The Leiden Teaching Quality Matrix

A shared language for teacher development and teaching quality.

Leiden University
Version October 2026

Universiteit Leiden

Continue to the matrix →

Teaching quality in context

The Leiden Teaching Quality Matrix supports conversations about teacher development and teaching quality. It offers five task domains, four illustrative development levels and evidence examples for career development discussions, recruitment and promotion, faculty policy and other assessment processes.

Start from institutional or faculty strategy and the agreed role profile. Make clear how responsibilities are distributed across teaching; research; organisation, governance and advice; and patient care where relevant, and which areas receive particular emphasis. Use the matrix to agree on expectations, discuss development and recognise teaching contributions.

A source of inspiration, not a checklist.
This matrix supports conversations about quality and development. Use it to select meaningful evidence and explain contributions in context, prioritising quality over quantity. It is a support tool, not a standalone assessment framework. Apply it within the university's applicable agreements, role profiles and policy frameworks. The examples are non-exhaustive: staff are not expected to meet every description or provide every type of evidence.

No rights can be derived from its contents.

CC0 1.0 Universal

Next →

The Leiden Teaching Quality Matrix

TASK DOMAINS

How to use the matrix

Leadership

Five domains. Four development levels.

Select a task domain to explore its competences and examples of evidence.

Task domain	Basic	Medior	Advanced	Expert
	existing OER	create	and support	OER policy
3 competences				

Determine purpose, relevant competences and appropriate evidence

For teachers

1. Start from purpose and strategy

Clarify the purpose, your teaching goals and how your role contributes to the strategy of your team or unit.

2. Select relevant competences

Choose competences that fit your role and goals. Agree with your supervisor on relevant contributions and responsibilities.

3. Choose and explain appropriate evidence

Select meaningful examples, explain your own contribution and reflect on quality, context and limitations. The same evidence may support several competences.

For supervisors, managers and evaluators

1. Start from purpose and strategy

Clarify the purpose and expected contribution of the role. Take account of discipline, opportunities, career stage and responsibilities.

2. Agree on relevant competences

Agree on relevant competences and expectations. Discuss differences in emphasis within applicable role profiles and policy.

3. Discuss appropriate evidence

Agree which evidence is relevant and keep requests proportionate. Discuss the quality and meaning of contributions, development and suitable next steps.

← Back

Continue to the matrix →

The Leiden Teaching Quality Matrix

TASK DOMAINS


Teaching and supporting the learning process


Assessment and feedback


Organising education and management


Educational design


Reflection, research and innovation

How to use the matrix


Leadership

Five domains. Four development levels.

Select a task domain to explore its competences and examples of evidence.

Task domain	Basic	Medior	Advanced	Expert
Teaching and supporting the learning process 2 competences	Teach and guide students	Adapt methods and guidance	Innovate and coach colleagues	Lead and mentor teachers
Assessment and feedback 2 competences	Assess and give clear feedback	Refine assessment and feedback	Align assessment across curricula	Shape assessment policy
Organising education and management 2 competences	Organise own teaching	Coordinate and contribute	Lead programmes and committees	Shape institutional strategy
Educational design 3 competences	Design aligned teaching	Connect courses and curricula	Design pathways and partnerships	Lead curriculum development
Reflection, research and innovation 3 competences	Reflect and use existing OER	Improve, share and create	Research, innovate and support	Lead innovation and OER policy

The Leiden Teaching Quality Matrix

TASK DOMAINS



Teaching and supporting the learning process



Assessment and feedback



Organising education and management



Educational design



Reflection, research and innovation

How to use the matrix



Leadership

Teaching and supporting the learning process

Competences | **Examples of evidence**

Competence	Basic	Medior	Advanced	Expert
Teaching	Teaching various modes of instruction (working groups, practicals, projects, lectures, theses, internships, etc).	Teaching various modes of instruction and using various teaching methods flexibly.	Teaching educationally or technologically innovative courses and adapting teaching to various target groups (e.g. professionals).	Managing teachers who teach various target groups.
Supporting the learning process	Guiding students with standard assignments aligned with learning outcomes and assessment (constructive alignment).	Independent guidance of students aimed at developing learning strategies and providing more targeted feedback that meets the individual needs of the student.	Guidance/coaching of colleagues, e.g. through collegial peer reviews.	Meta guidance, often with a more mentor-like role towards the junior/basic teacher.

