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## Competence Matrix "International Service Technicians"

## Introduction

The Competence Matrix displays work-related competence descriptions and the progress of competence development (steps of competence development) for "International Service Technicians". The main aim of a Competence Matrix is to enhance the transparency of competences and qualifications and thus mutual understanding between different countries and different contexts and to compare qualifications with one another. The Competence Matrix for "International Service Technicians" was developed in the course of a Leonardo da Vinci-project with partners from 5 European countries; the matrix displays the competence requirements of "International Service Technicians" in the countries Italy, The Netherlands and Norway.

The vertical axis of the table contains the competence areas, based on the various core work tasks of an "International Service Technician". These core work tasks are comprehensive tasks within the work context of an "International Service Technician" and are empirically derived (identified in the professional context and the educational systems of the respective countries). The horizontal axis shows the steps of competence development described in learning outcomes, which indicate the progress of competence development. Since an "International Service Technician" should have mechanical (e.g. reading and interpreting mechanical drawings) and at the same time electrical skills (e.g. writing and reading of switchboards, fixing failures, program PLC etc.) the Competence Matrix "Mechatronics" as developed in the course of the VQTS-project was used and adjusted to the core work tasks of an International Service Technician and extended by 5 new competence areas. When interpreting a Competence Matrix, one should consider that the description of a higher step of competence development always includes the previous step(s) of competence development.

A Competence Matrix can also be used to indicate Organisational Profiles. The Organisational Profile is formed from individual parts of the matrix and reflects the range and extent of competence development offered by a specific training programme in the field of "International Service Technicians". An Organisational Profile shows the stages of competence development to be achieved in a specific training programme. By using an Organisational Profile, the competences acquired so far by a person in training can also be made visible (Individual Profile). An individual profile illustrates the stages of competence development already achieved by a person in a particular time. This procedure can be used as a starting point for training providers to communicate on the Organisational Profile of their own training programmes, to understand the training programmes in the partner countries and to identify communalities / differences in the training programmes. Since the Organisational Profiles in the Matrix indicate which step of competence development a specific training programme leads to, and which steps of competence development are not covered, the Matrix could also be used as a starting point to develop specific training programmes for "International Service Technicians".

The first of the following two tables shows the general competence matrix for "International Service Technicians" as agreed in the course of the project. The second table indicates the Organisational Profiles of 3 training programmes in the 3 participating VET Schools (ROC Midden Nederland, The Netherlands; Borgund Vidaregåande Skole , Norway; Istituto Tecnico Industriale Statale "Leonardo da Vinci", Italy). The orange profile indicates the organisational profile of the VET schools in the Netherlands and Italy. The grey profile indicates the organisational profile of graduates from the VET school in Norway (2 years school and 2 years company training).

Simple understanding of building and adapting mechatronic systems and facilities on the basis of client needs and site plans)	He/She can use machine and basic tools (e.g. hammers, pliers, screwdrivers, wrenches) controlled either manually or via computer-program to fabricate (according to production designs and customer requirements) the individual components for mechatronic systems. He/she can provide simple designs and descriptions of mechatronic subsystems and can use basic 2D CAD applications.	He/She can build simple mechatronic subsystems by using engineering drawing and can install the devices according to specific production needs. He/She can act on extensive knowledge of standards and regulations (e.g. on surface treatments) and is able to use 3D CAD functions (e.g. interference check).	systems by greening and install the ites designer ding to iffic uction s. She can act totensive idedge of dards and lations (e.g. arguments) and le to use itensices (AD) further totensive identity and the system developments) and le to use itensical function (e.g. assistant) and le to use itensical functions (e.g. ference k).				(including selection of drives, sensors, PLC) and can use CNC programs for building the system. He/She can, through a digital mock up assemble and simulate the functioning system and use computer-aided computations (e.g. FEM). He/She can perform costbenefit analyses (e.g. as a basis for deciding whether components should be bought or individually constructed.)		He/She can independently develop complex mechatronic systems and can calculate the economic usefulness of the system.  He/She can optimise CNC programs for the manufacturing of complex mechatronic devices and systems and monitor the automated quantity of an open loop control system.
Putting mechatronic systems into operation and providing clients with technical support	He/She can, according to specifications and blueprints, put mechatronic device into operation and provide support to the client in the hand-over phase.	enterprise's ne	e e ds e	He/She, a considerin conditions master the of intercor mechatror systems ar machines, provide the necessary document: including a He/She ca client need configure that provide solutions. can train t customer will necessary provide su safe opera procedure:	g all basic , can e start-up nnected nic and can e ation a manual. an review ds and machines de He/She he where and pport for ting	evalua require mecha facilitie solutio plan th	te customer ements for tronic es, develop ns, and can ne system's nentation and	inc tim up cre: clie He, sav cus	/She can direct, cluding scheduling and ne management, the start- of the project from the ation of a proposal to the ent's acceptance. /She can be business ny and be able to inform stomers on new products, are parts and equipment.

