Competence 1: Developing teaching	Assessment criteria
the lecturer can:	*The product(s) show(s):*
1. (re)develop a course using specifically formulated learning objectives	SMART formulated objectives and their relation to the competencies of the degree program
2. develop effective, efficient and active learning methods and also choose and/or develop suitable study materials in order to achieve the learning objectives	A justified alignment between objectives, instructional methods and assessment. The effectiveness of the instructional methods to ▪ transfer the disciplinary knowledge and skills ▪ motivate en stimulate students
3. take the teaching context of the institute/faculty into account.	How the course is embedded in the curriculum as a whole. The relation between the course and ▪ other courses in the same year / semester ▪ the pedagogical principles and learning themes of the degree programme The relevance of the chosen subject matter in the course and the connection with the academically context.
4. take the entry levels of the students into account	Complete and relevant descriptions of how in teaching the entry level of the students is addressed.
take the specific pedagogical requirements of the discipline into account.	A relation between subject matter, instructional methods, future field of occupation and/or field of research
5. demonstrate a relationship between the content of the course components he/she teaches and the academic research performed in his/her discipline.	A good connection between the teaching and ongoing research

Competence 2: Implementing teaching	Assessment criteria
the lecturer can:	*The product(s) show(s):*
1. provide insight into the formulated learning objectives or competences	A true reflection of the objectives in teaching, in such a way that the objectives are clear for the students
2. use the formulated learning objectives and the students' entry levels to choose effective and efficient teaching methods and offer suitable study materials.	Use of instructional methods and material to a. achieve the objectives b. motivate and stimulate students to learn c. relate to the specific qualities of the students
3. motivate students to interpret and design their own learning process	Stimulation of initiative, independence and autonomy of students
4. use technical aids in a pedagogical suitable manner.	Mastery and effective use of technical aids
5. supervise groups and individual students and give them effective feedback during the learning process	That students in several different learning situations are ▪ given feedback in a proper manner ▪ motivated, activated and that their own responsibility is stimulated ▪ treated with respect
6. assess the learning process of groups and individual students.	Insight in the process of learning of the students and good guidance by the teacher
7. support students in their development of academic skills	The significant contribution to the achievement of academic skills of students

Competence 3: Testing & Assessment	Assessment criteria
the lecturer can:	*The product(s) show(s):*

1. design a test plan, including assessment criteria and, using this, develop tests to check whether the students have met the learning objectives sufficiently well.	Responsible assessment:
	    a. congruence between assessment method, content, objectives and activities in a course
	    b. the assessment meets the quality requirements:
	       validity, reliability and transparency

2. use student test results to assess whether learning objectives have been achieved	A responsible grading of the results of learning of groups and individual students, based on beforehand formulated criteria and cutting score
3. analyse test results and draw conclusions on the quality of learning, teaching and testing	An elucidation and justification of the used method for analysis and an analysis of the assessment with conclusions about the quality of the assessment and the teaching methods and material.

Competence 4: Organization of education	Assessment criteria
the lecturer can:	*The product(s) show(s):*

1. work in a team (e.g. course committees, semester/annual meetings) to agree on activities and to collaborate with colleagues.	Participation in meetings related to the degree program:
	  ▪ Constructive contribution
	  ▪ Fulfil agreements made
	  ▪ Include a proportion of the work

2. plan teaching materials, exams, integration of administrative tasks and completion of teaching activities so they are logistically feasible and are implemented on time.	A realistic plan in which actions / milestones, timelines, responsibilities and required recourses and facilities are included
3. describe university and faculty regulations that are relevant to the teaching process, such as the Course and Examination Regulations (OER) and the role of relevant bodies, such as the Board of Examiners, Board of Studies and the department administration.	Knowledge of the relevant university and faculty regulations and the role of relevant agencies and the relationship with the own role in the degree

Competence 5: Evaluating teaching	Assessment criteria
the lecturer can:	*The product(s) show(s):*
1. compile an evaluation plan, implement and analyse the evaluation results and draw conclusions about his/her teaching quality.	Alignment between purpose and approach to the evaluation and a complete description of the results and conclusions. In addition a retrospective on the process and results of the evaluation
2. formulate and implement enhancements that have been recommended for both teaching processes and products	Specific plans for the own teaching activities based on results of evaluation and analysis of assessment results

Competence 6: Professionalization	Assessment criteria
the lecturer can:	*The product(s) show(s):*
1. acquire an understanding of developments in the pedagogical aspects of higher education and also apply them in such a way that the methods used match established learning objectives or competences.	Alignment between literature and innovative educational products and methods to the learning objectives
2. reflect on his/her own work and the students' work, and is aware of any problem areas in the way he/she performs.	Reflection on competencies. The reflections contain a ▪ description of choices made and ▪ justification of the choices made and ▪ description of the own learning results
3. reflect on his/her own performance and then formulate resolutions to improve activities and personal objectives relating to professional development.	Intentions regarding the own professional development in which concrete proposals and action points are incorporated for: ▪ own professional development ▪ improvement of education