Teaching and supporting the learning process

Competences | **Examples of evidence**

Quantitative evidence

- Number of subjects, incl. role fulfilled, student numbers and nature of the course.
- Number of supervised final projects.
- Conducted peer reviews and other supervision of colleagues.
- University Teaching Qualification (BKO), Senior Teaching Qualification (SKO), or equivalent professional development.

Qualitative evidence

- Reflection on didactic approach and development in this area, for example by means of the critical incident method.
- Outcome of and reflection on student feedback.
- Outcome of and reflection on peer reviews performed.

Assessment and feedback

Competences | **Examples of evidence**

Competence	Basic	Medior	Advanced	Expert
Assessment	Assessing exams, assignments and theses and using quality criteria such as validity and reliability to (re)design (parts of) testing, based on the associated answer model/assessment criteria.	Using quality criteria such as validity, reliability, transparency and usability within the context to (re)design (parts of) testing, in accordance with the assessment plan.	Developing rubrics, assessment plans and aligning (summative/formative) assessment within the curriculum linked to learning objectives and examination regulations. Contributing to the renewal of assessment policy and stimulating joint responsibility for assessment within the team.	Determining/renewing assessment policy and quality standards within educational programs.
Feedback	Providing clear feedback based on feedback rules on assignments and exams, related to established assessment criteria. Reflects on own actions (e.g. how is the feedback formulated).	Providing constructive feedback (Hattie), tailored to learning process and learning strategies (primarily task and process).	Providing constructive feedback, focused on academic skills and reflection (primarily on process and self-regulation).	N.a.

Assessment and feedback

Competences | Examples of evidence

Quantitative evidence

- Number of subjects in which the teacher played a role in the assessment, including student numbers and nature of the course.
- Number of assessed final projects (as 1st or 2nd assessor).
- Number of redesigned tests, developed rubrics and/or involvement in revision and implementation of the assessment plan.
- Teaching and assessment qualifications or equivalent professional development, interpreted in the local institutional context.

Qualitative evidence

- Examples of developed rubrics, tests/test matrices and plans and performed assessment analyses.
- Outcome of and reflection on performed assessment review, e.g. by examinations board, assessment committee.
- Reflection on recommendations regarding testing by accreditation panel.
- Description and reflection on feedback style and how this relates to evidence-based methods (e.g. Hattie).

The Leiden Teaching Quality Matrix

TASK DOMAINS



Teaching and supporting the learning process



Assessment and feedback



Organising education and management



Educational design



Reflection, research and innovation

How to use the matrix



Leadership

Organising education and management

Competences	Examples of evidence

Competence	Basic	Medior	Advanced	Expert
Organising education	Organizing your own education in a timely and structured manner, in collaboration with colleagues, with a focus on accurate and efficient planning.	Coordinating courses or smaller parts of the program, with responsibility for planning, coherence and quality.	Organizing courses or a program. Coaching junior colleagues in effective organization.	Initiating policies with a positive impact on the educational organization and quality of the institution. Involving external partners in developing or providing education.
Management	Expanding knowledge of the program you are part of.	Contributing to educational programs, e.g. through committee work (program committee, board of examiners, curriculum committees).	Managing educational programs, chairing educational committees (program committee, board of examiners, curriculum committees), participating in faculty or university committees.	Strategic management of education within a faculty or university.

Organising education and management

Competences | Examples of evidence

Quantitative evidence

- Number of coordination and management roles in the educational domain.
- Participations and chairmanships of committees.
- Educational leadership programmes and senior teaching qualifications, or equivalent professional development.

Qualitative evidence

- Description of role and growth in the field of educational coordination and management and reflection on the positive impact on education.
- Educational design documents and evaluations, reflection on approach and feedback from colleagues and students.

