Hogeschool van Amsterdam

Lecturer / Researcher

Goal

To provide education, contribute to course development, conduct research and/or incorporate research results into teaching and develop a learning and testing environment for students, in accordance with the demands of the professional field, the AUAS' vision on teaching and research and the curriculum, in order to help students acquire the competences, knowledge and skills they will need to become skilled professionals and contribute to knowledge development and innovation in the education sector and professional practice.

This translation of the job profile describbtion Docent/Onderzoeker is meant as a service to non-Dutch speaking employees. However, in case of a difference of interpretation, this translation cannot be used for legal purposes. In those cases the Dutch text of the job profile is binding.

Context

Reports to/receives hierarchical guidelines from:

- Dean
- Programme Manager

The job profile is applicable to:

- Lecturers
  (Teaching career path),
- Lecturer-researchers: lecturers that also conduct research activities at a knowledge centre
  (Research career path),
- Team coordinators: lecturers with coordinating duties
  (Management career path).

RESULT AREAS

Main activity	Scope	Result	Example activities
1 Course development			
To contribute to further innovation of the structure and teaching of course components and the didactic and substantive aspects of course component development, including testing and assessment.	Educational policy Teaching and research programme Accreditation frameworks Common ground with other course components Policy on didactic qualifications Demands of the professional field Competences to be acquired by students	Programme course components that are elaborated in terms of both content and didactic methods or fully elaborated curricula that help the student develop into a novice professional	• Identify relevant developments in terms of both the professional field and teaching and research, and incorporate these developments into proposals for educational innovation • Develop, redevelop or update starting points, exit qualifications, learning objectives and competences for a degree programme or components thereof • Contribute to the design, redesign and optimisation of education; conduct targeted meetings with colleagues to discuss the quality of education and testing and consequences to the degree programme; apply student evaluations and anchor best practices • Develop formative tests and summative examinations, in constructive alignment with the programme learning objectives • Provide an explicit description of the functional requirements for the teaching plan and (digital/blended) learning environment, and coordinate these with other aspects of the teaching and research programme • Prepare teaching materials and elaborate evidence-based improvements to course components within the framework of a suitable blended learning environment • Embed the further development of students' evidence-based working methods and research abilities in course components.
2 Teaching *(including the supervision and assessment of students)*			

To prepare and teach course components, and supervise and assess students.	Programme plan
	
	Teaching and Examination Regulations and testing policy
	
	Specialised and/or innovative knowledge rooted in the professional practice and/or applied research
	
	Defined standards for the teaching and research programme
	
	Policy on didactic qualifications
	
	Assessment methods developed and/or approved by the degree programme
		Realisation of the predetermined academic objectives, enabling students to acquire the required competences
		
		Valid, reliable and transparent assessments of the extent to which the student has achieved the desired level, and is capable of completing the degree programme within the specified timeframe
			• Prepare and conduct class meetings for students, support and encourage students in the process of acquiring the necessary knowledge and competences for their field/profession
			• Offer students supervision and coaching:
			  - analyse students' entry level skills and knowledge as well as their developmental and learning needs,
			  - supervise students in the process of formulating learning objectives,
			  - supervise work placements, assignments, research projects and final theses,
			  - identify stagnation in the student's development and academic progress,
			  - provide feedback
			• Create a challenging learning environment and establish the conditions needed to facilitate students' learning processes and stimulate self-management and independent learning behaviour by applying didactic methods based on modern educational technologies and demonstrating your subject-specific, pedagogical, interpersonal and educational skills to both students and the organisation; stimulate students to reflect on their own performance by leading by example

RESULT AREAS

Main activity	Scope	Result	Example activities
			• Proactively manage on the basis of both (administrative and logistical) processes and content, ensure the timely availability of study materials and assessments, submit all administration relating to teaching and the teaching organisation (including academic records) in a timely fashion
			• Administer and assess oral and (digital) written formative tests and summative examinations
			• Harmonise teaching activities with colleagues; reflect on the organisation of your own work and team efforts and take action to improve these aspects in collaboration with colleagues where necessary

