



# European Studies

## National Profile

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## 1 Introduction

In the Netherlands, the bachelor programme European Studies is offered at four universities of applied sciences (UAS), Haagse Hogeschool in The Hague, NHL Stenden in Leeuwarden and Zuyd Hogeschool in Maastricht, all state-funded, and at NTI, a non-state-funded UAS located in Leiden. These four programmes are all represented in the National Platform (Landelijk Opleidingsoverleg) European Studies. Although European Studies as a bachelor programme is also offered at research universities in the Netherlands (University of Amsterdam and Maastricht University), this document only refers to the European Studies programmes offered at the universities of applied sciences mentioned above.

In 2013 the National Platform European Studies agreed on the current set of competencies based on the Tuning document (Tuning document, sd). These competencies are described in the National Competency Profile European Studies (Minkman, 2013).

The Tuning document describes the programme as follows: 'European Studies is focused on the analysis of national and transnational developments in the European continent as a whole, with the analysis of European integration as a central element in the curriculum.' Since the definition of the subject area is shaped by contemporary phenomena, degree programmes are constantly evolving. The European Studies programmes show variations in the disciplinary composition of the degrees, with typical subjects including law, economics, politics and international relations, history, public administration and business administration. Differences in the structure, content and approach to teaching and learning arise both from national traditions and the pedagogy of the faculty in which the degree programmes developed. The European Studies subject group of the Tuning project believe that this diversity of approaches is beneficial and that it would be a great mistake to attempt to impose any uniformity of provision. However, there are very considerable similarities in the objectives of the degrees and the competences they seek to develop in students (Tuning document, sd).

All ES programmes support the idea that the European Studies degree should contain a multi-faceted perspective rather than a single disciplinary. Elements always present in the ES programmes are: politics, economics and culture of Europe, history, institutions and main policies of the EU, and modern languages.

In order to develop the large range of skills students need in an interdisciplinary degree, the programme devotes much of the first two years to foundational courses, including modern languages. Additionally, all programmes provide comparative and interdisciplinary courses that are seen as integral to defining the European Studies pathway. In all full-time state-funded programmes (part of) the third year is spent abroad; the majority of students enrol in a semester-programme offered by partner universities in Europe, usually under a formal ERASMUS+ exchange agreement, although some of the students want to get another view on Europe by doing an exchange outside of Europe.

Although the context of the Tuning document still applies, there was a need for updating the competencies stated in this document, as not all were formulated in the form of a competency but e.g. only consisted of a knowledge part.

Additionally, based on contributions from stakeholders in the professional field, the ES programmes repositioned themselves and reshaped the curricula accordingly.

The advice of the representatives of the professional field was to have more focus in the programme, a more clear link to the EU and good command of not only English but also another language spoken in the EU.

In today's modern society it is impossible to operate in the public sector without knowledge of how the private sector works and vice versa. In general, the focus of the ES programmes is on the public domain or on the intersection of the public and the private domain (government and civil society). The focus of the ES programmes differs from International Business as the International Business programmes are primarily focussed on the private domain, i.e. Organisation & People, Marketing & Sales, Logistics & Supply Chain Management and Finance & Accounting. European Studies programmes provide students with an opportunity to focus on one area by choosing specific modules, their choice of the exchange programme, their choice of minors, their internship and their topic for the final project/dissertation.

European Studies focusses on Europe, and the EU in particular, and its position in an ever changing world. European Studies graduates are prepared to successfully enter the professional field, are able to work within a European context and can connect the various disciplines and cultures.

In general there is an increasing demand for employees holding a master's degree on the labour market. Students holding a bachelor's degree obtained at a university of applied sciences are in most cases required to take part in a pre-master programme of at least one semester to be admitted to a master programme at a research university in the Netherlands; European Studies is no exception to this rule.

Of the graduates of European Studies approximately 50% will continue their studies through a master's programme upon completion of the bachelor programme European Studies. European Studies at a master level is only offered at research universities and not at universities of applied sciences. Therefore, all public-financed programmes have a premaster arrangement with a research university; Haagse Hogeschool with Leiden University, NHL Stenden with Twente University, and Zuyd with Maastricht University. Selected students take courses at the research university which are considered as a substitute to a minor within the bachelor programmes. Upon successful completion of this premaster programme these students are allowed to directly start in the master programme upon graduation.