The Leiden Teaching Quality Matrix

TASK DOMAINS


Teaching and supporting the learning process


Assessment and feedback


Organising education and management


Educational design


Reflection, research and innovation

How to use the matrix


Leadership

Educational design

Competences | **Examples of evidence**

Competence	Basic	Medior	Advanced	Expert
Designing education	Designing various forms of education based on constructive alignment and logical structure and on the principles of inclusive education.	Describing the explicit connection between the educational component and the curriculum and constructive alignment within the design based on educational literature.	Designing new courses and learning trajectories for various target groups (e.g. professionals).	Designing (new) curricula and educational programs, in line with the university vision on teaching and learning. Involving and coordinating with (external) partners.
Integration of research and teaching	Gathering knowledge about the current state of affairs in research and using this in educational activities.	Applying current research themes in course design. Recognizing the research-education nexus in education.	Promoting the importance of the research-education nexus and how to use this flexibly in education. Integrating research (participation) in education, e.g. through research projects and living labs.	Promoting the importance of the nexus research-education and how to use this flexibly in education. Positioning the programme as leading in research-based and active learning and promoting this in (international) networks and accreditations.
Interdisciplinary education	N.a.	Participating and providing information on how disciplinary education can contribute to interdisciplinary education.	Designing interdisciplinary education in collaboration with internal and external partners.	Designing complex interdisciplinary courses, learning trajectories, minors and educational programs, in collaboration with internal and external partners.

Educational design

Competences | Examples of evidence

Quantitative evidence

- Number of contributions to (re)designed subjects, learning trajectories, educational programs.
- Number of contributions to interdisciplinary education, including collaboration with partners.
- Contribution to knowledge sharing, e.g. participation/organization of conferences and networks etc.
- University Teaching Qualification (BKO), Senior Teaching Qualification (SKO), or equivalent professional development.

Qualitative evidence

- Description of role and growth in the field of educational design.
- Design documents and evaluations of (re)developed education.

The Leiden Teaching Quality Matrix

TASK DOMAINS


Teaching and supporting the learning process


Assessment and feedback


Organising education and management


Educational design


Reflection, research and innovation

How to use the matrix


Leadership

Reflection, research and innovation

Competences | **Examples of evidence**

Competence	Basic	Medior	Advanced	Expert
Reflection, research and policy	Reflecting on own teaching practice based on feedback from students (evaluations) and supervisors.	Reflection on one's own teaching and initiating small improvements based on proactively obtained feedback from students.	Involvement in structural quality assurance (internal and external) and reflection at programme level.	Involvement in reviewing educational strategies and policies, with a focus on long-term goals and institutional impact.
Innovation and research in education	Recognizing educational research in one's own education.	Gather knowledge about educational research and trends through literature study and participation in workshops. Share knowledge about own innovation/teaching method.	Carrying out small-scale educational research or innovation projects, knowledge sharing at educational, faculty and institutional level and through educational conferences.	Managing educational research and innovation projects, publishing in national educational journals. Sharing knowledge within and outside the home institution.
Open Educational Resources	Finding, adjusting (to align with learning outcomes) and using existing open educational resources in education. Apply open licences correctly (e.g. Creative Commons).	Create and share smaller OER (such as presentations, readers, videos), peer review OER from others. Involve students with OER-development. Measure effect and appreciation of OER in education.	Create and share mid-size OER. Quality assurance of OER in own field. Stimulate and support use of OER with colleagues. Participate in OER-projects. Research on appreciation, impact and cost savings of OER.	Create and share extensive OER (such as open textbooks). Leadership, policy and quality assurance of OER within the university. Knowledge sharing and project coordination within and outside of university. Research on impact of OER on students, university and society.

Reflection, research and innovation

Competences | **Examples of evidence**

Quantitative evidence

- Contributions to education policy and quality assurance.
- Number of contributions to innovation and research projects incl. role and scope
- Contribution to knowledge sharing, e.g. participation/organisation of conferences and networks, publications etc.
- Contribution to (granted) grant applications, e.g. Comenius.
- Number of (adapted) open educational resources used in courses.
- Number and size of developed (and peer-reviewed) open educational resources.
- Number of peer reviews performed on open educational resources of others.
- Teaching qualifications or equivalent professional development, where relevant to the contribution being evidenced.