3   Curriculum evaluation

Main activity	Scope	Result	Example activities
To evaluate the organisation and provision of education (including testing), and offer proposals on potential improvements to didactic methods and/or curriculum content	Predetermined quality criteria, curricular content and objectives set out in the curriculum and testing programme Programme profile	Evaluation yields areas for attention in terms of educational improvement Students are more effectively facilitated in the process of achieving the set learning objectives	• Evaluate and – where necessary – adjust education and testing • Participate in internal working groups, provide input for internal working groups and discussions relating to teaching evaluations • Analyse the provision of education with students and colleagues • Contribute to evaluation reports on the structure and teaching of curricular components • Provide information to assessment committees

4   Student counselling

Main activity	Scope	Result	Example activities
To provide student counselling services (including academic counselling, career counselling and personal counselling)	Programmes offered by the AUAS and partner institutions such as the UvA, AMC-UvA and VU Amsterdam Academic career policies Applicable requirements for student counselling	The student has gained insight into his/her own personal development, current competency levels and the requisite standards, and is capable of making informed decisions with regard to his/her academic career and the professional field	• Help students gain insight into their own potential, motivations and limitations (insight into SWOT). • Advise and supervise students in the process of preparing their personal development plans, portfolios, etc. Apply the various supervision instruments on a tailored basis • Meet with students to discuss their study progress, study strategies, planning schedule and study plans (excellence, work placement, minor programme) • Promote study skills such as planning, learning how to study (study strategy) and reflection. Contribute to integrated student counselling. Supervise student peer review sessions • Inform, supervise, advise and refer students with study completion delays and problems or questions regarding their academic or professional careers. • Play a facilitative and supportive role in order to help students perform optimally to the best of their abilities. Encourage students to take responsibility and carry out activities as a part of their personal development and academic and professional careers • Evaluate and submit proposals towards the improvement of academic career counselling policies and student counselling

RESULT AREAS

Main activity	Scope	Result	Example activities
5 *Knowledge partner in the field*			
To communicate and publish knowledge of the own field/research area/specialisation/practice-based evidence methods, both internally and externally, and maintain, expand and capitalise on contacts with the professional field and other stakeholders.	Programme plan Teaching and research programme Client requirements	Contributes to the degree programme's public positioning Contributes to the dissemination of specialist/professional and/or practice-oriented scientific knowledge, both within the programme and broader society.	• Establish and maintain contacts with the business sector, research institutions or other relevant institutions; serve as a contact person; participate in various internal and external consultative structures, represent the degree programme in relevant media and bodies • Initiate/identify opportunities for new collaborations or commissioned assignments or research assignments • Maintain relationships with alumni • Prepare and organise or contribute to the preparation and organisation of events/meetings centred around the exchange of knowledge, hold presentations, lectures, workshops, etc. • Contribute to the publication of research in professional journals, general and scientific publications and other media • Translate and incorporate research results into course components
6 *Research planning and preparation* (variant)			
To prepare research proposals and working hypotheses, determine research methods and monitor the progress of one's own research project	Research programme Knowledge Centre guidelines Client wishes and requirements	Approved research plan ready for implementation	• Explore existing methodologies and literature • Define scope of the subject and theoretical framework • Coordinate the research question, objective and working hypothesis with the Professor or Senior Lecturer-researcher • Select research methodology or methodologies and target group(s) • Exchange knowledge with fellow researchers and experts on the relevant subject • Make agreements with target groups and stakeholders
7 *Research execution* (variant)			
To gather, analyse and interpret research data, prepare reports and elaborations in various publications.	Research Plan Formulated criteria Protocols	Resolution of the project's research question Contributes to the development of applied scientific knowledge and insights within a specific research area	• Conduct literature reviews and field studies, visit symposia and conferences and meetings with experts on the relevant subject; contribute knowledge to the research projects of others working within the knowledge centre • Elaborate the research question and working hypotheses and specify the requisite research data, research methods and target groups in greater detail • Assess the quality of the collected research data • Record data in a research report and elaborate in publications • Maintain and adjust research methods and research tools • Periodically discuss research results with fellow researchers and professor • Exchange knowledge with national and international research colleagues and experts in the relevant subject • Provide accountability for the manner in which the research was conducted

