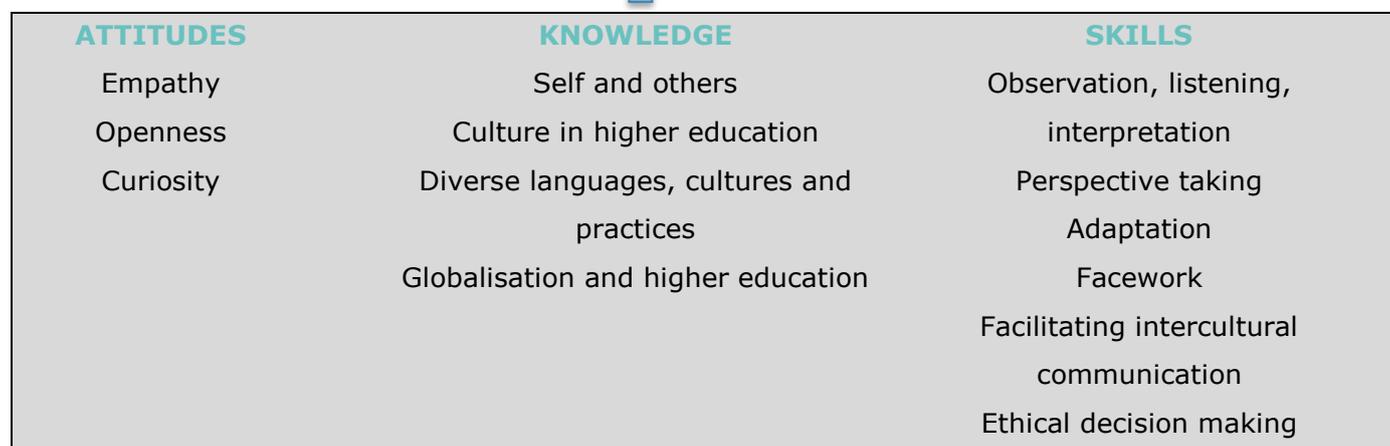# EQUiiP International Competence Profile for Educational Developers

Educational Developers working to develop international curricula should be able both to demonstrate the following professional values, attitudes, knowledge and competences and to support the development of these among lecturers.

EQUIIP International Competences for EDs

Promote inclusive behaviours

Develop and facilitate learner-centred programmes

Promote intercultural engagement and effective intercultural relations

Enable and embed a global learning experience

Embed social responsibility in the curriculum

Apply learning from different international and disciplinary contexts

Embed the various means of creating, critiquing and exchanging knowledge

Engage in critical reflection and continuous professional development

ATTITUDES	KNOWLEDGE	SKILLS
Empathy	Self and others	Observation, listening, interpretation
Openness	Culture in higher education	Perspective taking
Curiosity	Diverse languages, cultures and practices	Adaptation
	Globalisation and higher education	Facework
		Facilitating intercultural communication
		Ethical decision making

VALUES

Respect

Equity

Integrity

Inclusion

EQUiiP International Competence Profile
for Educational Developers

Core Values, Attitudes, Knowledge and Skills

VALUES
- **Respect**: Value individual, cultural and linguistic diversities.
- **Equity**: Ensure parity and fairness in approaches to and opportunities for participation and success while being mindful of variation in cultural and linguistic competences.
- **Integrity:** Act with honesty, consistency and transparency with regard to moral, social and legal considerations in a manner that builds and maintains trust.
- **Inclusion:** Commit to building social cohesion by creating space for different knowledge traditions.

ATTITUDES
- **Empathy:** Be aware of and sensitive to others' feelings and emotions and how these are expressed across cultures.
- **Openness**: Withhold judgement and be receptive to different ideas and ways of communicating and working across languages, cultures and learning contexts.
- **Curiosity:** Seek out opportunities to learn from other cultures, cultural difference and unfamiliar or uncertain occurrences.

KNOWLEDGE
- **Self and others:** Understand one's own and others' values, beliefs, perceptions and biases and how these are shaped by one's upbringing and sociocultural environments.
- **Culture in higher education:** Understand the pervasiveness of culture in disciplinary academic content, pedagogical approaches and physical and virtual learning environments.
- **Diverse languages, cultures and practices:** Understand the potential of diverse or divergent languages and cultural and social capital within the global academic community to enrich and impact upon learning, teaching and research.