Qualitative evidence

- Description of contribution to shaping education policy.
- Development of vision on education (quality).
- Examples of reflection on student and peer feedback.
- Description of contribution to quality assurance of OER.
- Description of contribution to innovation, research and OER projects and knowledge sharing thereof.
- Description of impact of OER on students, university and society.

The Leiden Teaching Quality Matrix

TASK DOMAINS

- Teaching and supporting the learning process
- Assessment and feedback
- Organising education and management
- Educational design
- Reflection, research and innovation

How to use the matrix

- **Leadership**

Leadership

Four roles describe scopes of responsibility; they are not a fixed career ladder.

Leadership connects people, builds shared direction and ownership, and creates conditions for learning, development and innovation across academic domains. It can be exercised with or without a formal management role. Agree on expectations and select evidence appropriate to the role and context.

CONTRIBUTION

Leading yourself

Leads their own work: delivers and explains a defined contribution, seeks feedback and takes responsibility for development and teaching quality.

OWNERSHIP

Leading others

Works with and, where relevant, leads others around a defined project or area; clarifies roles and accounts for choices, progress and quality.

DIRECTION

Leading a team

Aligns a teaching team or programme around shared goals, roles and quality standards; develops people and strengthens partnerships and resources.

VISION

Leading the organisation

Contributes to or shapes long-term strategy for a wider domain and creates the culture, capabilities and conditions for sustainable teaching quality.

Connecting

1 2 →

HEAD / HEART

Shows self-awareness; listens to understand; values differences; adapts communication; and creates trust and an inclusive climate.

Working together

3 4 →

I / WE

Aligns people around shared purpose and goals; clarifies roles; involves different perspectives; and supports collaboration and shared leadership.

Taking responsibility

5 6 →

ANALYSIS / ACTION

Sets clear expectations; makes timely, transparent decisions; gives appropriate autonomy; addresses concerns; and accounts for progress and results.

Moving boundaries

7 8 →

NOW / FUTURE

Encourages learning from mistakes, failures and successes and supports experimentation; develops people and leadership capacity; leads change; and creates conditions for improvement and innovation.

Source: Leiden University leadership model

The Leiden leadership model

Four competences and four roles provide a shared basis for leadership development.

Four leadership competences



Balance complementary qualities: head and heart; I and we; analysis and action; now and the future.

Original model graphic: Leiden University.

Four leadership roles



Responsibility can involve yourself, others, a team or the organisation. These roles describe scope; they are not a fixed career ladder.

Explore the original leadership model on the Leiden University website

Leadership evidence

Connecting and working together.

1 Connecting: 360-degree and multi-source feedback, dialogue and assessment

Feedback from colleagues and other stakeholders - including 360-degree or other multi-source feedback, frequent dialogue and assessment - on listening, inclusion, clarity, trust and experienced leadership, accompanied by reflection and actions taken.

2 Connecting: Team processes that build trust and an inclusive climate

Evidence of team processes that build trust and an inclusive climate, including how different perspectives, difficult dialogue or information about team climate influenced leadership decisions and follow-up actions.

3 Working together: Collective development of shared purpose and goals

Evidence showing how shared purpose and goals were developed collectively, how roles and contributions were clarified, and how ownership was distributed or strengthened.

4 Working together: Collaboration and feedback principles, with reflective practice

A case showing how principles for collaboration and feedback were aligned, put into practice and reflected upon, and how shared leadership strengthened collective results or learning.

The Leiden Teaching Quality Matrix

TASK DOMAINS



Teaching and supporting the learning process



Assessment and feedback



Organising education and management



Educational design



Reflection, research and innovation

How to use the matrix



Leadership

Leadership evidence

Taking responsibility and moving boundaries.

5 Taking responsibility: Decisions, expectations and follow-up

An example of clear expectations, transparent decision-making, addressing a concern and following up on agreed actions or results.

6 Taking responsibility: Transparent, agreed roles and decision-making processes

Evidence of a transparent and agreed process for roles, responsibilities and decision-making, including appropriate autonomy and accountability for choices, progress and results.