In light of developments in society, the labour market and the EU as a whole, the ES programmes decided to thoroughly revise the existing national profile and in February 2019 the new set of competencies was agreed upon. These will be described in this document.

## 2 Competencies for European Studies

Students are prepared to become European Professionals who are able to act in the field of the priorities set by the European Commission, the executive body of the European Union promoting its general interest.

For 2015-2019 these priorities are (EC priorities, sd):

1. Jobs, growth and investment
2. Digital single market
3. Energy union and climate
4. Internal market
5. A deeper and fairer economic and monetary union
6. A balanced and progressive trade policy to harness globalisation
7. Justice and fundamental rights
8. Migration
9. A stronger global actor
10. Democratic change.

Over the past few years issues as democracy (Europe lurches further to the right), human rights (relationship between the EU and China), climate change (Climate Agreement) , migration (the refugee crisis) and the (digital) single market (roaming costs) etc. have become more important. There is a noticeable shift from making profit to more people and planet leading to increasing importance of quality of life and corporate social responsibility. These changes in society do not only have consequences for daily life within the EU but also affect the influence of society on the EU and thus the professional field of European Studies.

In the process of establishing a new set of competencies all ES programmes have consulted both their internal stakeholders (curriculum committee, lecturers and students), and external stakeholders (Professional Field Board, internship providers, etc.) and have taken their advice into account.

It is clear that European Studies is an interdisciplinary degree programme. This implies that a number of disciplines (history, culture, economics, law, politics, etc.) which are closely related and relevant to European Studies are studied simultaneously and partially integrated both between the disciplines and with skills and languages.

Based on the above, European Studies has defined six areas which are of importance for a European Professional.

### **Europe's challenges**

To understand the challenges Europe is facing, students must have knowledge of the history and culture of Europe. This is how Europe is shaped leading to both similarities and differences within Europe but also to similarities and differences with the rest of the world. These different perspectives influence the way the EU/Europe manages challenges within and outside Europe. The challenges Europe faces today are extensive and cover different areas. An example of such a challenge is the Climate Agreement, which has an impact on all levels of government, society and the business world.

### **EU policy**

In order to understand EU policy, students must thoroughly grasp the EU's institutional design and decision-making processes, recommended policy frameworks as well as legislation, at EU level (Brussels) and how it relates to national, regional and local public policy frameworks. Examples for which a sound knowledge of EU policy is necessary are consumer protection, energy, food security, defence and fundamental rights.

### **Connecting cultures**

It is important to be able to connect with other people. Both within and outside the EU/Europe there are many different cultures and traditions that cannot be neglected when working together, doing business or setting up joint policies to cover a mutual problem. Knowledge of one's own and another's culture is crucial to be able to function with a European or international framework.

In addition to developing knowledge of the various disciplines and of one's own and other cultures, students develop their skills (including teamwork, linguistic skills, critical thinking, monitoring own development, etc.) and attitudes (like cultural sensitivity, openness, curiosity, flexibility, etc.).

Students go on exchange in the third year of their programme and complete an international internship in their final year. These are key moments in which the intercultural competencies are of importance to students.

### **Research**

Students should not only know about policy making process, they should also be able to contribute to designing a policy or find out what the results of the implementation of a policy is. Therefore it is important they know where to find relevant information and how to properly analyse information.

Throughout the programme students acquire and develop research skills. The programme provides a combination of theory and practice through several modules and projects and encourages the development of critical thinking skills that are tested at various intervals and in several modules. The research trajectory culminates in the application of research methods and skills in the final project or dissertation. An example would be for a student to provide an advice to a national government on the implementation of an EU directive based on solid, correct and critically evaluated information.

### **Languages**

Good communication where colleagues, customers, citizens understand your message is key and not only requires intercultural knowledge and skills but also mastering multiple languages when working in a European or international environment. The programmes use the Common European Framework of Reference for Languages (CEFR) to develop language modules and monitor students' development.