	RESULT AREAS		
Main activity	**Scope**	**Result**	**Example activities**
8 Supervision of applied research projects			
To supervise Bachelor's students' learning process over the course of their research activities	Teaching and research programme Specified student learning objectives, study loads, standards and exit qualifications	Realisation of the set learning goals in terms of students' knowledge, insight, competences, skills and attitudes	• Provide support and discuss progress over the course of research activities • Provide explanations, advice and information on research assignments and projects • Provide input for assessment purposes • Monitor the quality of student research projects
9 Knowledge, quality and process improvement (variant)			
To contribute to the improvement of knowledge, quality and processes	Higher Education and Research Act and NVAO (Accreditation Organisation of the Netherlands and Flanders) and VKO (Validation committee for research quality assurance) frameworks Existing and approved quality systems Policy, procedures and guidelines Internal and external developments and needs	Structural knowledge, quality and process improvements are anchored in the programme team, so as to reflect relevant developments and requirements	• Schedule and conduct teaching evaluations • Identify any bottlenecks, capitalise on opportunities for improvement • Provide advice on the development and implementation of quality assurance systems, and contribute to their development and improvement • Facilitate knowledge sharing and peer reviews within the team • Prepare an improvement plan on the basis of feedback from students, employees and the professional field • Organise and conduct audits
10 Doctoral research (variant)			
To conduct doctoral research	Supervisor chair Scientific criteria Prior agreements between the principal supervisor and co-supervisor, programme manager and lecturer-doctoral student	Contributes to the development of applied scientific knowledge and insights within a specific research area, substantiated by the completion of a thesis within a predetermined timeframe.	• Explore and determine the scope of the subject and theoretical framework; submit a research proposal • Formulate a research question and working hypotheses, and determine the relevant research methods and target groups; submit a research plan • Determine the expected expenditures in aid of the research project; submit proposal for research budget • Gather, analyse and interpret empirical and theoretical research data • Supervise research support staff, issue assignments and instructions • Support students in the execution of sub-research projects • Publish results; research publication • Write a thesis, in consultation with the principal supervisor and co-supervisor

RESULT AREAS

Main activity	Scope	Result	Example activities
11 Project management (variant)			
To set up and/or manage projects	Assignment specifications Employee's own discipline/field	Project objectives achieved efficiently and effectively	• Formulate project objectives and develop a project structure and planning schedule • Manage and coordinate project execution • Communicate and generate support for the project • Report on the progress of project execution and evaluate the final results after the agreed period(s) has ended • Ensure the project is coordinated with other work fields
12 Project coordination and team cooperation			
To actively participate in a lecturer team and/or coordinate the implementation of teaching and research components	Teaching and research programme Assigned powers and guidelines	Realisation of academic objectives	• Actively participate in the team and project team, participate in consultations and activities within the team and knowledge centre • Ensure that teaching and research programmes are academically feasible and hold consultations on this aspect with the relevant bodies • Discuss the content, structure and teaching method of a curriculum component • Support the implementation process and provide feedback in order to achieve further improvements • Inform staff of the objectives and results to be achieved
13 Functional supervision (variant)			
To provide functional supervision to department staff	Faculty Plan The institution's HRM policy Assigned powers and guidelines Result agreements with the team	The more effective, efficient and high-quality performance of duties	• Ensure optimal team performance and the realisation of team objectives • Provide advice on the recruitment and selection of staff members • Implement performance and assessment policies; conduct annual consultations and career interviews with employees • Enforce absenteeism and health and safety policies within the team • Issue assignments and instructions to employees and monitor the progress and quality of execution; help employees to develop their talents and professional skills • Take stock of the required expertise, and formulate proposals for a training programme, team development plan and team professionalisation plan • Elaborate scenarios into staffing establishment planning • Analyse timetable information; arrange for replacement staff in the event of illness and train temporary and/or new staff members • Oversee the implementation and evaluation of educational logistics processes • Prepare a deployment planning schedule based on the available qualities of the team and draft annual plan, with evaluation moments

