

Full text accompanying the abstract '**Towards a national system of teaching qualifications in Higher Education in The Netherlands**' at the ICED 2006 International Conference, Sheffield (UK), 11-14 June 2006

## Staff Development and Basic Teaching Qualification Systems in The Netherlands, with a focus on Utrecht University

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### Introduction

This paper, which is the companion of a workshop at the 2006 ICED conference in Sheffield, provides some background information to the question central in the workshop, whether we, in The Netherlands, should establish a nation-wide basic teaching qualification system in research-intensive universities, and if so, what kind of system this should be, and how we should achieve this in practice. We can put this together in three questions:

- 1) Is it wise and necessary to establish a teaching qualification system in research-intensive universities? Or will this repel excellent researchers? If it is wise, which arguments will convince such stakeholders as vice chancellors, Faculty management and the staff?
- 2) If a basic teaching qualification system is to be established, should this be government driven and embedded in legislation, or is self-regulation between universities preferable, or should each university have its own system? Which are strategies to promote either of these goals?
- 3) Presume agreement on establishing a basic teaching qualification system, should this be based on (compulsory) training or on assessment of performance through a portfolio model?

The paper provides some detailed information on the current situation in The Netherlands with regard to teaching qualifications in higher education and focuses on Utrecht University.

### The national context

The Netherlands (population about 16 million), have a two-tiered higher education system. There are 14 universities (one of them a Distance University) who combine

teaching with academic research and who offer three-year bachelor programmes; one-year or two year academic master programmes (preparing students mainly for academic jobs outside academic research); and two-year research master programmes (preparing students for a PhD-track); and three-year Master Programmes in the fields of several classical (para)medical professions (medicine, veterinary sciences, pharmaceutical sciences).

Alongside operate 60 institutions for higher vocational/professional training ('universities of applied sciences' as their names translate in English), roughly comparable to the 'former polytechnics' in the UK. They offer four-year bachelor programmes; some also offer one-year professional master programmes. Bachelors from these institutions can in general enter university master degree courses only after taking additional pre-master courses. These institutions are not engaged in academic research, although openings are being created, and the trend is that the distinction between the two kinds of institutions is blurring.

In 2004-2005, some 200.000 students were taking university degree courses and some 350.000 students were enrolled in higher vocational training institutions.

In The Netherlands participation rates in Higher Education are increasing alongside diminishing resources per student, a common picture in the Western world.

Staff teaching at higher vocational institutions require a certificate of teaching competencies equivalent with at least 300 hours of pedagogic training. These certificates are provided by several training institutions, one of them being IVLOS Institute of Education at Utrecht University.

Teaching staff at Dutch universities do not legally require teaching qualifications. However, it is quite common that newly appointed staff take some courses on teaching. Staff developers at universities are united in a national network, CRWO (literally 'platform for research into academic education'). This network is informal and has a loose structure, more like a community of practice. The Netherlands are, geographically, a small country, so it is feasible to meet each other face to face on a regular base. Among staff developers there is general consensus on the pedagogic requirements for those teaching in higher education. This consensus has been laid down in working documents that serve as a starting point for training programmes and assessment procedures in local universities. However, since there are no formal regulations, practices vary widely at each university, and within universities, per faculty.

## Context and policy of Utrecht University

The best way to describe your own situation is from an outsider's point of view. The following description stems from a report written by Graham Gibbs on behalf of the NTFS audit of Utrecht University (Gibbs, 2005).

Utrecht University was founded in 1637. It is now the largest and most comprehensive university in the Netherlands, with 25,000 students (and 5,200 new students a year) and a large medical programme. About 80% obtain 'graduate level' employment within one year of graduating. One sixth of students undertake at least some of their degree abroad. There are about 1,200 doctoral students who have an academic position (junior research staff). About 420 PhDs are awarded each year. 68% of all funding for all purposes is from the government. There are 2,900 academic staff of whom about 600 are full professors.

