

Level 3a - Institutional leader in teaching and learning

Makes a significant contribution to enhancing the environment for inclusion and excellence in teaching and learning within and beyond their institution as well their discipline

Activities	Professional skills	Demonstrate achievements on education (possible)
Teaching <ul style="list-style-type: none">• Has convincing teaching skills and is able to create an inclusive and supportive educational environment• Is responsible for the implementation and testing of education• Integrates research results into teaching• Supervises and assesses students' internships and final projects and theses• Has a well-founded vision on education and has knowledge of current developments in the field of didactics and is experimenting with new forms of teaching, testing and examination	<ul style="list-style-type: none">• Vision• Environment Orientation• Managing for results• Persuasiveness• Cooperating• Entrepreneurship• Binding leadership• Empathy	<i>Self-assessment:</i> Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning and testing environment that advances student learning.
Educational development <ul style="list-style-type: none">• Can initiate a powerful learning environment and associated educational program including testing and examination, which stimulates active learning at the academic level• Develops substantive and didactic innovative education• Investigates the (possible) effects of improvements in the curriculum, testing and examination and makes reasoned choices for (re) design.• Is able to design and implement practical solutions for complex and educational and substantive issues• Bears ultimate responsibility for the (logical) structure (in terms of content and form) of a complete program design (bachelor or master degree) within their own field.	Professional Attitude <ul style="list-style-type: none">• Reflects permanently and visibly on own actions• Focus on and act on the possibilities and opportunities for the development of others• Feels responsible for the quality of education at the faculty;• Shows helicopter view• Promotes teacher teamwork and community building around education within the faculty and beyond• Acts as an educational figurehead within and outside the faculty	<i>Professional activities</i> <ul style="list-style-type: none">• Leadership role in strategic institutional curriculum and/or policy development• Design and delivery of high-impact course innovation• Leadership of QA or accreditation processes• External reviewer/trainer/advisor. Formal role as e.g. chair of the examination board or test committee• SKO
Course coordination <ul style="list-style-type: none">• Is responsible for the organization of education and the formation and formulation of education and/or examination policy at the level of the study program or faculty• Actively and visibly supports the development of education and teaching• Supervises and gives (functional) leadership to working groups and project groups at faculty and university level and acts as chairman		<i>Measures of student learning</i> <ul style="list-style-type: none">• Retrospective assessment by alumni• Assessments made by graduate recruiters and employers with respect to specific courses/experiences• Student prizes/achievements that can be linked to specific course/programme• Student evaluations (programme level)• Students' self-reported learning gains, student engagement surveys (programme or institutional level)• Programme pass rates/progression rates
Expertise <ul style="list-style-type: none">• Has knowledge of the study program in full breadth and specialist knowledge in own field and can connect this knowledge in an interdisciplinary context• Is a recognized expert in the field of educational development (subject content, teaching methods and with respect to testing and examination)• Can make adequate problem analyzes of complex educational problems• Recognizes the effects of (new) educational applications both internally and externally and initiates and directs policy development at the level of the study program, faculty or university as a whole		<i>Peer review</i> <ul style="list-style-type: none">• Letters of reference from: staff members, external examiners and (research) collaborators, senior university managers• Refereed conference and journal publications• Authorship of widely used text books• Conference presentations• Institutional and national teaching awards/fellowships/prizes• Educational grants/income
Quality Management <ul style="list-style-type: none">• Is responsible for the PDCA cycle at education and examination on faculty level• Improves curriculum or course coordination based on the PDCA cycle• Monitors the quality of the educational achievements in a broad sense, independent of formal cycles and takes action where necessary.		

Level 3b - Academic teacher

Makes a significant contribution to knowledge on educational quality by engaging with and contributing to academic research, which in turn, influences educational practice within and beyond their institution as well their discipline.

Activities

Teaching

- Has convincing didactic qualities based on knowledge, vision and experience
- Is able to create an inclusive, supportive and aspirational learning environment
- Masters a broad repertoire of work and test forms and is therefore able to give differentiated lectures
- Has a well-founded vision on good education and has knowledge of current developments in the field of didactics and experiments with new forms of education and testing
- Is largely responsible for the implementation, testing and examination of education

Educational development

- Can further develop a powerful learning environment and associated educational program at course level, within set frameworks. Including testing program, which stimulates active learning at the academic level
- Designs and monitors the main lines of the curriculum
- Investigates the (possible) effects of improvements in the curriculum, testing and examination and makes reasoned choices for (re) design based on this.

