculum development.	Is able to incorporate knowledge of international context of his/her discipline in curriculum.	Is able to incorporate knowledge of international labour market of graduates in curriculum.	CEFR C1 level	CEFR C1 level	CEFR C1 level	CEFR A1 level
Academic counselling and supervision of international students	Can adapt behaviour to complex intercultural situations.	Is able to make adjustments for cultural differences in individual counselling.	Is able to incorporate knowledge of international context of his/her discipline in counselling.	Is able to incorporate knowledge of international labour market of graduates in counselling.	CEFR C1 level	CEFR C1 level	CEFR C1 level	CEFR A1 level
Doing research in a regional or national context	Recognises cultural differences.	Recognises impact of cultural differences on group dynamics.	Is up-to-date on research in his/her subject area, both nationally and internationally.	No specific competences required.	CEFR C1 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Doing research in an international context	Can adapt behaviour to complex intercultural situations.	Can adapt to diverse research environments, both nationally and internationally.	Is up-to-date on research in his/her subject area, both nationally and internationally.	No specific competences required.	CEFR C2 level	CEFR C1 level	CEFR C2 level	CEFR A1 level

Entry level	Level that all teaching staff members may be expected to have; 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 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.
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).