Utrecht has had 12 Nobel prize winners, most recently in Physics in 1999, but mainly from the first half of the last century. In recent decades the research focus has been challenged by open access to both Bachelor and Masters programmes and by large classes and student diversity. There are very large student numbers in the humanities, but small numbers and some threatened closure in the sciences, with a research intensive culture in the sciences but not so much in the humanities. The Social Sciences are between these extremes in both student numbers and research-intensiveness.

There has been recent reform of taught programmes into Bachelors and Masters (following Bologna) with extensive associated changes in curricula and pedagogy. Bologna has been used as a lever for substantial change rather than only attempting to meet requirements minimally.

Open access to undergraduate programmes leads to a wide diversity of students of varying motivation, and this in turn leads to rather low out of class study hours: an in-class with a full study week being well under 30 hours in most programmes. There is open access to Masters programmes for those with a similar Bachelors degree, though selectivity is also allowed and implemented in some programmes.

The current pedagogic philosophy stipulates courses to be small scale, create 'active learning', and stimulate the development of generic academic competencies (in addition to disciplinary requirements). In general, both students and faculty support this philosophy, however, the changes have increased teachers' working weeks but have not succeeded in increasing students' working weeks.

Pass rates are 50%-60% in the Humanities and 80% in Science. There is pressure in the Humanities to retain students better and in Science to be more selective and only to retain the able students.

Utrecht has responded wholeheartedly to the new national quality assurance system implemented in 2004 and has taken national ratings of teaching seriously. Every six years, all programmes need to re-establish the necessary accreditation.

There are teaching prizes awarded for both young and experienced teachers and these are awarded by the Rector Magnificus (Vice Chancellor) at the annual degree ceremony, immediately after the award of Honorary Doctorates, to indicate their importance.

There has been a very substantial investment in centrally available staff & educational development expertise (IVLOS Institute of Education): 20-30 posts, all academic and involving research as part of the job. Many of these educational consultants have academic teaching experience themselves. There are seven posts just to support the annual round of competitive bidding for innovations projects. The central educational unit has 5-10 PhD students at any one time and all staff undertake their own research for 10% of their time and some bid for more substantial time and resources. The credibility of these consultants as scholars is perceived as vital.

These central staff work across the university and some have been closely associated with a particular faculty for many years. There are also some 'faculty strongholds' of educational developers who are trained and supported by the centre. The total number of individuals involved in pedagogic development at Utrecht University is larger than in any other institution in the NTF- network.

In 1990 Utrecht faced teaching quality problems in the form of poor national ratings for teaching and an increased numbers of more diverse students. This led to a re-appraisal of the role of the university in society, an affirmation that teaching was part of the core business of the university and the adoption of many top-down policies and practices.

There has been a marked change in the nature of the culture from the previous traditional academic, collegiate, decentralised model. Documentation of the time is full of terms such as: 'laws', 'regulations', 'comply', 'requirements', 'checks', 'demands', 'implementation executed by the Board', 'with authority' etc etc. However, these policies have been widely supported by faculties, after extensive debates.

Utrecht started planning major changes 15 years ago and much that happens today is the result of the increased expertise and higher levels of pedagogic debate that flows from the long history of discussion and experimentation. There was a recognition, in the 1990's, that the standard of educational debate was low and that pedagogic expertise was in short supply, and much effort since has been focussed on raising the level of expertise and the quality of educational debate.

There are basic pedagogic requirements that need to be met for all academics, specified in detail (see Appendix), and formally assessed for both appointments and promotion, by use of teaching portfolios. There are courses on teaching provided to help meet these requirements. These requirements have now been in place for many years. They were originally linked to a career structure with three strands – mainly teaching, mixed research and teaching, and mainly research, with standards specified at two levels for each strand. The career structure is now more flexible but the standards are still in use. It is possible to devote oneself almost entirely to teaching throughout one's career, up to and including a professorship (a special category of post for five years). There are now much more sophisticated judgement of teaching by peers as a result of considerable experience in making judgements, and so standards are now higher than they were. Even full professors recruited from other institutions have to meet these pedagogic requirements, this has not constrained recruitment.

