

Teacher

Goal

To develop and provide allotted academic course components, based on the faculty's curriculum and additionally tailored to meet societal demand, so that students may meet the course objectives associated with the attainment targets of these course components in terms of knowledge, understanding, skills, competence and attitude.

Context

Reports to/receives hierarchical guidelines from one of the following officials:

- Chair of the Capacity Group
- Professor/ Full Professor (E-A)
- Senior Lecturer/ Associate Professor (E-A)
- Education Institute Director

RESULTAREAS

Main activity	Frame	Result	Activity
1. Educational Development (variant)			
To specify the course objectives for a course component	<p>Faculty's curriculum</p> <p>Course objectives students have to achieve</p>	Detailed proposal for the content and teaching model for a course component	<ul style="list-style-type: none"> - List the supplements and improvements needed - Make the functional requirements explicit - Analyse societal demands in terms of education and the learning needs of students - Exchange knowledge with national and international fellow teachers and subject experts - Match these requirements to other parts of the curriculum in consultation with colleagues - Write an action plan for the development and present it to the appropriate person with final responsibility for approval - Co-ordinate and/or implement the action plan for the development - Publish the teaching material
2. Teaching			
To prepare and implement allotted course components, tailored to meet societal demand and the needs of students	<p>Faculty's curriculum</p> <p>Specified study load</p> <p>Norms and attainment targets</p>	Achievement of the course objectives set with regard to students' knowledge, understanding, competence, skills and attitudes	<ul style="list-style-type: none"> - Integrate research results into teaching - Prepare and hold programme meetings for students, provide potential students with information - Create the right conditions for the learning process by applying teaching methods and inclusive methods - Supervise and coach students in the learning process during programme meetings - Supervise and assess work placement assignments, final projects and theses
3. Testing			

<p>To test academic achievement, using assessment methods developed and/or approved by the educational institute for this purpose</p>	<p>Established norms for the faculty's curriculum</p>	<p>An objective assessment of the extent to which the student has attained the required level</p>	<ul style="list-style-type: none"> - Formulate interim and final examination questions - Design and arrange online tests - Hold both oral and written interim and/or final examinations, also online - Assess interim/final examinations and award marks
<p>4. Course Evaluation (variant)</p>			
<p>To contribute to the evaluation of the framework and implementation of course components, including making proposals with regard to possible improvements in the teaching and/or content of these course components</p>	<p>Established quality criteria, content and objectives in the faculty's curriculum</p>	<p>Enabling students to attain the course objectives more effectively</p>	<ul style="list-style-type: none"> - Evaluate and, if necessary, adjust own course components - Take part in internal working groups and discussions on course evaluation - Attend teaching activities carried out by teachers and provide feedback on the content of the teaching and the teacher's performance - Participate in peer review sessions with teachers - Analyse how course components are given with students and teachers - Contribute towards evaluation reports about the framework and implementation of the curriculum or parts of it - Provide information to programme review committees
<p>5. Co-ordinating Teaching</p>			
<p>To co-ordinate the development and implementation of allotted course components</p>	<p>Faculty's curriculum</p>	<p>Achievement of the course objectives</p>	<ul style="list-style-type: none"> - Encourage synchronisation of development and implementation of course components - Promote cohesion between course components, as regards both methodology and content - Give assignments and instructions to academic and educational support staff and monitor their progress and quality - Support less experienced colleagues in their professional development - Assist with recruitment, selection and assessment of educational support staff - Bear responsibility for personnel, organisational and financial affairs with regard to the teaching task of the research group(s), in consultation with those vested with final responsibility - Assist with recruitment, selection and assessment of educational support staff

6. Supervising Students			
To supervise students, including assessing students' work and progress on their assignments		Enabling students to complete their assignments within the allotted time	<ul style="list-style-type: none"> - Draw attention to lack of progress in student's development - Make and record agreements with students about work - Inform students about possible study assignments - Provide input for assessing study assignments - Correct theses, final project reports, academic assignments and draft articles
7. Patient Care			
To formulate a treatment plan and implement it or have it implemented (specialist dental care, specialist veterinary care)	Following referral by an external practitioner (dentist, veterinary surgeon)	The development of treatment skills and benefits to patients' health	<ul style="list-style-type: none"> - Supervise specialists/trainee dentists with regard to their patient care skills in the relevant research field - Take care of the implementation and evaluation of procedures considered suitable for diagnostics and/or treatment - Provide care - Take part in or lead patient discussions - Keep medical records up to date
8. Working Groups and Committees (variant)			
To take part in and/or chair committees or working groups, as well as perform assigned administrative and managerial tasks		Contribution to the development of the faculty	<ul style="list-style-type: none"> - Prepare topics to be discussed in working groups or committees - Take part in committee meetings and working group meetings - Work out the details of certain topics in preparation for a subsequent meeting - Keep staff informed of matters discussed in the working groups - Act as a reference point and role model for certain topics
9. Coaching			

<p>To coach and offer guidance in terms of professional expertise to less experienced colleagues</p>	<p>Own discipline/specialist field</p>	<p>Promoting the expertise-related/professional development of colleagues</p>	<ul style="list-style-type: none"> - Provide feedback and support to less experienced colleagues - Inform new or less experienced colleagues about new or existing processes or working methods - Act as a contact and reference point for other colleagues for operational issues and for issues relating to professional expertise - Transfer knowledge relating to professional expertise and processes to new or less experienced colleagues - Contribute to an open, safe and inclusive working environment
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Ranking criteria Teacher

Function level	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Ranking criteria				
Teaching	Provides course components he/she has developed for a wide range of target groups.	Provides course components he/she has developed for a wide range of target groups.	Gives previously developed normal course components.	Gives previously developed normal course components.
Course evaluation	Writes proposals for improvements and implements them following a course evaluation for cohesive course components.	Writes proposals for improvements following a course evaluation for cohesive course components.	Points out possibilities for improving allotted course components.	Not applicable
Development of course	Initiates and develops the plan, content and teaching for cohesive course components.	Develops allotted course components based on laid down plan, content and teaching.	Performs periodic maintenance on allotted course components.	Not applicable
Organisation	Chairs working groups, committees or project teams within the department. Contributes to administrative and coordinating tasks as well as mentoring personnel within the capacity group. Contributes to an open, safe and inclusive working environment. Provides leadership for a collaboration venture in the field of education with external parties originating from society, government or the business community.	Takes part in working groups, committees or project teams within the department. Contributes to administrative and coordinating tasks within the capacity group. Contributes to an open, safe and inclusive working environment.	Not applicable	Not applicable

Ranking Rules Teacher

Teacher 4 applies if all criteria described for Teacher 4 are met

Teacher 3 applies if all criteria described for Teacher 3 are met

Teacher 2 applies if 3 of the 4 criteria described for Teacher 2 are met

Teacher 1 applies if all criteria described for Teacher 1 are met