Classification criteria for Lecturer/Researcher

Job level Classification criteria	Lecturer/Researcher 1 *(scale 12)*	Lecturer/Researcher 2 *(scale 11)*	Lecturer/Researcher 3 *(scale 10)*
Course development and knowledge integration	Oversees the development and innovation of major cohesive components of the curriculum (such as the first year of a degree programme, part-time/dual programme, minor, Master's). Integrates internal and external developments into major cohesive curricular components, ensuring continued alignment with the professional practice and institution-wide developments. Develops a suitable teaching organisation.	Develops multiple course components, taking into consideration their relationship to other disciplines within the curriculum.	Develops one or more course components taking into consideration their relationship to other courses within one's own discipline.
Teaching	Prepares and teaches multiple courses, in which explicit account is taken of student input and cohesion with other components of the curriculum, research programmes and relevant developments. This will require a lecturer with extensive experience, including in-depth knowledge of the cohesion within a field of knowledge and/or highly specialist knowledge of the professional field. Develops an approach to the supervision of students in their learning process. Also see Lecturer/Researcher 2	Prepares and teaches multiple courses, in which explicit account is taken of student input and cohesion with other components of the curriculum, research programme and/or developments. Selects didactic and technical resources that best reflect the learning goals of the relevant course component. Holds lectures for large groups of students (various target groups).	Prepares and teaches existing conventional course components. Incorporates research developments into teaching. Applies existing didactic methods (including digital methods and resources).
Student supervision and assessment *Also see next page!*	Supervises Bachelor's students in their learning process and research activities during all phases of the degree programme, especially the graduation period. Supervises Master's students, including supervision on research activities.	Supervises Bachelor's students in their learning process and research activities during all phases of the degree programme.	Supervises Bachelor's students in their learning process, including the introduction of research theory and methods.

Job level Classification criteria	Lecturer/Researcher 1 *(scale 12)*	Lecturer/Researcher 2 *(scale 11)*	Lecturer/Researcher 3 *(scale 10)*
Student supervision and assessment, cont.	See Lecturer/Researcher 2	Develops a method of supervising and evaluating student work that is best suited to the predetermined learning goals and teaching methods as well as the students' phase in the curriculum.	Conducts student assessments, including various integrated testing methods.
Development of assessment programme	Develops an assessment programme that reflects the programme's curriculum and exit level, and contributes to the realisation of institutional assessment policies. Monitors the quality of the assessment programme.	Develops integrated test formats, such as basic or complex project assignments, research assignments, work placement and practical assignments, the final thesis, portfolio assessments and behaviour assessments.	Develops basic test formats, such as open and closed questions, progress tests, essays, case tests, skills tests, reflective assignments, peer assessments and basic project assignments.
Knowledge partner in the field	Serves as a national and internal point of contact/adviser/role model in relation to the field/research area/specialisation/practice-based evidence methods. Holds internal and external presentations, workshops and lectures within the broader framework of multidisciplinary collaboration. Chairs and/or plays a key role in various consultations and collaborations with internal and external parties. Has access to a large network of professional contacts in the field, initiate collaborations in relevant areas. Contributes to the development of publications and/or evaluation of current developments, perspectives on and knowledge of education/research/own field of study/media specialisations (professional journals, television, etc.) See Lecturer/Researcher 2. Makes an essential contribution towards future-proof education. Actively capitalises on opportunities to conduct (or contribute to) general and consultancy-based external assignments.	Serves as a point of contact/adviser/role model (within the Netherlands) and holds internal and external presentations, workshops and lectures within the circle of peers. Participates in various forms of consultation and collaboration with internal and external parties. Has access to a large network of professional contacts in the field, maintains collaborative relationships in relevant areas. Contributes to the implementation of profession-alisation processes within the organisation. Identifies opportunities for and conducts (or contributes to) general and consultancy-based external assignments.	Contributes to and/or holds presentations, workshops and lectures within the circle of peers.

Job level / Classification criteria	Lecturer/Researcher 1 (scale 12)	Lecturer/Researcher 2 (scale 11)	Lecturer/Researcher 3 (scale 10)
Applied research	Independently conducts research within a broad or specialised research area, in aid of the professional field.	Independently conducts research in aid of the professional field.	Conducts supervised research in aid of the professional field, working on the basis of a predefined and approved research proposal.
	Prepares and oversees implementation of a large-scale research project.		
	Initiates, acquires and provides accountability for funding through the second and third flow of funds.	Contributes to the acquisition of funding from the second and third flow of funds.	
Project coordination and team cooperation	Assumes a clear supervisory role within the team and contributes substantial input to and/or assumes substantial responsibility for the organisation of all or many subjects, such as a phase, specialisation or graduation specialisation of the curriculum.	Works together in a team and assumes clear responsibility for the organisational duties relevant to multiple subjects, over multiple years and involving several colleagues.	Works together in a team and assumes responsibility for the organisational duties inherent to his/her own academic field.
	And/or:	And/or:	
	Manages project teams working to realise **extensive** educational innovations or **large-scale** research projects within a set framework.	Manages project teams working to realise extensive educational innovations and improvements or research projects within a set framework.	
	See Lecturer/Researcher 2	Coaches less experienced colleagues (professionalisation).	
Functional supervision	Provides functional supervision to lecturers, practical training instructors, teaching/research staff, students and assistants.	Not applicable	Not applicable

Ranking rules Lecturer/Researcher

- Lecturer/Researcher 3 will apply if the criteria for **Course development & knowledge integration**, **Teaching**, **Supervision and assessment of students** have been met, as well as <u>at least</u> two of the other four applicable criteria as described under Lecturer/Researcher 3.