There is a distinctive emphasis on the role of leadership in teaching:

- leadership of teaching is built into the higher of the two levels of pedagogic competence, required for promotion: individuals have to have been responsible for several courses and all the teachers on them;
- taught education options on doctoral programmes breed 'change agents' who become leaders later in their career.
- There is an annual high prestige competitive entry programme ('Centre for Excellence in University Teaching') for middle level academics who want to move into positions of leadership of teaching. Candidates for the CEUT course are scouted and nominated by deans and directors of Schools and selected on the basis of motivation and educational leadership potential. The programme includes support for implementing an innovation (with an emphasis on how the innovations was brought about) and visits to other institutions internationally to see how they bring about change. Much current change across the university derives from the graduates of this programme.
- the Rector makes a point of placing considerable emphasis on teaching at every opportunity, meets teachers and students over breakfast, supports radical change, funds initiatives etc.

## The Portfolio model of Utrecht University

At Utrecht University, a Basic Teaching Qualification (BTQ) is necessary for tenure. In order to receive the BTQ staff have to assemble a teaching portfolio that documents:

1. Professional qualities;
2. Subject area qualities;
3. Teaching qualities with respect to:

- a. Designing modules;
  - b. Delivering modules;
  - c. Testing and evaluating;
4. Organisational qualities.

This portfolio is assessed by an Assessment Committee set up by the Dean of the Faculty and consisting of senior staff. In order for a portfolio to be satisfactory, the candidate has to provide evidence of teaching competency and provide a written reflection.

The description in the Appendix is generic. Each Faculty has elaborated on this framework in order to accommodate specific educational requirements, e.g. Medicine and Pharmaceutics have Problem Based Learning and they have specified some additional requirements with respect to designing cases and tutoring.

The road towards a portfolio is not prescribed in detail, but should be developed in interaction with a tutor. A faculty tutor explains the portfolio procedure. The teacher develops a plan on how to fulfil all requirements. This may include taking courses, or asking feedback from colleagues or staff developers, or reading, or attending an educational conference.

On average, many staff are interested in taking courses on learning to teach in higher education. Courses are run by IVLOS Institute of Education, the university's central educational development institution, or (in the Medical School) by faculty based staff developers. IVLOS provides several standard courses and courses 'on demand' for faculty with specific interests. In 2005, some 600 teaching staff and some 150 junior research staff took one or more courses on specific subjects (e.g. lecturing, small group tutorials, assessment, supervising research students). 78 staff took a package covering the whole range of basic teaching competencies required by their Faculty in order to get the Basic Teaching Qualification. A typical arrangement consists of a course of several (6 to 12) four-hour meetings in a group of 6-10 with an interactive character, in which such topics as student based learning, motivation, designing and delivering lectures and tutorials, assessment, evaluation, supervising research students are dealt with in the form of assignments, discussions, short presentations and the like. This course often is combined with an individual arrangement in which the teacher receives individual feedback based on observations of teaching practices by the trainer. In general, new staff on a tenure track are given one to two years time to complete the teaching portfolio. In general, teacher report that writing and documenting the portfolio takes them some 20-40 hours. A basic teaching skills course takes on average some 80 hours. Courses and individual arrangements on specific subjects like lecturing or tutoring in problem based learning may be everything in between 4 and 40 hours. The total effort depends heavily on prior experience.

The portfolio of participants is assessed by a committee under supervision of the Dean of the Faculty. The reward is the Basic Teaching Qualification. No BTQ means no tenure. Exceptions occur, though. Some new staff with expertise considered vital are tenured before completing the track. At the moment, more than 60% of all academic staff including senior lecturers and full professors is in the possession of a BTQ. Some 90% of those tenured after 1996 are in the possession of a BTQ.