Course coordination

- Systematically follows the effects of (new) educational applications and is able to co-manage initiatives
- Is to a large extent responsible for the organization of education and makes an active contribution to the formation of education and/or examination policy
- Supervises junior and/or medior teachers in the implementation of education and contributes to the development and reflection of colleagues
- Actively participates in and/or leads faculty committees and /or project (groups)

Expertise

- Has in-depth knowledge of the entire field and/or specialist knowledge in sub-areas
- Is able to formulate a vision on own discipline and its context
- Is aware of new developments in own discipline and has skills to translate these into improvements and/or innovations in education and examination
- Systematically follows the effects of (new) educational applications
- Is able to co-direct initiatives in education innovation
- Oversees coherence and required coordination between educational activities in different teams

Quality Management

- Monitors, maintains, tests and promotes, on the basis of the PDCA cycle among other things, the quality of implementation, testing and examination of education at cross-course level.

Professional skills

- Vision
- Environment Orientation
- Managing for results
- Persuasiveness
- Cooperating
- Entrepreneurship
- Empathy

Professional Attitude

- Responsible for and motivates choices made at the cross-course level;
- Reflects on their actions and works on personal and professional development.
- Involves and encourages others, both at junior and medior level, to be active in the (re) design of education and testing and in the implementation of education.
- Enthusiasms students across the entire breadth of the field.

Demonstrate achievements on education (possible)

Self-assessment:

Reflects on their personal teaching philosophy and its development over time, as well as the role of they play in nurturing an academic environment that advances collective educational excellence. Reflects also on own testing and examination.

Professional activities

- Use of evidence informed methods in teaching practices
- Active member of teaching and learning group
- External examiner/trainer
- Invited speaker at events in teaching and learning
- Formal senior role as e.g. chair of the examination board, programme committee
- SKO

Measures of student learning

- Retrospective assessment by alumni
- Assessments made by graduate recruiters and employers with respect to specific courses/experiences
- Student prizes/achievements that can be linked to specific course/programme
- Student evaluation of courses and/or tests

Peer review

- Letters of reference from: staff (colleagues), external examiners and (research) collaborators e.g. on size and complexity
- Conference and journal publications
- Contribution to professional journals on education
- Authorship of widely used text books
- Conference presentations
- Institutional and national teaching awards/fellowships/prizes
- Educational grants/income
- Reports from collaborators, external impact reports/case studies

Level 2 - Skilled and collegial teacher

Takes an evidence-informed approach to their development as a teacher and provides mentorship to their peers to promote a collegial and collaborative educational environment across their school or discipline.

Activities**Teaching**

- Is able, within the educational vision of the university/programme, to implement a course in which students are encouraged to acquire knowledge, insight, skills and competences
- Is aware of various implementation options and can fulfill the required teacher roles, such as role model, supervisor, feedback giver and the like
- Uses the more complex didactic skills
- Is responsible for examination of learning outcomes (course level)
- Evaluates learning outcomes and examination and analyzes the outcomes
- Contributes to the academic development of student, especially research skills and attitude.
- Develops activities to enhance student well-being

Educational development

- Can further develop a powerful learning environment and associated educational program(s) at course level within set frameworks, including an assessment plan, which stimulates active learning at the academic level
- Is able to justify the choices for the various components in the design of the education with the help of theory, experiences, evaluations and comments from colleagues
- Coordinates learning objectives, subject content, learning activities and assessment procedures within the larger whole of the curriculum

Course coordination

- Contributes to the organization of education and to the formation of education policy
- Shapes the (course in the) curriculum
- Ensures adequate and timely handling of educational duties
- Supervises junior teachers in the implementation of education and contributes to the development and reflection of (junior) colleagues on education.