All students are taught at least one foreign language throughout the programme in addition to English. In the EU, English is the dominant working language, therefore English will be the only working language in the public-financed European Studies programmes from 2020 onwards. Students are required to have at least a C1 level according to the CEFR for English upon graduation. Foreign languages may be offered at different levels connected to previous linguistic development. Different combinations are possible depending on the levels that students have acquired before entering the European Studies programme, either in their secondary education or in other contexts. Upon graduation student will have at least B1+ level according to the CEFR for one foreign language not being English.

An example is a Member of the European Parliament for whom it is necessary to speak not only their mother tongue but at least English and preferably one other language.

### Personal leadership

European Professionals should be confident professionals who are not afraid to decide, are pro-active and curious, who show perseverance, know their strengths and weaknesses and have a high ethical standard. In addition, European Professionals must be willing to find out which career opportunities appeal to them and as they are expected to be in the process of life-long learning, these opportunities will differ over their career.

Students are given an insight into prospective future careers through a series of moments in which they come into contact with alumni, professionals in the field and case studies in modules and projects. Courses that pay attention to this include Professional Orientation and Personal Leadership to help students make conscious choices about how they want to develop.

All these elements are taken into account in the new set of competencies, which were agreed upon in the National Platform European Studies in February 2019 and can be found in Table 1 below.

*Table 1 ES competencies*

Competency	Description
1. Europe's challenges	The student applies their knowledge of Europe to analyse challenges related to Europe and its changing role in the world.
2. EU Policy	The student applies their knowledge of the European Union multi-level policy framework to advise organisations.
3. Connecting cultures	The student establishes professional relationships, and collaborates in an intercultural and interdisciplinary environment.
4.- Applied Research	The student researches and critically evaluates contemporary issues linking theory and practise to formulate concrete recommendations for organisations active in a European context.
5. Foreign Languages	The student uses English to communicate in a professional context and at least one other European language foreign to one's own native language to communicate in a work-related context.
6. Personal leadership	The student demonstrates, in their behaviour and attitude, awareness of their own strengths and weaknesses on the path towards becoming a European professional.

In addition to consulting the stakeholders, the following components have also been taken into account.

- the European connection including the competencies at European level
- the Dublin descriptors
- the Dutch context and relation to the HEO profile

These will be discussed in further detail below.



## 2.1 The European connection

All degree programmes need to be able to explain what they teach, why they teach it and what they expect graduates to be able to do with what they learned upon completion of their programme. In an ever-globalising world it is of great importance that these definitions are universally accepted and understood.

In order to cater for this, the European Union initiated the so-called *Tuning project* in 2000, tuning educational structures in Europe to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time the *Tuning project* has developed into a process, an approach to (re-)design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The *Tuning* approach has been developed by and is meant for higher education institutes. *Tuning* focuses not on educational systems, but on educational structures with emphasis on the subject area level, that is the content of studies. Whereas educational systems are primarily the responsibility of governments, educational structures and content are that of higher education institutions and their academic staff.

Tuning makes the distinction between learning outcomes and competences to distinguish the different roles of the most relevant players: academic staff and students. Desired learning outcomes of a process of learning are formulated by the academic staff on the basis of input of internal and external stakeholders. Competences are obtained or developed during the process of learning by the student. In other words:

- Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of learning. They can refer to a single course unit or module or else to a period of studies, for example, the European Studies programme. Learning outcomes specify the requirements for award of credits.
- Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. competences will be formed in various course units and assessed at different stages (Tuning EU, sd).

The old competencies as defined in the *Tuning document*, see Appendix 1, consisted of 7 core competences, which were mandatory for all first-cycle degree programmes, and thus for European Studies, and 19 additional competencies. However, in the document it was also advised to comprise no more than 20 competencies. Every European Studies in the Netherlands programme picked their own additional competencies.

In Table 2 the link between the new and all the old competencies is stated, a more detailed version can be found in Appendix 2. In the new competencies the link to Europe and the EU is clearly established.

Table 2 New ES competencies linked to old ES competencies

New ES competencies	Old ES competencies
1	9, 11, 14, 16, 17, 18, 20, 21, 22, 23, 25
2	10, 11, 15, 16, 23, 24, 25, 26
3	4, 5, 12, 13, 15
4	2, 3, 5, 6, 8, 19
5	1
6	7

## 2.2 Dublin descriptors

The Tuning project also considers the impact of the Dublin descriptors for levels and abilities. The Dublin descriptors were developed by an international group of experts, which named itself the Joint Quality Initiative (JQI). The work of the JQI and Tuning is considered to be complementary by both parties. The Dublin descriptors provide very general statements of typical expectations of achievements and abilities associated with awards that represent the end of a Bologna cycle. General level descriptors have been developed for the 'short cycle within the first cycle' and the first, second and third cycle. See Appendix 3 for definitions of the 1st, 2nd and 3rd cycle European Studies programmes; the European Studies bachelor programme is a first cycle programme.