Continuing professional development is achieved essentially in the same way. In order for a lecturer (with a BTQ) to become a senior lecturer or full professor, he or she needs to acquire the Senior Teaching Qualification (see Appendix). Obtainment of this STQ in

itself does not guarantee a promotion to senior lecturer, but it merits for a salary increment. To fulfil the requirements set by the STQ, a lecturer should have considerable educational responsibilities. Utrecht University runs a programme on educational leadership (CEUT; Center of Excellence in University Teaching), which was presented on this conference by Hetty Grunefeld (2006).

More details on the characteristics of the portfolio system, the role of the tutor and the assessment can be found in the Appendix.

## Evaluation of the BTQ programme

The BTQ programme is an instrument to increase teaching quality in order to improve student learning. It is very difficult to establish an evidence-based causal chain between these entities (Prebble et al. 2004) and no serious research has been committed at Utrecht University. However, there is some circumstantial evidence that the approach is successful (Keesen 2005):

- national surveys on student satisfaction show higher and increasing satisfaction with teacher skills at Utrecht when compared with other universities;
- the market share of Utrecht University is increasing;
- staff satisfaction is increasing;
- Utrecht consolidates its strong position as a research university.
- In recent years, other universities started to copy the system.

On a more mundane scale, after the introduction in 1996 and some initial resistance and discussion the programme is now incorporated as a normal aspect of academic culture at Utrecht University. An academic is in the line of fire when his or her teaching performance is below the standards.

## Present situation

At present, Government is under some societal and student pressure to give higher priority to the quality of teaching in higher education. The Lisbon agreements seem to influence the agenda. At the end of 2005, the State Secretary of Higher Education started pondering in public upon legislation of teaching qualifications. This initiative has alarmed Dutch Universities, who are not welcoming increased government interference and control. Currently, vice-chancellors of all Dutch universities are discussing the implementation of a teaching qualification system; they reject legislation in favour of self-regulation. Six universities, those that already have established a basic teaching qualification system, have agreed to recognise each others qualifications, other universities have accelerated their pace in establishing such a system. CRWO, the Dutch platform of Institutes of Staff & Educational Development, has been influential in this process.

## Characteristics of a successful basic teaching qualification programme

In the Netherlands, Utrecht University stands alone in its policy not to prescribe the road towards a teaching qualification. All other universities that have a basic teaching qualification system also apply compulsory training modules. In fact, we have not been able to locate, nationally or internationally, another qualification system without compulsory training as a substantial element. From our experience, we conclude that

documenting teaching qualities in a portfolio that is subsequently assessed is the vital element in our system, whereas practices that support academic staff development are instrumental. We do not feel the need to make training into a compulsory process. However, as has been outlined above, Utrecht University has developed a very friendly atmosphere towards teaching. Although competition between research and teaching remains, the attitude of staff towards teaching is in general positive, and it is not been frowned upon when staff wants to take a teacher training course of its own initiative. Probably, this is an equally important characteristic of success. Perhaps it is not that important whether the instrument (teacher training) or the goal (teaching competencies) is the driving force of the system.

It is interesting to compare our experiences with the propositions put forward by Prebble et al. (2004), after extensive analysis of the available research evidence, on the relationship between academic development and the improvement of the quality of teaching:

- A) *Short training courses tend to have limited impact on changing teaching behaviour. They tend to be most effective when used to disseminate information about institutional policy and practice, or to train staff in discrete skills and techniques.*
- B) *In situ training. The academic work group is generally an effective setting for developing the complex knowledge, attitudes and skills involved in teaching.*
- C) *Teachers can be assisted to improve the quality of their teaching through obtaining feedback, advice and support for their teaching from a colleague or academic development consultant.*
- D) *Student assessments are among the most reliable and accessible indicators of the effectiveness of teaching. When used appropriately they are likely to lead to significant improvements in the quality of the teaching and student learning*
- E) *Intensive and comprehensive staff development programmes can be effective in transforming teacher's beliefs about teaching and learning and their teaching practice. In particular, teachers can be assisted to shift from a teacher-centred approach to a learner-centred approach, and to align all the elements of the teaching situation in order to achieve positive student outcomes.*