Table 1: Competence Matrix "International Service Technicians"

Competence area	Steps of competence devel					т
Maintaining and assuring the reliability of mechatronic systems	He/She can operate in a safe environment (it is pre-requisite for most companies around the	He/She mainten for mech such as docume mainten faced wi challeng	ance plans and, if	He/She can use preventive mainte to assure the trou operation of mech systems. In addit he/she can modit operational seque implement quality assurance measur	ble-free natronic ion, fy ences to	He/She can develop the necessary procedures for maintenance of mechatronic devices and systems, and can schedule the maintenance and quality-assurance procedures. He/She, thanks to his/her technical expertise and deep knowledge of machinery, is able to anticipate possible problems and promptly inform his/her main business about them.
2 Installing and dismantling mechatronic systems and facilities	He/She can use written instructions to install and dismantle individual compo (sensors, actuators, drives, m transport systems, racks) tha a functional group of mechasystems.	notors, at form	He/She can mast and dismantling of systems that use so technologies (med hydraulics, pneum mechanics, electro connexion techno the efficiency of tl	of mechatronic several chanics, natics, electrical- onics), set up the logy, and check	mechatr of produ ability to	can provide independent onic solutions for the construction action lines, assure their overall of function, and, in addition, can use sting and modified standard ents.
3 Installing and adjusting mechatronic components in systems and production lines	He,/She is able to install and adjust standardized mechat components, e.g. individual pneumatic valves, sensor an actuator units.	ronic electro-	He/She can install and adjust components of mechatronic subsystems (e.g., linear drives, measuring systems, transport systems).		mechatr technolo control ( associat	can install and adjust complex onic facilities that include diverse ogies and instrumentation and I&C) equipment, adjust the ed parameters, test the facility's unctions, and assure their reliability

6 Supervising and evalu the process sequences mechatronic systems a facilities and the opera sequence	of and	He/She can supervise process sequences according to specifications.	inde sup prod eval and	'She can ependently ervise the cess seque luate the r prepare s k schedule	nces, esults, imple	He/She ca and super mechatror facilities, of testing an monitoring seek the of results of the production according material-fl provide we schedules.	vise nic choose d g plans, ptimal che n line to ow and ork	the monitoring of complex mechatronic systems using virtual instrument and PPS systems well as open loop control for the optimisation of machinery arrangement, material flow analysis, and scheduling.		of nts s as	He/She can optimise the process cycles of mechatronic production lines, provide instructions on modifying the PPS systems (e.g. adjustment to SAP systems) and introduce quality systems for continuous improvement processes (CIP/KVP).
7 Installing, configuring testing hardware and components for contro regulation of mechatro systems and facilities	software ol and	and configure pr for hardware and software compor well as set up sir programmable lo control programs	She is able to install configure programs selection of hardware and software for mechatronic ware components as as set up simple He/She can integrate and configure program control, and regulation mechanisms in mechanisms in mechatronic systems,		rate gram-, lation- ms, evices ith imulate ence	am-, configure hardware and softwa solutions for networked mechatronic systems; and can monitor system conditions with suitable measuring and visualisation tools.					
Preparing and distributing the technical information for adjustment of each enterprise's mechatronic systems			bsystems and is familiar with the sic CAD applications.			gement of te pation docur itronic syste e and adap nents accord rise's specif ements. Inician can ons to be m cal docume ons to be m cal docume on docume on to be m cal office th andardizati sisible for dra mplete docur te is able to stem param cant for the ons and can	ments for ms and can t these ling to an ic operating take notes o lade to the ntation. Suc n be the central at, for securon reasons, i afting and is understand eters are equipment's independer ent the weas of the	of any h iity is ssuing I that s ntly	operatio to under mainten He/She paramet equipme indepen wear and	nal se stand ance a can u ers are ent's fu dently d gene	e to analyse complex quences separately in order the connections and draw up and production procedures. Inderstand that the system in e important for the unctions and can assess and document the eral conditions of the quipment.
9 Diagnosing and repairing malfunctions, also in emergency service, with mechatronic systems and facilities, advising clients on avoiding malfunctions, and modifying and expanding mechatronic systems		malfunctions in the simple components and devices in the mechatronic systems. He/She can use the necessary checking, measuring, and problem problem product with the diagnos diagnos the use databas		dently correct as in mechatronic ion equipment chelp of ceraided) tic systems and of expert systems, es, and error		upgrades in the		errors and es in complex ic equipment e to advise how to avoid malfunctions nanges or in the		She can develop, through yses of malfunctions in the natronic equipment, a itoring and diagnostic system. She is able to operate gency services under minimal rvision so that they can nize, plan and install spare s in compliance with urgent ests.	
10 Project management	plan and is	n work with a s able to is/her work.	vith a He/she can work and make simple time and			equipment and syster He/she can work and make advatime and resource schedules and together with external contractor He/she can report to the custom about the results.			advanced and also ctors.	pro res res ter	/she can manage an IST oject based on time and ource schedules and be ponsible for the result in ms of time, quality, mmunication, information d organisation.