The Dublin descriptors consist of a set of criteria, phrased in terms of competence levels, which enables to distinguish in a broad and general manner between the different cycles. The following five sets of criteria are distinguished:

1. Acquiring knowledge and understanding (competencies 1, 2, 4, 5)
2. Applying knowledge and understanding (all competencies)
3. Making informed judgments and choices (competencies 4+6)
4. Communicating knowledge and understanding (competencies 3, 4, 5)
5. Capacities to continue learning (competency 6).

(Dublin descriptors, sd)

## 2.3 The Dutch context

European Studies is an interdisciplinary programme that was initiated in 1990 with the goal and aim to provide its students with a general, international and multi-faceted outlook on the world. It was anticipated that the graduates of this programme would combine practical skills, divergent content knowledge in politics, culture, economics, law and modern foreign languages and apply them on a European stage. By the time the first cohort of students graduated in 1994 Europe was a buoyant playground with an effervescent single market in which graduates could thrive.

Over the years the focus of European Studies shifted more towards the intersection of the public and the private domain and to the public sector as a whole.

Although the European Studies bachelor programmes at the University of Amsterdam and Maastricht University are labelled *Languages and Culture*, European Studies at the universities of applied sciences falls within the economic domain, i.e. 'Hoger Economisch Onderwijs (heo)'. It is clear though, that the ES programme is not an economics programme in the true sense of the word, but ES is more similar to the *heo* label than to the *Languages and Culture* label.

The new set of competencies must logically be in line with the profile of the flexible heo professional (profiel wendbare heo professional), which was established on 19 May 2017 (Profiel wendbare heo professional, sd). The heo profile consists of the following parts:

- A. a sound knowledge base
- B. research skills
- C. adequate professional skills
- D. ethical and responsible professional conduct.

The new competencies can easily be related to these four aspects, see Table 3 for a concise overview and Appendix 4 for a detailed description.

*Table 3 New competencies related to heo-profile*

	New competencies					
Heo profile	1	2	3	4	5	6
A	x	x				
B				x		
C	x	x	x	x	x	x
D			x	x		x

### 3 The labour market

Given the broad basis of the degree programme, European Studies graduates have an edge in employability. European Professionals have more competencies than connecting cultures and showing leadership; they are well equipped to play a role in society by e.g. influencing governments, businesses and civil society within Europe. They have sound knowledge of the EU in many different fields; they are multidisciplinary, mobile, flexible and “friendly” to the new structures of employment and the economy in a constantly changing and challenging international context. They are intercultural competent graduates with an international mind-set, equipped to operate as true global citizens. Their competency in languages strengthens their ability to work in a multicultural context.

These competencies, combined with the multi-disciplinary and interdisciplinary context of European issues as e.g. reflected in the priorities of the European Commission, strengthen their chances in a range of job opportunities in both the public and private domains or at the intersection of both domains.

Although over the past few years society has changed, having consequences for daily life within the EU and as such has influence on the EU, the professional field of European Studies has hardly changed.

European Professionals still find jobs at e.g.

- Institutions of the EU
- NGOs (Non-Governmental Organisations)
- International organisations/Intergovernmental organisations
- National, regional or local governmental organisations
- Small and Medium Enterprises
- Policy research centres
- Consultancies
- Political Parties
- Mass Media
- Businesses in, or doing business with, the Single Market.

As a result of a new focus of the European Studies programmes, the field of study has shifted towards the public sector, however, the following examples of job titles still apply:

- Staff member at the European Parliament, a Ministry or an Embassy
- Policy advisor
- International project manager
- Lobbyist
- Politician
- Marketing or sales manager
- Account manager
- Custom service manager
- Event organiser
- Communication advisor
- Spokesperson
- Social media specialist.