7 Moving boundaries: Developing others and leadership capacity

Evidence that others developed confidence, skills, independence, responsibilities or leadership capacity through the individual's leadership practice.

8 Moving boundaries: Dedicated time for individual and team learning

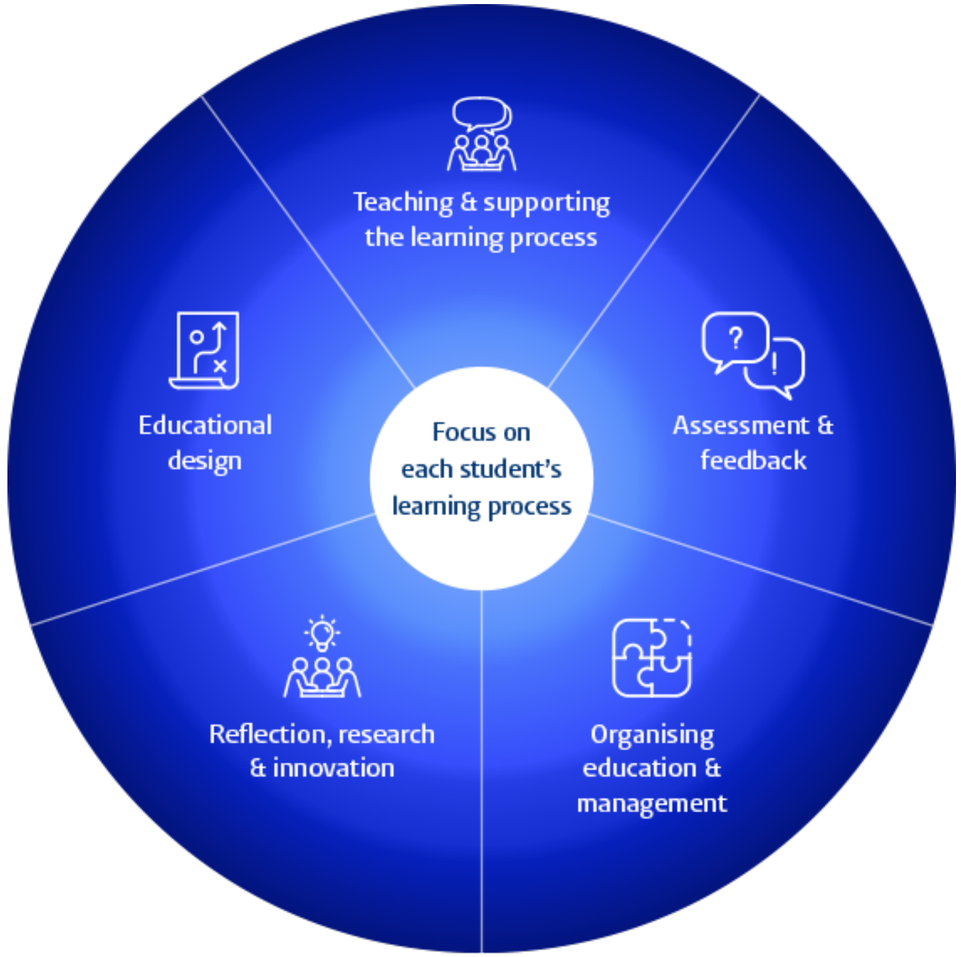
Evidence of dedicated time and attention for individual and team learning, including reflection on mistakes, failures and successes and how this improved leadership practice or organisational learning.

The Leiden teacher development model

Five task domains; four illustrative development levels in the Teaching Quality Matrix.

How to use

Competence overview



Five task domains

Explore the teacher development model

Four development levels

The levels are illustrative. Interpret them in relation to local roles and qualification frameworks. They are not automatic promotion requirements.

Basic
Early teaching development, for example a staff member starting the University Teaching Qualification (BKO).

Medior
Further development, for example a staff member working towards the Senior Teaching Qualification (SKO).

Advanced
Advanced teaching practice, for example a staff member with an SKO

Expert
Broad expertise and influence, illustrated by professorial roles with a teaching profile.

Examples refer to Dutch job profiles and qualifications; use equivalent local roles where appropriate.