- **Globalisation:** Understand the impact of globalisation on local, national and international communities and environments and its implications for interdisciplinary and disciplinary academic content, methodologies and for graduate attributes.

SKILLS
- **Interpretation:** Appropriately read apparent and hidden cultural clues through reflective **observation** and **listening**
- **Perspective taking:** Explore different perspectives and work with these different perspectives in a collaborative process

- **Adaptation:** Flexibly adjust to different behaviours and communication styles
- **Facework:** Engage in mutually face-saving or face-enhancing behaviour.
- **Facilitate intercultural communication:** Facilitate communication between culturally diverse individuals or groups in an exploratory, non-judgmental way.
- **Ethical decision making:** Make decisions based on ethical values such as respect, equity and integrity.

Competences	Description
1. Promote inclusive behaviours	**Promote inclusive behaviours** leading to transformative intercultural and global learning, enhanced by and appropriate for the diversity of the whole academic community. This includes ensuring reciprocity by mutually generating and exchanging knowledge, ideas and resources within and across cultures and intellectual traditions**.**
2. Develop and facilitate learner-centred programmes	**Develop and facilitate learner-centred programmes** that recognize and value students' diverse educational, linguistic and cultural resources and that accommodate the distinct learning needs of students, as well as enhance the friendship potential in the international classroom.
3. Promote intercultural engagement and effective intercultural relations	**Promote intercultural engagement and effective intercultural relations** in learning environments that support the transformation of intercultural experiences toward intercultural learning and development through collaborative dialogue. This effort should be underpinned by empathy, equity and sensitivity to diversity, as well as by an understanding of cultural, linguistic, professional and personal ways of interacting, communicating and working with others.
4. Enable and embed a global learning experience	**Enable a global learning experience,** informed by international interactions and/or knowledge perspectives, outward, inward and virtual mobility, cultural immersion and language acquisition. **Embed** these aspects in intended and reflective pedagogical approaches.
5. Embed social responsibility in the curriculum	**Embed social responsibility in the curriculum** demonstrated by a commitment to addressing global issues and inequalities pertaining to the academic disciplines or professions considering their impact on cultures and wider society.
6. Apply learning from different international and disciplinary contexts	**Apply learning from different international and disciplinary contexts** to your institution, professional responsibilities and disciplinary areas, based on an in-depth and/or comparative understanding of the relevance and the impact of these contexts.

7. Embed the various means of creating, critiquing and exchanging knowledge	Evaluate and **embed,** where relevant, **the various means of creating, critiquing and exchanging knowledge** within and across global academic communities, including the function and impact of technology, language, linguistic diversity, and teaching and learning in an additional language.
8. Engage in critical reflection and continuous professional development	**Engage in critical reflection** through evaluation of teaching practices and self-reflection, and **in continuous professional development** through collegial sparring and scholarship relating to teaching in the international classroom.

Inspired by and adapted from

The EQUiiP International Competence Profile for Educational Developers is inspired by and adapted from Advance HE's (formerly The Higher Education Academy) Framework for 'Internationalising Higher Education', found here:
https://www.heacademy.ac.uk/system/files/resources/internationalisingheframeworkfi
nal.pdf

Further inspired by

The EQUiiP International Competence Profile for Educational Developers is further inspired by the following work:

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Dimitrov, N., & Haque, A. (2016). Intercultural teaching competence: a multi-disciplinary model for instructor reflection. *Intercultural Education*, *27*(5), 437-456.

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Leask, B. and Carroll, J. (2013). Learning and Teaching across Cultures. Good practice principles and Quick Guides. Melbourne, International Education Association of Australia.

National Forum for the Enhancement of Teaching and Learning in Higher Education (2016). National Professional Development Framework for all staff who teach in Irish higher education,
Dublin.

Winkelman (2005) *Cultural Awareness, Sensitivity and Competence.* Peosta, IA: Eddie Bowers Publishing Co, Inc.