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## Appendix 1

### Old competencies

Below the competencies, as stated in the Tuning document (Tuning document, sd) are described. Between brackets every competency is related to the HBO standard (K=knowledge; R=research skills; PS= professional skills; PC= professional conduct)

Generic competencies of special relevance to European studies:

1. **Ability to communicate in one's own and foreign languages using the appropriate terminology in this subject area (PS)**
2. Ability to identify and utilise appropriately sources of information (bibliography, documents, websites, etc.) in all relevant areas (R)
3. Ability to organise complex research results in a coherent form (R)
4. Ability to work in a multicultural team (PS)
5. **Ability to work on an interdisciplinary area (PS)**
6. Ability to undertake field investigations and surveys using appropriately sensitive methodologies (R)
7. Ability to reflect on one's own values and to question concepts, ideas and theories (PC)
8. Awareness of and ability to use different disciplinary methodologies in an integrated way (PS)

Specific competencies on general European issues:

9. Ability to comment on or annotate documents appropriately in relation to critical issues in European Studies (PS)
10. Ability to interpret European events, developments and policies in national, regional and local frameworks (PS)
11. Awareness of the complexity of the process of wider European co-operation (K)
12. Awareness of and respect for points of view deriving from different European national and cultural backgrounds (PC)
13. Awareness of and respect for points of view deriving from non- European national and cultural backgrounds (PC)
14. Awareness of the relevance of European Studies in the contemporary development of Europe (PS)
15. Awareness of the debates about European citizenship and European identity (PS)
16. Knowledge of modern European history in a comparative perspective (K)
17. **Knowledge of ideas of Europe (K)**
18. **Knowledge of Europe's changing role in the world (K)**

Specific competencies on European Union issues:

19. Ability to define suitable research topics contributing to debates on European integration (R)
20. Awareness of the complexity of the EU enlargement and integration processes (K)
21. Awareness of the social chapter (welfare state, employability, higher education, etc.) in the framework of the EU integration process (K)
22. Knowledge of integration theories (K)
23. **Knowledge of the history of European integration (K)**
24. **Knowledge of European Union institutions and decision-making processes (K)**
25. **Knowledge of European Union policies (K)**
26. Knowledge of the national, regional and local impact of the integration process in Europe (K).

## Appendix 2

### New competencies linked to old competencies

Below a detailed version of Table 2 is given, where the new competencies are linked to the old competencies (in bold the core competencies).

New competencies	Description of new competencies	Old competencies
1. Europe's challenges	The student applies their knowledge of Europe to analyse challenges related to Europe and its changing role in the world.	9. Ability to comment on or annotate documents appropriately in relation to critical issues in European Studies 11. Awareness of the complexity of the process of wider European cooperation 14. Awareness of the relevance of European Studies in the contemporary development of Europe 16. Knowledge of modern European history in a comparative perspective <b>17. Knowledge of ideas of Europe</b> <b>18. Knowledge of Europe's changing role in the world</b> 20. Awareness of the complexity of the EU enlargement and integration processes 21. Awareness of the social chapter in the framework of the EU integration process 22. Knowledge of integration theories 23. Knowledge of the history of European integration 25. Knowledge on European Union Policies
2. EU Policy	The student applies their knowledge of the European Union multi-level policy framework to advise organisations.	10. Ability to interpret European events, developments and policies in national, regional and local frameworks 11. Awareness of the complexity of the process of wider European cooperation 15. Awareness of the debate of European citizenship and European identity 16. Knowledge of modern European history in a comparative perspective <b>23. Knowledge of the history of European integration</b> <b>24. Knowledge of European Union institutions and decision-making processes</b> <b>25. Knowledge on European Union Policies</b>