With regard to proposition A, the portfolio system leaves it to the teacher whether or not certain discrete skills need to be developed. We run courses on lecturing, tutorials, assessment, and supervising research students which respond to a need that is felt by the teacher, and in this context they are effective. We do not run courses on broad topics as 'student centred learning' or 'active learning' with the expectation that these will work. This is not necessary since the institutional policy is disseminated in other ways.

The portfolio model is in line with proposition B. The teaching qualification requirements are detailed by each Faculty; portfolio's are assessed by members of the same academic

work group, teachers are supported by tutors from their own group. In fact, many courses are tailor made and delivered to staff from the same faculty, both with respect to specific skills or larger courses targeted at junior staff.

Working on your portfolio is essentially obtaining feedback and reverting this into improved teaching (proposition C). Feedback is provided by students, colleagues and academic development consultants. The central board of the university even funds these consultations, whereas teacher training courses have to be paid for by the lower, Faculty level.

In a portfolio model, it is impossible to provide prove of teaching quality without referring to students (proposition D), both with regard to their academic performance as to their evaluation of the course and the teacher.

This leaves us with proposition E. Trowler and Bamber analyse compulsory higher education teacher training and conclude that this, "as a standalone policy, is unlikely to achieve its goals unless measures are taken to develop a hospitable environment for it both structurally and culturally" (Trowler & Bamber, 2005). And Gibbs and Coffey (2004) point towards an important element of intensive teaching programmes, namely that these can be based on a solid and coherent theory of teaching and learning. Our decentralised portfolio system that sees courses and consultations as instrumental and 'on demand' is unlikely to grow into an intensive and comprehensive staff development programme. Utrecht University runs an intensive central programme only for senior staff (the CEUT programme, cf. Grunefeld 2006). The weakness of our basic teaching qualification system is that it depends heavily on ad hoc and individual decisions and activities, albeit within a framework and culture that is learner-centred and teaching-friendly. We know that in our university there are some dark corners and blank spots that do not seem to profit that much from the insights of educational development. We conclude that, when the environment is receptive, a compulsory training model may have definite advantages.

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## Appendix



Universiteit Utrecht

# A System of Qualifications for Academic Staff at Utrecht University

English Language Version 5 December 2003

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## 1. Introduction

The quality of a University's academic staff determines the quality of its research and teaching. For this reason, Utrecht University requires those who undertake teaching and research duties to obtain certain qualifications. The details of the qualifications required for particular positions (and therefore for an academic career at the University in general) are given in a document entitled WP-FLOW II. A staff member who has obtained the relevant qualifications is deemed to be competent to fulfil a given position, although having this qualification provides no guarantee that the individual will be promoted to a more senior position.

This system of qualifications does not diminish the need for staff to improve their professional skills on a continuous basis: the quality of university research and teaching is best served by the continued development of academic staff, not only before but also after they have obtained a qualification.

The university-wide framework described in this document provides guidelines for qualifications, including the subject matter to be covered and the procedures to be followed. It also deals with assessment criteria and protocols, the tasks of tutors, the training of junior staff, and the settlement of disputes.

Within this general framework, each faculty draws up its own regulations, specifying the subject matter to be covered by each qualification and the procedure for obtaining it. Faculty regulations, including any amendments, require the approval of the University Board.

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## 2. Continuous professional development and qualifications

Good teaching and good research is provided by professionals who have fully developed their talents in these areas. They continue to develop their skills even after they have already reached a high level of competence. Utrecht University marks milestones in this continuous process of growth by means of qualifications.