11 Self supporting, analytical and pro- active in problem solving	He/she can solve simple pable to create an environn he/she is able to solve a pin a group, with appropria Vehicles are delivered to the with some options, but me customer demands more opayment. The Internationa Technician needs to convit customer that the options were not requested at the agree a suitable solution).	an efficie resources problem. technicia and carry other coll takes adv expert co visitors is	solve integrated probl way. Is able to obtain ind information to solve g. A newly employed an clearly understand the em out in collaboration gues. He/she respects tage of knowledge from agues. (E.g. a group of ming and the colleagu of the group is ill.)	the tasks n with and m foreign	He/she can solve complex problems in an efficient way under difficult circumstances (e.g. An IST needs to be able to take into account climatic, security and other types of challenging circumstances. Thus enabling the necessary work to be carried out with as little risk to personnel and equipment as possible, and stop work when risk to personnel or equipment is too high.)  He/she provides initiatives to solve the problem and keeps in contact with the customer about the job (e.g. An IST should be able to see and suggest solutions to problems and communicate them both to the customer and his own management for approval. Further, he/she must keep the customer informed about the progress of the work).					
12 Travel Skills	He/she can ask for essential travel informatio and can find services in airports, stations etc.	n travel plans o own, can dea currency and and services. manage wher assistance is i hiring a car a managing he in a big city; a	anaging heavy traffic abig city; and solve urance problems in				vel an must be change gent. she	travel plans and manage unforeseen situations (delays, cancellations, re-bookings). He/She can find alternative solutions to reach her/his destination. He/She can stay		
13 Foreign language competences <sup>1</sup>	A2: He/She can understand sentences and frequently used expressions related to areas of most immediate relevance. (e.g. very basic personal and family information, shopping, local geography, employment). He/She can communicate in simple and routine work related tasks requiring a simple and direct exchange of information on familiar and routine matters. He/She can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	B1: He/She can understand the r points of clear in familiar matters regularly encoun work, school, leis He/She can dea most situations I arise whilst trave an area where the foreign language spoken. He/She can processimple connected on topics that are familiar or of perinterest. He/She can descept experiences and dreams, hopes & ambitions and be give reasons and explanations for opinions and pla	and the main of clear input on matters y encountered in shool, leisure, etc. is can deal with unations likely to milst travelling in where the language is e can produce connected text as that are to ro of personal e can describe nces and events, hopes & ns and briefly isons and integrated independent of the party.  Independent indeas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. He/She can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.  He/She can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and underst range of longer to range of longer to recognic meanin He/She and specialisation. He/She can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.  He/She can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and				can expressed fluent ntaneously much obving for ons. can use ge flexibly ely for soci ic and onal purpose can product text on c subjects, g controller isational s, connected for soci con and controller is the controller is controller is controller is connected for the controller is connected from the controller is controller in the controller is controller in the cont	eng, ess tily y rious and al, oses. uce ed, d use	C2: He/She can understand with ease virtually everything heard or read. He/She can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. He/She can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.	
14 Intercultural competences <sup>2</sup>	1 Basic – General Profile He/She at this level is on progression. He/She will be willing to with an intercultural situat can respond to it, but this piecemeal and improvised principled, even though m in avoiding short-term diffi will mostly be based on fra information.	deal positively tion. He/She will be rather than ostly successful iculties, which	2 Intermediate - General Profile He/She at this level has begun to introduce simple principles to apply to an intercultural situation, rather than improvise. He/She reactively responds to isolated features of the situation. He/She is able to demonstrate a basic  3 Full - General Profile He/She at this level will combing strategic and principled approal situation to take the role of a manual seeking to bring about the most favourable outcome. Knowledge of his/her own cult					evel will combine a ncipled approach to a the role of a mediator about the most ome. s/her own culture and ncluding work parameters,		

