



Competency domains	Learning objectives
1. Teaching practice	<ol style="list-style-type: none"> 1. You will work with your students, both in and outside of your classroom settings to ensure a safe and inclusive learning environment. 2. You provide clear explanations and instructions that adhere to students' prior knowledge so that they can learn what is relevant for achieving the learning objectives. 3. You make deliberate choices in learning activities that activate learning and enable students to learn what is relevant for achieving the learning objectives. 4. You facilitate constructive and relevant feedback to and amongst students so that they can (re)direct their own learning process. 5. You respond to (unexpected) events during teaching meetings to continuously foster students' learning. 6. You organize learning activities that encourage students' academic attitude (including critical thinking and self-direction).
2. Student supervision	<ol style="list-style-type: none"> 1. You ensure a safe learning environment by, among other things, maintaining the hierarchical relationship with students with integrity. 2. You familiarize students with the methods, supervision process, and criteria by which their work will be assessed, enabling them to structure their own learning. 3. You provide effective feedback, supported by theory so that students can improve their learning. 4. You create space in your supervision for students to take ownership of their learning and development, including seeking feedback. 5. You align your supervision with your students' needs in learning and development, when possible.
3. Course design	<ol style="list-style-type: none"> 1. You (re)design learning objectives that fit the program curriculum, clearly describing content, context and level, so that students can steer their learning accordingly. 2. You (re)design a course in which there is a clear and substantiated coherency between the learning objectives, learning activities, and modes of assessment so that students learn and are assessed on the relevant components of the course. 3. You (re)design a course that facilitates sufficient feedback from teachers and peers to help students direct their learning. 4. You (re)design a course in which the learning activities are manageable and feasible for both you and your students. 5. You (re)design a course that encourages student motivation during the course. 6. You (re)design a course that cultivates students' academic attitude (including critical thinking and self-direction).
4. Assessment	<ol style="list-style-type: none"> 1. You redesign assessment for your course in accordance with the assessment cycle, carrying out activities corresponding to the different phases (www.ru.nl/en/staff/lecturers). 2. You make a basic design for your assessment using motivated answers to the 5 basic questions of <i>Stiggings</i> (1999). 3. You evaluate your assessment and formulate points for improvement to enhance the quality of your assessment. 4. You use a test matrix and make well-considered choices of assessment method to evaluate the extent to which students have achieved the learning objectives. 5. You use a specification table or assignment specification to clarify the structure of your assessment. 6. You redesign your assessment with attention to both the formative and summative functions of tests (including peer and self-feedback), enabling students to gain insight into their progress in relation to the learning objectives. 7. You assess student assessment in a valid, reliable manner based on an assessment model (assessment form/rubrics/answer model with scoring) so you can transparently, justify how you have assessed.
5. Course evaluation	<ol style="list-style-type: none"> 1. You integrate (effective) moments of evaluation during and after the course including study results, student evaluations and feedback from colleagues and students in order to identify areas for improvement. 2. You identify areas for improvement based on evaluations and prioritize these to make necessary changes in the course design.



	<p>3. You adhere to the applicable quality systems of your faculty and take responsibility to improve the quality of education in your program.</p>
6. Continuous self-development	<ol style="list-style-type: none">1. You consciously apply relevant (recent) developments and (theoretical) insights in the field of education in your teaching practice so that you can design and implement education in an informed manner.2. During your teaching career, you will develop a personal and didactically sound vision of academic education and your role in it, enabling you to guide your development as a teacher.3. During your teaching career, you will reflect on your role as a teacher to steer your development.4. You will form a learning community with colleagues during courses and within the faculty to optimize education for students.