- Lecturer/Researcher 2 will apply if the criteria for **Course development & knowledge integration**, **Teaching, Supervision and assessment of students** have been met, as well as <u>at least</u> one of the other four applicable criteria as described under Lecturer/Researcher 2.

- Lecturer/Researcher 1 will apply if the criteria for **Course development & knowledge integration**, **Teaching, Supervision and assessment of students** have been met, as well as <u>at least</u> two of the other four applicable criteria as described under Lecturer/Researcher 1.

Classification criteria	Lecturer/Researcher 1	Lecturer/Researcher 2	Lecturer/Researcher 3
Course development and knowledge integration	**Mandatory, in combination with <u>at least</u> two of the four variants**	**Mandatory, in combination with <u>at least</u> one of the four variants**	**Mandatory, in combination with <u>at least</u> two of the four variants**
Teaching			
Supervision and assessment of students			
Development of assessment programme	Variant *(Teaching career path)*	Variant *(Teaching career path)*	Variant *(Teaching career path)*
Applied research	Variant *(Research career path)*	Variant *(Research career path)*	Variant *(Research career path)*
Knowledge partner in the field	Variant *(Research career path and Teaching career path)*	Variant *(Research career path and Teaching career path)*	Variant *(Research career path and Teaching career path)*
Project coordination and team cooperation	Variant *(Management career path)*	Variant *(Management career path)*	Variant *(Management career path)*
Functional supervision	Variant *(Management career path)*	Not applicable	Not applicable

Job-specific description for the categorisation of lecturers/researchers with an appointment of fewer than 0.41 FTE

If the person concerned scores at level 1 or 2 for the **Teaching & knowledge integration** and **Supervision and assessment of students** classification criteria and attains a level 3 score on the other criteria and can prove that he or she functions at a level comparable to that of Lecturer/Researcher 2, this person will be classified as Lecturer/Researcher 2.

In addition to the standard classification criteria, a special variant emphasising research activities may also be applied in combination with at least one education-related criterion - see next page.

Ranking rules Lecturer/Researcher with a main focus on research:

- Lecturer/Researcher 3 will apply if the criteria for **Applied research, Knowledge partner in the field** and **Project coordination and team cooperation** have been met, as well as at least one education-related criterion as described under Lecturer/Researcher 3.

- Lecturer/Researcher 2 will apply if the criteria for **Applied research** and **Knowledge partner in the field** have been met, as well as at least one education-related criterion as described under Lecturer/Researcher 2.

- Lecturer/Researcher 1 will apply if the criteria for **Applied research** and **Knowledge partner in the field** have been met, as well as at least two of the other criteria - of which at least one must be education-related - as described under Lecturer/Researcher 1.

Classification criteria	Lecturer/Researcher 1	Lecturer/Researcher 2	Lecturer/Researcher 3
Course development and knowledge integration	Variant *(Teaching career path)*	Variant *(Teaching career path)*	Variant *(Teaching career path)*
Teaching	Variant *(Teaching career path)*	Variant *(Teaching career path)*	Variant *(Teaching career path)*
Supervision and assessment of students	Variant (Teaching career path)	Variant (Teaching career path)	Variant (Teaching career path)
Development of assessment programme	Variant *(Teaching career path)*	Variant *(Teaching career path)*	Variant *(Teaching career path)*
Applied research	**Mandatory *(Research career path)*, in combination with at least two of the six variants, of which at least 1 must be a teaching variant**	**Mandatory *(Research career path)*, in combination with at least 1 teaching variant**	**Mandatory *(Research career path)*, in combination with at least 1 teaching - variant**
Knowledge partner in the field			
Project coordination and team cooperation	Variant *(Management career path)*	Variant *(Management career path)*	
Functional supervision	Variant *(Management career path)*	Not applicable	Not applicable