Common European Framework of Reference for Languages.

NCA Framework on intercultural competences.
Online: http://www.incaproject.org/en\_downloads/2\_INCA\_Framework\_Assessor\_version\_eng.pdf

Table 2: Competence Matrix "International Service Technicians" indicating Organisational Profiles

Competence area	Steps of competence deve	lopment								
Maintaining and assuring the reliability of mechatronic systems	He/She can operate in a safe environment (it is pre-requisite for most companies around the world). IS technician should be well-read with regard to safety rules and regulations on the job. He/She can perform the basic scheduled maintenance on mechatronic machines and systems and adhere to the equipment maintenance plans. He/She is able to operate with logical and analytical methodology, finding the best solution and timing in terms of effectiveness of intervention, efficiency, time, group management etc.	He/She mainten for mech such as docume mainten faced w challeng	ance plans and, if	He/She can use preventive mainte to assure the trou operation of mec systems. In addit he/she can modi operational seque implement qualit assurance measu	ble-free natronic ion, fy ences to y-	He/She can develop the necessary procedures for maintenance of mechatronic devices and systems, and can schedule the maintenance and quality-assurance procedures. He/She, thanks to his/her technical expertise and deep knowledge of machinery, is able to anticipate possible problems and promptly inform his/her main business about them.				
2 Installing and dismantling mechatronic systems and facilities	He/She can use written instructions to install and dismantle individual compo (sensors, actuators, drives, r transport systems, racks) th a functional group of mech systems.	notors, at form	and dismantling of systems that use technologies (meinydraulics, pneun mechanics, electroconnexion technologies).	He/She can master the installation and dismantling of mechatronic systems that use several technologies (mechanics, hydraulics, pneumatics, electricalmechanics, electronics), set up the connexion technology, and check the efficiency of the overall system.		f mechatronic everal of production ability to fun both existing components.		can provide independent onic solutions for the construction ction lines, assure their overall o function, and, in addition, can use sting and modified standard ents.		
3 Installing and adjusting mechatronic components in systems and production lines	He/She is able to install and adjust standardized mechatronic components, e.g. individual electropneumatic valves, sensor and actuator units.		He/She can insta components of m subsystems (e.g., measuring system systems).	ill and adjust echatronic linear drives,	mechati technolo control ( associat	can install and adjust complex onic facilities that include diverse ogies and instrumentation and (1&C) equipment, adjust the ed parameters, test the facilities functions, and assure their y.				

Simple understanding of building and adapting mechatronic systems and facilities on the basis of client needs and site plans )	He/She can use machine tools controlled either manually or via computer-program to fabricate (according to production designs and customer requirements) the individual components for mechatronic systems. He/she can provide simple designs and descriptions of mechatronic subsystems and can use basic 2D CAD applications.	He/She can build simple mechatronic subsystems by using engineering drawing and can install the devices according to specific production needs. He/She can act on extensive knowledge of standards and regulations (e.g. on surface treatments) and is able to use 3D CAD functions (e.g. interference check).	system both of construction design He/Sh unders CAD f and th 3D CA function can do system develope.g. a	build autonomous mechatronic subsystems and, with suitable measuring and testing facilities, can assess the necessary production accuracy. LAD tions and document em elopments assembly exploded vings).  He/She, after He/She		He/She can make independent adaptations to the various devices (including selection of drives, sensors PLC) and can use CNC programs for building the system. He/She can, through a digital mock u assemble and simulate the functioning system and us computer-aide computations (e.g. FEM). He/She can perform cost-benefit analys (e.g. as a basi for deciding whether components should be bought or individually constructed.)	ο μp, ed	He/She can independently develop complex mechatronic systems and can calculate the economic usefulness of the system. He/She can optimise CNC programs for the manufacturing of complex mechatronic devices and systems and monitor the automated quantity of an open loop control system.	
Putting mechatronic systems into operation and providing clients with technical support	He/She can, according to specifications and blueprints, put mechatronic device into operation and provide support to the client in the hand-over phase.	enterprise's ne	n put nic ate n, tomer tions , and tre n is d, issued e that fit. IS in take n o be they issues tentral		g all basic, can e start-up inected iic and can e ation a manual. an review ds and machines de He/She he where and pport for ting	evalua require mecha facilitie solutio plan th	te customer ements for tronic es, develop ens, and can ne system's nentation and	incl time up ( crea clie He/ saw cust	/She can direct, iuding scheduling and e management, the start-of the project from the ation of a proposal to the nt's acceptance. /She can be business vy and be able to inform tomers on new products, re parts and equipment.