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<p>3. Connecting cultures</p>	<p>The student establishes professional relationships, and collaborates in an intercultural and interdisciplinary environment.</p>	<p>4. Ability to work in a multicultural team                      5. <b>Ability to work on an interdisciplinary area</b>                      12. Awareness of and respect for different points of view deriving from different European national and cultural backgrounds                      13. Awareness of and respect for different points of view deriving from non. European national and cultural backgrounds                      15. Awareness of the debate of European citizenship and European identity</p>
<p>4. Applied Research</p>	<p>The student researches and critically evaluates contemporary issues linking theory and practise to formulate concrete recommendations for organisations active in a European context.</p>	<p>2. Ability to identify and utilise appropriately sources of information (bibliography, documents, websites, etc.) in all relevant areas                      3. Ability to organise complex research results in a coherent form                      5. <b>Ability to work on an interdisciplinary area</b>                      6. Ability to undertake field investigations and surveys using appropriate sensitive methodologies                      8. Awareness of and ability to use different disciplinary methodologies in an integrated way                      19. Ability to define suitable research topics contributing to debates on European integration</p>
<p>5. Foreign Languages</p>	<p>The student uses English to communicate in a professional context and at least one other European language foreign to one's own native language to communicate in a work-related context.</p>	<p>1- <b>Ability to communicate in one's own and foreign languages using the appropriate terminology in this subject area</b></p>
<p>6. Personal leadership</p>	<p>The student demonstrates, in their behaviour and attitude, awareness of their own strengths and weaknesses on the path towards becoming a European professional.</p>	<p>7. Ability to reflect on one's own values and to question concepts, ideas and theories</p>



## Appendix 3

### Cycles and typical degrees offered

Cycle	Typical Degrees Offered
First	<p>Generally two different groups of typical degree may be identified</p> <ul style="list-style-type: none"><li>— Bachelors in European Studies (with support and specialization courses in subject specific areas, for example law, politics, economics, history, business administration, sociology, etc.)</li><li>— Bachelors in a subject specific area (e.g. law, arts, economics, history, business administration, sociology, etc.) with specialization in European Studies</li></ul>
Second	<p>Again two different groups of typical degrees may be identified</p> <ul style="list-style-type: none"><li>— Masters in European Studies (with support and specialization courses in subject specific areas, for example law, politics, economics, history, business administration, sociology, etc.)</li><li>— Masters in subject specific areas (e.g. law, politics, economics, history, business administration, sociology, etc.) with specialization in European Studies</li></ul>
Third	<p>— Generally there is not a Ph.D. cycle in European Studies and students tend to study for doctorates in specific subjects. The subject group noted that this is paradoxical and believes that discussion should now take place about the desirability and practicality of introducing a European Studies PhD. However, there are many doctorates on topics within the field of European integration, drawing on more than one discipline, and doctoral students are often based within Departments, Centres, etc. of European Studies.</p>

Source: (Tuning document, sd)

## Appendix 4

### New competencies related to the heo-profile

The profile *flexible heo professional* was established in May 2017 (Profiel wendbare heo professional, sd) This profile has the following parts. The text below is in Dutch and there is no need for translation as the heo-profile is applicable for all programmes, Dutch and English within the heo-domain.

#### A. Een gedegen theoretische basis

De theoretische basis (kennis, vaardigheden en attitude) wordt per opleiding verantwoord en vastgesteld door het Landelijk Opleidingsoverleg in het landelijk opleidingsprofiel.

#### B. Onderzoekend vermogen

Een pas afgestudeerde heo-professional heeft het onderzoekend vermogen om langs de weg van reflectie en *evidence based practice* te komen tot (te commercialiseren) innovatie van producten, diensten en processen in zowel de private als de publieke sector. Daartoe heeft de heo-professional in de opleiding kennis en ervaring opgedaan met methoden en technieken van praktijkgericht onderzoek.

Een pas afgestudeerde heo-professional is in staat te reflecteren op onderzoek en onderzoeksresultaten. Hij of zij heeft daarbij inzicht in de relativiteit en beperkte geldigheid van theorieën en modellen en beschikt ook over zelfkritiek en een reflectieve houding.

De heo-professional heeft in de afstudeerfase van de opleiding bewezen dit onderzoekend vermogen in een concrete beroeps. of praktijksituatie te kunnen uitoefenen.

#### C. Professioneel vakmanschap

##### *Ondernemende houding*

De afgestudeerde heo-professional is in staat zelf verantwoordelijkheid te nemen voor zijn of haar handelen en in staat zelfstandig beslissingen te nemen. Hij of zij komt tot acties en implementeert oplossingen op basis van een analyse van een specifieke beroeps. of praktijksituatie.

##### *Wendbaar*

De afgestudeerde heo-professional kan proactief inspelen op veranderingen in het werk en de context van het werk. Hij of zij kan omgaan met weinig structuur en onzekere factoren: 'knowing what to do, when you don't know what to do.'