A qualification cannot reflect the full meaning of the academic profession. The 'magic' of a subject is more than the sum of its parts. In deciding whether a staff member has earned a given qualification, the principal test will be whether they are able to reflect on how they exercise their profession, and identify and tackle any deficiencies. This is important, because it allows them to continue to develop relevant personal qualities.

Utrecht University distinguishes between Basic Qualifications and Senior Qualifications. The Basic Qualifications form an initial level of assessment, and relate to the minimum qualities that a staff member must possess in order to be able to function satisfactorily at lecturer (UD) level.

Separate qualifications are obtainable for teaching and for research.

	<b>Research</b>	<b>Teaching</b>
<b>Basic level:</b> Minimum qualities that a staff member must have at lecturer level	<i>Basic Research Qualification</i>	<i>Basic Teaching Qualification</i>
<b>Senior level:</b> Minimum qualities that a staff member must have above lecturer level	<i>Senior Research Qualification</i>	<i>Senior Teaching Qualification</i>

### 3. Research qualifications

#### 3.1 Basic Research Qualification

To obtain the Basic Research Qualification the staff member must meet the criteria for admission to the degree of doctor, as laid down in the Utrecht University PhD regulations or in a comparable set of regulations of any other university.

#### 3.2 Senior Research Qualification

##### ***Minimum requirements for the Senior Qualification:***

- PhD or comparable research achievement (Basic Qualification)
- In-depth knowledge of the discipline
- Demonstrable international recognition of scholarly publications
- Development of research programmes
- Ability to train researchers
- Managing collaborative groups of researchers
- Thorough understanding of quality assurance in relation to research
- Knowledge of the interrelationship between disciplines

## Procedure

The way in which the performance and qualities of staff members are established and assessed is described in the faculty regulations.

### 4. Teaching qualifications

When drawing up the requirements for obtaining a teaching qualification, faculties should ensure that candidates meet at least the following criteria:

Candidates:

- Through the design, development and implementation of their teaching, advance students' knowledge of the subject area and contribute to their academic training;
- Make clear to students how the material covered by the course fits into the overall teaching programme, is relevant to career options, and relates to the social context;
- Create a climate in which students are encouraged to learn, with due attention being given to the interaction between teacher and students, and among students themselves;
- Base the design, development and implementation of their teaching on the study behaviour of students; their teaching activates and supports students' learning;
- In designing, developing and implementing their teaching, work creatively together with colleagues both within and outside their subject area.

#### 4.1 Basic Teaching Qualification

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***The minimum requirements for this qualification are as follows:***

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### Professional qualities

Candidates are able:

- To create a stimulating, activating and constructive climate for study, in part by being enthusiastic and committed;
- To communicate fluently in speech and in writing in the language of instruction (Dutch and/or English), use the normal equipment available in the teaching environment, and relate well both socially and communicatively with students and colleagues;
- To reflect on their own functioning and be open to criticism from students and colleagues in relation to it; they are open to new ideas and are able to develop on a continuing basis.

### Subject area qualities

Candidates are able:

- In designing and implementing their teaching, to select and develop teaching materials that take into account the current state of affairs in the

relevant subject area in such a way that the goals of the module are achieved;

- To relate theory and practice and to show how their subject area is linked to related disciplines and areas of scholarship;
- To develop assessment instruments and procedures that are appropriate to the relevant subject matter and learning activity.

### *Teaching qualities*

#### Designing modules

Candidates are able to design a module in such a way that it fits in with students' background knowledge, the goals of the module, and the place of the module in the overall programme, as evidenced in:

- The choice of appropriate materials and educational formats for the acquisition of knowledge; and
- The choice of activities for the acquisition of skills, both subject-oriented and academic.