6 Supervising and evaluating both the process sequences of mechatronic systems and facilities and the operational sequence	He/She can supervise process sequences according to specifications.	inde supe proc eval and worl	She can ependently ervise the cess sequence uate the repare sink schedules	sults, nple	testing and monitoring seek the of results of t production according material-fle provide we schedules.	vise the monit complex mechatro d systems u virtual ins ptimal and PPS she well as optimisat to optimisat ow and ork arrangem material in analysis, schedulin		vise the monic complete choose mechanic system g plans, optimal the north to optimit ork arrang materianalys schedu complete the feet of the machine ork arrang materianalys schedu the She can integ		supervise natronic comparation comparation comparation comparation comparation comparation comparation control		upervise atronic comp mecha syster virtua and P well a controline controline ding to rial-flow and de work arrang mater analy: sched		rvise the monic complications of the monic complication of the monic complete complete complete complete complete complete complete control of the control o		nitoring of tronic s using instrume S system: open loc for the sation of hery ement, al flow s, and ling.	process cycles of mechatronic production lines, provide instructions modifying the PPS system (e.g. adjustment to SAP systems) and introduce quality systems for continuous improvement processes (CIP/KVP).	
7 Installing, configuring and testing hardware and software components for control and regulation of mechatronic systems and facilities	He/She is able to and configure profor hardware and software comport well as set up sin programmable to control programs	gure programs rare and software for m systems (senso actuators, inte- communication programs (PLC). programs according to p			and configure procent control, and regulars, mechanisms in mechatronic system of can (in co-operation with the program sequiple fore start-up.			orogram-, co gulation- sol me stems, mo devices sui with vis d simulate		He/She can develop, test, and configure hardware and software solutions for networked mechatronic systems; and can monitor system conditions with suitable measuring and visualisation tools.								
8 Preparing and distributing the technical information for adjustment of each enterprise's mechatronic systems	He/She can provand designs of m subsystems and i basic CAD applic	nechatroni s familiar nations.	c with the	management of technical		of any h ity is is is is ithat intly ir and	to underst maintenan He/She coparameter equipmen independe wear and mechatron		e to analyse complex equences separately in order the connections and draw up and production procedures. Inderstand that the system e important for the unctions and can assess and document the eral conditions of the equipment.									
9 Diagnosing and repairing malfunctions, also in emergency service, with mechatronic systems and facilities, advising clients on avoiding malfunctions, and modifying and expanding mechatronic systems.	He/She can diag and repair errors malfunctions in t simple componer devices in the mechatronic syst He/She can use necessary checkin measuring, and diagnostic tools.	and he nts and ems. the	He/She condensed independent problems production with the hard (computer diagnostic the use of databases document)	ently of in med n equip reaided c system f exper s, and o	chatronic pment ) ms and t systems, error	He/She can diagnose and repair errors and disturbances in complex mechatronic equipment and is able to advise clients on how to avoid sources of malfunctions through changes or upgrades in the equipment and system.		He/She can develop, through analyses of malfunctions in the mechatronic equipment, a monitoring and diagnostic system. He/She is able to operate emergency services under minimal supervision so that they can organize, plan and install spare parts in compliance with urgent requests.										
Project management plan and i	n work with a s able to is/her work,	make sin	can work ar aple time ar schedules f ct.	nd	He/she can work and make advanced time and resource schedules and also			pro res res ter cor	e/she can manage an IST oject based on time and source schedules and be sponsible for the result in ms of time, quality, mmunication, information d organisation.									

