The national context

The Netherlands (population about 16 million), have a two-tiered higher education system of research universities and institutions for higher vocational training. The degree system has not changed a lot since the Bologna declaration. The most significant change was the introduction of the titles ‘bachelor’, and ‘master’, and the division of the university curriculum, which used to be a unified four or five-year programme into a bachelor and a master degree programme.

We now (summer of 2007) have 14 research universities (one of them a distance university) who combine teaching with academic research. These offer three-year bachelor programmes; one-year or two-year academic master programmes (preparing students mainly for academic jobs outside academic research); two-year research master programmes (preparing students for a PhD-track); three-year Master Programmes in the fields of several classical (para)medical professions (medicine, dentistry, veterinary sciences, pharmaceutics); and four-year PhD-track positions for junior research staff.

Alongside operate some 60 institutions for higher vocational training, also called ‘universities of applied science’. They offer four-year professional bachelor programmes; some also offer one-year professional master programmes. Bachelors from these institutions can in general enter university master degree programmes only after taking additional pre-master courses. Research used to be quite uncommon in universities of applied science. Recently, a budget was allocated to the universities of applied science to appoint ‘lectors’ to stimulate applied research.

In 2006-2007, some 200.000 students were taking university degree courses and some 350.000 students were enrolled in higher vocational training institutions. Participation rates in Higher Education are increasing alongside diminishing resources per student, a common picture in the Western world.

Students, student centred education and staff development

In recent decades, the number of students entering higher education has increased dramatically. The student population has become more diverse: more women, more children of immigrants, more students from middle and low income groups, more international students. In the same period, the ideas about effective learning and teaching led to a shift from a teacher centered delivery paradigm to the concept that student learning is central. More recently, student evaluation of teaching became normal practice and institutions of higher education found themselves compared and ranked in national surveys. So, teaching became more complicated because of larger and more heterogeneous student groups. And, teaching quality was not determined solely from the point of view of the content specific expertise of the teacher but also from pedagogic viewpoints. These
developments challenged teachers and institutions to pay more attention to staff development.

At present, 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. Some universities do have internal policies and regulations with regard to basic teaching qualifications and initial entry training. In recent years, the number of universities with such a policy started to grow, from 1 in 1996 (Utrecht University), to 2 in 2002 (Utrecht University plus the Free University in Amsterdam), to 10 in 2005.

In all universities 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 School.

In 2006, the vice-chancellors of two universities (one of these was Utrecht University) took the lead to establish a procedure for mutual recognition of basic teaching qualification systems of universities, if such a regulation would be in place. A major incentive for this was the threat (at least, so it was felt by the universities) of legislation of teaching qualifications at universities by the Ministry of Education. The universities preferred self-regulation. An informal review procedure was set up to review policies with regard to basic teaching qualifications of the 14 universities. The author of this document was one of the two reviewers. The review and recognition process accelerated the implementation of basic teaching qualification procedures in all universities. It is expected that all 14 universities will sign an agreement of mutual recognition of basic teaching qualification regulations in the second half of 2007. By then, all universities will have a system in place that is roughly equivalent.

**Utrecht University – the context**

Utrecht University was founded in 1637. It is now the largest and most comprehensive university in the Netherlands, with 27,000 students (and 6,400 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 on 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 professors. 35% of academic staff are women. 15% of senior university positions are held by women.

- 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 at Utrecht University 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 corresponding 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 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 always 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 a 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 government accreditation. There are teaching prizes awarded for both young and experienced teachers and these are awarded by the Rector Magnificus 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 perceived by Graham Gibbs from the Oxford-based NTFS network of research intensive universities to be “larger than in any other institution in the network”.

**The policy of Utrecht University on staff development**

In the 1990s 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. 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 1990s, 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.

Basic pedagogic requirements need to be met by all academics and they are specified in detail (see Appendix). Staff is formally assessed for both tenure and promotion, by use of teaching portfolios. Staff development facilities of various sorts are provided to help meet these requirements. These requirements have now been in place for many years. They are linked to a career structure with three strands – mainly teaching, mixed research and teaching, and mainly research, with standards specified at two levels (basic and senior) for each strand. In principle, it is possible to devote oneself almost entirely to teaching throughout one’s career, up to and including a professorship. At present, four individuals have acquired a professorship in education, three of them in Medical School and one in Veterinary Science.

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, and 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 the teacher staff in these courses.
• 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 that 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 (Vice Chancellor) 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 Staff Development programme at Utrecht University

In order to receive the Basic Teaching Qualification (BTQ, which is necessary for tenure), 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.

See for a more detailed description the Appendix.

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

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

The road towards a portfolio is not prescribed in detail. It should be developed in interaction with a tutor (a more senior colleague). 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. In general, new staff on a tenure track are given one to two years time to complete the teaching portfolio. Time required to obtain the Basic Teaching Qualification depends heavily on prior experience. 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. Coaching, intervision and supervision can add another 20-60 hours.

Many staff are interested in taking courses on learning to teach in higher education. IVLOS, the university’s central educational development institution, provides several standard courses and courses ‘on demand’ for faculty with specific interests. Each year, some 600 teaching staff and some 150 junior research staff take one or more courses on specific subjects (e.g. lecturing, small group tutorials, assessment, supervising research students). Some 70-100 staff take 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.

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

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, eleven years after the start of the programme, 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.

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.

**Evaluation of the Staff Development programme**

The 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. However, there is some 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.

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.

References


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Appendix

A System of Qualifications for Academic Staff at Utrecht University
English Language Version 5 December 2003

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.

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.

<table>
<thead>
<tr>
<th>Basic level: Minimum qualities that a staff member must have at lecturer level</th>
<th>Research</th>
<th>Teaching</th>
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<tbody>
<tr>
<td>Basic Research Qualification</td>
<td>Basic Research Qualification</td>
<td>Basic Teaching Qualification</td>
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<tr>
<th>Senior level: Minimum qualities that a staff member must have above lecturer level</th>
<th>Research</th>
<th>Teaching</th>
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<tbody>
<tr>
<td>Senior Research Qualification</td>
<td>Senior Research Qualification</td>
<td>Senior Teaching Qualification</td>
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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

The minimum requirements for this qualification are as follows:

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.