#### Teaching

Candidates are able:

- To use a variety of relevant, motivating and educationally sound teaching methods (e.g., work group, seminar, independent study, lecture, practical, etc.) and teaching techniques (e.g., use of presentations, ICT, etc.), and are able to alternately take the roles of expert and coach;
- To encourage students to express themselves fluently in speech and in writing in the normal languages of instruction (Dutch and/or English) and to learn to analyse problems;
- To be approachable to individual students and to motivate them to independent study behaviour, and to help them structure this. In doing so, candidates may exploit the variety of strategies present for independent studying and learning;
- To supervise individual students (e.g., through tutoring);
- To supervise study assignments (e.g., Bachelor's thesis, research placement);
- To offer teaching in such a way that account is taken of the diversity among the students with regard to prior knowledge, aptitude, background and individual circumstances.

#### Testing and evaluating teaching

Candidates are able:

- To make a well-considered choice from the various types of testing methods, and to ensure that the tests are a true reflection of the module and comprehensively test knowledge and skills. Candidates are also able to give feedback and to assess presentations, and, after consideration of the various graded assignments contained in a student's portfolio, to arrive at a final assessment;
- To evaluate their own teaching (or arrange for it to be evaluated by a third party) and to modify it on the basis of such evaluation, or possibly as a result of new developments in the subject area.

## Organisational qualities

Candidates are able:

- To formulate the objectives of the module(s) in line with the way in which teaching and/or academic programmes within the faculty are organised. This means working as a member of a team and conferring with colleagues or other individuals concerning the content and form of their teaching;
- To ensure that the practical aspects of the module are organised in an efficient and timely way (e.g., module guide, digital support, tests, etc.).

### **Training model**

The faculty regulations shall contain at least the following elements.

#### *Tutor and training programme*

A member of the academic teaching staff who has not yet obtained the Basic Teaching Qualification will be assigned a tutor to guide his/her training.

Together, the candidate and tutor draw up a training programme geared to the candidate's specific circumstances, taking account of the candidate's previous training and experience, his/her teaching style and the candidate's professional duties. This training programme consists of two main elements:

- A portfolio compiled by the candidate;
- Specific training to be followed by the candidate (e.g., courses, individual supervision provided by the tutor, etc.)

In the case of a full-time appointment, the programme shall not cover a period of more than two years.

The tutor follows the candidate's learning process with respect to both subject matter and teaching skills, and ensures that the training programme is followed according to plan. The tutor attends and provides feedback on at least one of the candidate's teaching sessions.

#### *Teaching portfolio*

The compilation of the portfolio is essentially a self-study activity leading to growth. In the portfolio, the candidate primarily reflects on (and is confronted with) aspects of his/her own teaching. This process of self-reflection enables the candidate to identify points that require attention and to make appropriate improvements.

The portfolio is a collection of information (data, materials, evaluations, etc.) relating to the candidate's teaching and the training undertaken by the candidate. The information should provide a clear picture of the quality of the teaching provided by the candidate, the candidate's skills, the candidate's progress towards obtaining the Basic Qualification, and the candidate's reflection on his/her experiences in teaching and in working within the teaching institute. Candidates may decide for themselves which tools they will use to aid self-reflection, but these shall include at least student evaluations of the candidate's teaching.

### ***Assessment and protocol***

If the candidate has a full-time appointment, he/she is assessed within two years of starting the training programme. This assessment is based on the portfolio described above.

The Assessment Committee decides whether the candidate meets the requirements for the Basic Teaching Qualification. This Committee is set up by the Dean of the Faculty and consists of professors and/or senior lecturers (UHD level). The Committee shall comprise at least the following:

- Two senior lecturers or professors, one of whom is particularly trained in teaching and one of whom is from outside the candidate's discipline;
- The candidate's tutor.

In the event of a favourable result, the Assessment Committee shall report this to the Dean, who, on behalf of the University Board, signs the certificate in formal recognition of the fact that the candidate has satisfied the requirements for the Basic Teaching Qualification. The faculty shall submit a list of successful candidates to the University Board annually.