11 Self supporting, analytical and pro- active in problem solving	He/she can solve simple pable to create an environm he/she is able to solve a pin a group, with appropria Vehicles are delivered to twith some options, but me customer demands more opayment. The International Technician needs to convicustomer that the options were not requested at the agree a suitable solution).	He/she can solve integrated problems in an efficient way. Is able to obtain resources and information to solve the problem. (E.g. A newly employed technician can clearly understand tasks and carry them out in collaboration with other colleagues. He/she respects and takes advantage of knowledge from expert colleagues. (E.g. a group of foreign visitors is coming and the colleague who is in charge of the group is ill.)				efficient (e.g. An I account of challe enabling out with equipme when risk too high. He/she   problem customeu should b solutions them bot manager he/she r	way und ST need climatic nging ci the ned as little nt as pok k to pers ) provides and kee able t is to prob th to the ment for must kee	the complex problems in an older difficult circumstances is to be able to take into a security and other types ircumstances. Thus cessary work to be carried risk to personnel and assible, and stop work sonnel or equipment is a initiatives to solve the eps in contact with the the job (e.g. An IST oo see and suggest oldens and communicate a customer and his own approval. Further, sp the customer informed less of the work).	
12 Travel Skills	He/she can ask for essential travel informatio and can find services in airports, stations etc.	vel information dispersion by travel plans on his/her own, can deal with local currency and buy tickets and services.  Tavel plans on his/her own, can deal with local currency and buy tickets and services.  Tavel plans on his/her own deal with local support to deal with when the flight must he/she needs to che with the travel age is missed he/she sl		information ervices in own, can deal with local currency and buy tickets and arrangements and case support to deal with problems etc.		nd can org problems be resche nge his/h . When th ould be ab	plans ganise (e.g. eduled ner ticket e flight	He/She can make complex travel plans and manage unforeseen situations (delays, cancellations, re-bookings). He/She can find alternative solutions to reach her/his destination. He/She can stay calm and use reasoning to solve problems (e.g. he/she knows how to react when for example his/her passport is stolen or travel is through several countries in order to reach his/her final destination).	
13 Foreign language competences <sup>3</sup>	A2: He/She can understand sentences and frequently used expressions related to areas of most immediate relevance. (e.g. very basic personal and family information, shopping, local geography, employment). He/She can communicate in simple and routine work related tasks requiring a simple and direct exchange of information on familiar and routine matters. He/She can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	B1: He/She can understand the r points of clear in familiar matters regularly encoun work, school, leis He/She can dea most situations li arise whilst trave an area where th foreign language spoken. He/She can proc simple connected on topics that an familiar or of per interest. He/She can desceperiences and dreams, hopes & ambitions and bigive reasons and explanations for opinions and planations of points of the simple can be separated by the simple can be sepa	nain put on  tered in ure, etc. I with ikely to Illing in le is is duce i text e sonal cribe events, riefly	B2: He/She caunderstand the deas of complete the de	e main ex text on and , nical his/her isation. iteract of fluency ty that h native possible for either roduce text on a subjects viewpoint sue giving s and of	underst range o longer t recogni: meaning he / She him/he and spc without searchir expressi He/She language effective academ professi He/She clear, w detailed complex showing of organ pattern:	can expressed fluent intaneously much obving for lons. can use ge flexibly ely for soci	e ng, ess tly y rious and al, oses. uce red, d use	C2: He/She can understand with ease virtually everything heard or read. He/She can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. He/She can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
14 Intercultural competences <sup>4</sup>	1 Basic – General Profile He/She at this level is on progression. He/She will be willing to with an intercultural situa can respond to it, but this piecemeal and improvised principled, even though m in avoiding short-term diff will mostly be based on frainformation.	2 Intermediate - General Profile He/She at this level has begun to introduce simple principles to apply to an intercultural situation, rather than improvise. He/She reactively responds to isolated features of the situation. He/She is able to demonstrate a basic strategy and some coherent knowledge for dealing with intercultural situations.				Full - General Profile  He/She at this level will combine a strategic and principled approach to a situation to take the role of a mediator seeking to bring about the most favourable outcome.  Knowledge of his/her own culture and that of others, including work parameters, will be both coherent and sophisticated.			

Common European Framework of Reference for Languages. INCA Framework on intercultural competences.

<sup>&</sup>lt;sup>4</sup> INCA Framework on intercultural competences.
Online: http://www.incaproject.org/en\_downloads/2\_INCA\_Framework\_Assessor\_version\_eng.pdf