Expertise

- Masters the discipline in which teaching is done at graduated masters level and has in-depth knowledge in sub-areas of the discipline (including latest developments)
- Is able to justify the choices made when designing education in the light of the different contexts within which work is being done
- Can oversee the relationship between a change in education and its effect on the current curriculum
- Has sufficient expertise with respect to didactics and examination

Quality Management

- Works systematically, purposefully and visibly on the effectiveness of education and maximizing study results for students. Test the quality of education and examination based on the PDCA cycle

Professional skills

- Planning/COORDINATING
- Cooperating
- Empathy
- Solution oriented

Professional Attitude

- Reflects on own actions and experiences in professional practice and translates this to education
- Has a learning attitude and asks for feedback about their own approach
- Identifies relevant developments
- Participates in innovation projects and takes the initiative in developing new tasks
- Enthusiasm and knows how to appeal to (individual) students on qualities and talents
- Encourages and involves junior teachers in the (re) design and implementation of education.

Demonstrate achievements on education (possible)*Self-assessment*

Reflects on their personal teaching philosophy and its development over time, as well as the role of they play in nurturing an academic environment that advances collective educational excellence. Also reflects on testing of own courses

Professional activities

- Mentoring of teaching staff
- Participation in programmes of educational reform or innovation
- Member of the examination board, programme committee
- External examiner/trainer

Measures of student learning

- Retrospective assessment by alumni
- Assessments made by graduate recruiters and employers with respect to specific courses/experiences
- Student prizes/achievements that can be linked to specific course/programme
- Student evaluation (course level)

Peer review

- Letters of reference from: staff members, external examiners and collaborators
- Authorship of widely used textbooks or scientific articles.
- Conference presentations
- Institutional and national teaching awards/fellowships/prizes

Level 1 – Effective teacher

Takes a conscientious and reflective approach, creating positive conditions for student learning and demonstrating effective teaching delivery that develops overtime.

Activities	Professional skills	Demonstrate achievements on education (possible)	
Teaching <ul style="list-style-type: none">• Applies proven didactic teaching methods• Contributes to the (development of) academic and research attitude among students• Shows interest in students and their well-being• Ensures adequate and timely handling of educational duties• Supervises junior teachers and contributes to their educational development• Uses subject-specific and educational didactic knowledge in connection with educational objectives• Is responsible for examination of learning outcomes (course level)• Evaluates learning outcomes and quality of examination (course level)	<ul style="list-style-type: none">• Conceptual capacity• Presenting• Result orientation• Empathy	<i>Self-assessment</i> Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution. Also reflects on testing of own courses.	
Educational development <ul style="list-style-type: none">• Works actively on the design of education within the curriculum		Professional Attitude	<i>Professional activities</i> <ul style="list-style-type: none">• Details of courses taught (student numbers, nature of teaching, etc)• Student support and guidance activities inside and outside the curriculum• Participation in certification and training in teaching and learning• Samples of course materials
Course coordination <ul style="list-style-type: none">• Actively participates in educational meetings.		<ul style="list-style-type: none">• Makes a start with the development of own ideas about the field of expertise• Can put into words which views their education is based upon and what is important in that.• Is able to reflect on own didactic action• Is able to systematically monitor thinking about own experiences and seek solutions for problems in own practice• Can evaluate own approach and discuss with colleagues• Is open to feedback from colleagues• Encourages, inspires and connects to students• Can adequately deal with feedback from students and is able to process it.	<i>Measures of student learning</i> <ul style="list-style-type: none">• Student evaluation results and student feedback• Informal and unsolicited student feedback• Pass rates, attrition rates and student progression that can be attributed to specific courses• Examination/assessment results, benchmarked against other cohorts and/or courses• Evaluation of student products, such as bachelor master thesis
Expertise <ul style="list-style-type: none">• Masters the discipline in which teaching is done at graduated masters level and has knowledge in sub-areas• Is able to place their own subject within the curriculum and its coherence with other subjects.• Has sufficient expertise with respect to didactics and examination			<i>Peer review</i> <ul style="list-style-type: none">• Peer observation of teaching• Peer review of course content, objectives and materials and/or teaching portfolio• Review from teaching mentor• Letters of reference from: students, alumni, junior teachers, course/programme leaders
Quality Management <ul style="list-style-type: none">• Identifies areas for improvement in education and examination and identifies these in consultation with other responsible teachers or programme coordinators/managers			