Hij of zij ontwikkelt hiertoe voortdurend de eigen professionaliteit en draagt bij aan de ontwikkeling van zijn of haar professie in de breedte. Daarbij is de heo-professional in staat doelen voor de korte termijn te verbinden met ambities voor de lange termijn en houdt daarbij oog voor de snel veranderende omgeving en de grote hoeveelheden beschikbare informatie (big data).

##### *Brede en internationale oriëntatie*

De afgestudeerde heo-professional heeft een brede naar buiten gerichte blik, weet wat er in de samenleving speelt en is op de hoogte van vernieuwingen en innovaties die relevant kunnen zijn voor zijn of haar beroepspraktijk.

Vanwege het toenemend belang van de internationale omgeving van de beroepspraktijk, kan de heo-professional zich niet alleen handhaven in een internationale omgeving, maar daar ook gebruik van maken. De heo-professional is in staat globale ontwikkelingen te vertalen naar de eigen omgeving. Hij of zij houdt daarbij rekening met cultuurverschillen (intercultural awareness).

*Interdisciplinair werken*

De afgestudeerde heo-professional heeft het vermogen om een actieve bijdrage te leveren aan het realiseren van de doelstellingen van het bedrijf of instelling waar hij of zij werkzaam is en werkt daarbij samen over de grenzen van het eigen vakgebied heen.

*Je kunnen verplaatsten in klant/ doelgroep/ consument*

De afgestudeerde heo-professional heeft inzicht in psychologische processen zoals keuzegedrag, besluitvorming en motivatie.

*Uitdrukkingsvaardigheid*

De afgestudeerde heo-professional is in ieder geval in staat zich goed uit te drukken in de voertaal van de opleiding.

**D. Beroepsethiek en maatschappelijke oriëntatie**

De afgestudeerde heo-professional is zich bewust van de maatschappelijke context waarin hij of zij werkzaam is en kan rekenschap geven van de eigen maatschappelijke verantwoordelijkheid.

In voorbereiding hierop is er in de opleiding aandacht voor onderwerpen als maatschappelijk verantwoord ondernemen, bedrijfsethiek en duurzaamheid.

In onderstaande tabel worden de ES competenties gerelateerd aan het heo profiel.

ES Competentie	Inhoud	Relatie tot HEO Profiel
1. Europe's challenges	The student applies their knowledge of Europe to analyse challenges related to Europe and it's changing role in the world.	A Een gedegen theoretische basis C Brede en internationale oriëntatie
2. EU Policy	The student applies their knowledge of the European Union multi-level policy framework to advise organisations.	A Een gedegen theoretische basis C Ondernemende houding C Wendbaar C Brede en internationale oriëntatie C Interdisciplinair werken
3. Connecting cultures	The student establishes professional relationships, and collaborates in an intercultural and interdisciplinary environment.	C Ondernemende houding C Wendbaar C Brede en internationale oriëntatie C Interdisciplinair werken C Je kunnen verplaatsten in klant/ doelgroep/ consument D Beroepsethiek en maatschappelijke oriëntatie
4. Applied Research	The student researches and critically evaluates contemporary issues linking theory and practise to formulate concrete recommendations for organisations active in a European context.	B Onderzoekend vermogen C Ondernemende houding C Brede en internationale oriëntatie C Interdisciplinair werken C Je kunnen verplaatsten in klant/ doelgroep/ consument C Uitdrukkingsvaardigheid D Beroepsethiek en maatschappelijke oriëntatie

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<p>5. Foreign Languages</p>	<p>The student uses English to communicate in a professional context and at least one other European language foreign to one's own native language to communicate in a work-related context.</p>	<p>C Brede en internationale oriëntatie  C Interdisciplinair werken  C Je kunnen verplaatsten in klant/ doelgroep/ consument  C Uitdrukkingsvaardigheid</p>
<p>6. Personal leadership</p>	<p>The student demonstrates, in their behaviour and attitude, awareness of their own strengths and weaknesses on the path towards becoming a European professional.</p>	<p>C Je kunnen verplaatsten in klant/ doelgroep/ consument  D Beroepsethiek en maatschappelijke oriëntatie</p>