In the event of disputes, the Dean of the Faculty shall first attempt to mediate between the parties. If necessary, the university Doctorate Board (*College voor Promoties*) shall act as an appeal body.

## **4.2 Senior Teaching Qualification**

The Senior Teaching Qualification presupposes the Basic Teaching Qualification and builds on it.

A training programme for the Senior Teaching Qualification is not subject to any formal requirements. However, candidates shall be given the opportunity to compile a portfolio (e.g., by following training courses and/or receiving individual professional coaching), so that the Senior Qualification can be awarded on that basis. Specific details will be agreed separately in each case, and a tutor will normally be appointed to supervise the candidate in obtaining the Senior Qualification.

***The minimum requirements for this qualification are as follows:***

## Professional qualities

Candidates are able:

- To articulate a well-considered view of university education in its social context;
- To make connections between the academic programme and related social fields, evidenced by, amongst other things, participation in bodies both within the academic world and in society at large;
- To keep up to date with developments and innovations in university teaching and to continue to develop their skills and insight.

*Subject area qualities*

Candidates are able:

- To demonstrate in-depth knowledge of current research in their subject, and a good overview of the areas where their subject overlaps with other relevant areas of scholarship;
- To show evidence that they have, on a regular basis, produced teaching materials or conducted educational research that transcends course boundaries, and contributed to the success of collaborative teaching projects;
- To creatively design and develop a teaching programme (or a significant part thereof), to evaluate it critically and to contribute to policy discussions in their subject area.

## Teaching qualities

Candidates are able:

- To use various methods of teaching and supervision, both in relation to subject matter and academic skills, based on broad experience of using a wide range of teaching methods and at various levels within the programme;
- To develop and/or modify teaching, based on the results of evaluations or on current developments in the subject area, the university department, teaching approaches, society and technology (e.g., ICT). Such innovations in teaching may take place at the level of individual courses or groups of courses (e.g., the whole or part of a programme);
- To coach and/or supervise students at all levels (Bachelor, Master and PhD), and to supervise and train teachers (or contribute to their training);
- To show evidence that they have, on a regular basis, produced (either independently or jointly with others) teaching materials and/or publications dealing with broader university teaching issues, and/or

assumed editorial responsibility for such matters, either in books or recognised journals.

## Organisational and managerial qualities

Candidates are able:

- To demonstrate in-depth insight into quality assurance and to design quality assurance for curriculum modules, and oversee its implementation;
- To formulate the objectives of a programme (or part of a programme), and to implement these in a number of related modules, in line with the way in which teaching is organised and the policy of the programme, faculty or university. Candidates are therefore also capable of participating in curriculum committees, faculty consultative bodies, national and international subject-related or teaching networks, social institutions, etc.;
- To consult with colleagues about the form and content of teaching, and to give inspired leadership in this field to a number of teachers and possibly also support staff.

## Assessment and protocol

As in the case of the Basic Teaching Qualification, candidates for the Senior Teaching Qualification each compile a teaching portfolio, which is submitted for assessment to the Assessment Committee. This portfolio should show (a) that the candidate is capable of reflecting on both his/her own teaching and the teaching provided within the programme, and also on his/her organisational and management experiences; and (b) that the candidate's performance on the points identified as needing attention has improved.

The Assessment Committee shall determine whether the candidate has met the requirements for obtaining the Senior Teaching Qualification. This Committee is set up and composed in the same way as for the Basic Teaching Qualification. In the event of a favourable result, the Assessment Committee shall report this to the Dean, who, on behalf of the University Board, signs the certificate in formal recognition of the fact that the candidate has satisfied the requirements for the Senior Teaching Qualification. The faculty shall submit a list of successful candidates to the University Board annually.

In the event of disputes, the Dean of the Faculty shall first attempt to mediate between the parties, and if necessary, the university Doctorate Board (*College voor Promoties*) shall act as an appeal body.