Appendix 11: Teaching Competencies for Lecturers-in-Charge

1.　　Background and Purpose

The table below contains a set of essential teaching competencies for high-quality education at Ghent University. They are the bedrock for the Education Support Services for Ghent University lecturers. The competencies, in the way they have been drawn up, take into account a growth potential. They are used in our Education Support Services for self-reflection purposes and professional development, but never for assessment purposes. The list below is non-exhaustive and open to differentiation, allowing lecturers to deepen their knowledge of, and specialize in specific competencies.

Competency Area	Competencies
1. Designing Education	▪ designing course units with an eye for their place in the curriculum and the relationship with other course units; ▪ defining the final competencies of one's course units, in alignment with the programme competencies, and policy choices made at programme, faculty and university level; ▪ creating a powerful learning environment that is at once well-suited to student population, didactic principles and policy choices; ▪ developing "studiable" and research-based learning materials that include international and socially relevant perspectives; ▪ involving (international) stakeholders in education design.
2. Providing Education	▪ using a broad repertoire of interactive and active teaching methods that offers all students learning opportunities to acquire the predefined competencies; ▪ encouraging students to adopt an active and socially committed study and research attitude; ▪ creating a safe and structured learning environment for all students based on a positive attitude towards students; ▪ radiating enthusiasm for one's own academic discipline and teaching activities; ▪ communicating transparently with students about a course unit's intended final competencies, approach, planning and assessment requirements.

3. Coaching (Groups of) Students	▪ giving students constructive feedback during and after the learning process; ▪ encouraging students by drawing on their talents and qualities; ▪ adequately tailoring student supervision to their specific needs; ▪ referring students with specific problems to the appropriate contact persons or organizations when these problems exceed one's own counselling options.
4. Assessing Students	▪ using valid, reliable and transparent assessment (methods) in accordance with the study programme's, faculty's and university's assessment policy; ▪ ensuring that all students can demonstrate the acquired competencies in an assessment as much as possible.
5. Optimizing Education and Lifelong Learning	▪ systematically improving one's own teaching practice based on quality assurance processes and new developments in the discipline, in society, and in education policy; ▪ critically reflecting on one's own education views, teaching practice and teaching qualities; ▪ taking a specific initiatives in terms of education-related professional development.
6. Taking Responsibility at Team, Programme, Faculty or University Level	▪ co-ordinating teaching and assessment practice with colleagues on course unit, learning pathway, study programme or faculty level; ▪ taking final responsibility for the execution of teaching and assessment assignments by other lecturers in course units of which one is the lecturer-in-charge; ▪ helping to shape study programme vision, study programme competencies, curriculum and assessment within the study programme; ▪ playing an active role in education policy and quality assurance at programme, faculty or university level; ▪ adopting a pioneering role in education innovation at team, programme, faculty or university level.

2.   References

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