THE AOG - PART 4

FACULTY HANDBOOK

30 April 2026

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1 Introduction

Wittenborg engages both full-time and part-time faculty, who are defined as 'participating faculty' (teaching staff who are also involved in the development of programmes, the support of students, Wittenborg's research projects, such as Erasmus+, and other tasks that lead to Wittenborg fulfilling its mission) and 'supporting faculty' (teachers who are primarily engaged to teach only). Faculty members can also have support tasks that overlap with professional staff.

Especially in the Education Department, there exists overlap between faculty and professional and support staff. Depending on their type of employment contract with Wittenborg, participating faculty are also included in regulations for professional staff outlined in the Professional and Support Staff Handbook (Part 5). This is the case for faculty working as part of a 2080 employment contract, outlined in the General Staff Handbook (Part 3).

We have made an effort to clearly indicate the applicability of the policies and procedures outlined. If you are in doubt as to whether or not a regulation outlined in this handbook is applicable to you, please feel free to contact your manager or the HRM Department for clarification and guidance.

In addition to this handbook, please refer to Staff Resources and Teacher Resources on Wittenborg-Online for the most important information that you need as a faculty member of Wittenborg. Those online areas go hand in hand with our policies and are continuously updated and added to.

2 The Education Board

Wittenborg's Education Board manages the development and quality of Wittenborg's degree and non-degree programmes. It includes the Executive Director of Education, the Rector, the Dean of the Business School (Head of School), Deputy Heads of School, the Education Development & Quality Manager, and members of the permanent faculty

Key Responsibilities of the Education Board:

- Oversees the operational delivery of programmes (management)
- Develops and accredits new programmes
- Updates and maintains existing curricula
- Incorporates feedback from students, faculty, companies, and alumni to enhance programmes

The Education Board ensures programmes align with accreditation standards (NVAO, AACSB, FIBAA), market demands and professional standards while actively engaging with external stakeholders.

For details on the structure of the Education Board and its other responsibilities, refer to the Education and Examination Guide (EEG) (Part 4).

3 The Graduation and Examination Board (GEB)

Wittenborg's Graduation and Examination Board (GEB) oversees the allocation of European Credits to students for passed modules, as well as administering the marking of the final project/graduation assignment. Students who wish to apply for recognition of previous study and credit transfer should do so at the time of admission, using a form called "Transfer of Study Credits" which can be downloaded from Student Resources or picked up from the Front Desk and submitted to the GEB for decision. Students applying from abroad have been provided with this form with their application details. The GEB can be contacted by making an appointment through the secretary of the GEB.

The GEB is usually composed of internal members and two external members. For details on the complaints and appeal procedures, details on student support and the complete Graduation and Examination Board Regulations, refer to the Education and Examination Guide (EEG). The EEG is an official document and includes the education and examination regulations – which in Dutch is referred to as the OER (onderwijs- en examenreglement).

4 Online Teaching Environments and Communication at Wittenborg

To stay informed at Wittenborg, students and staff are kept up to date of all news, events and study information through Wittenborg's own online information system. All news posts will be automatically mailed to all students and staff.

Students and staff can log in to all Wittenborg online resources by using the Wittenborg username and password. All teachers and students are required to use their official email with 's'number@wittenborg.eu, and 's'number@student.wittenborg.eu, respectively, for any official communication. Personal e-mails should never be used for official Wittenborg communication.

Wittenborg-Online is an e-learning platform designed for both in-house students and distance learning students. It means that students who are unable to be on location can still continue their studies, without missing important elements or assignments.

The virtual learning environment (Moodle) at www.wittenborg-online.com:

- is part of a comprehensive online package, which includes tele-working/studying, webmail, online groupware, as well as a fully comprehensive on-line educational learning centre.
- is integrated into its intranet, and the entry page provides minute-to-minute news about activities and events in and around the school.
- is the Student Administration system, Content Management system (for curriculum), the grading platform/system (Osiris) and timetable system (Publisher).
- allows chat, testing, exams, assignments, news groups, forums, course enrolment, instant marking, progress reports, and much more.
- supports all types of multimedia and document formats to be uploaded.

Teachers are responsible for maintaining and updating online course areas. Each course has its own page in the Moodle online environment and is managed by teachers and a content manager. Teachers can lay out their courses in the formats provided and communicate with students through a whole range of techniques. The course material can be used as an addition to classroom work, as well as a fully functional distance-learning module.

Wittenborg-Online is suitable for interactive teaching and blended learning (interactive tests and exams, web quests, quizzes, etc.). All assignment upload areas must be created by the teachers. The online environment also enables students and teachers to keep an accurate record of progress and to communicate with each other. Teachers and students can easily keep track of their grades and can also view their progress in the progress charts.

The system also has glossaries, such as dictionaries and encyclopaedias that are either module bound or system wide, depending on what the teacher making them requires. The system is drawn from a database and, therefore, easily searchable. Students are expected to enrol in their courses, and to keep up to date with changes in the curriculum through this.

Every month, new features are added, bugs are resolved and tweaks are implemented. If you are interested to find out more about Wittenborg's online communication environment, e-learning and network directories, feel free to contact us at wittenborgit@wittenborg.eu.

Help and support related to all online environments is provided through our helpdesk function. Please navigate to the helpdesk through Wittenborg-Online or contact helpdesk@wittenborg.eu with any technical problems, questions or difficulties related to timetable, access or deadlines, etc. Our team is happy to help!

5 Teaching Quality Coordination

When you start your engagement at Wittenborg, an orientation session with one of Wittenborg's Teaching Quality coordinators will be planned. This comprehensive orientation focuses on the areas of:

- Acclimatisation to Wittenborg Teaching Environment
- Assessment and Examinations
- Teaching Quality
- Learning Experiences

Wittenborg's Teaching Quality Coordinators offer regular Q&A possibilities and continue functioning as a mentor after the official orientation session to ensure that faculty members become proficient in professional practices and quality standards, as well as in effective delivery of their modules, fostering student engagement.

6 Lesson Planning and Timetable

Wittenborg operates based on an academic year calendar consisting of 8 block per year. The year planning for the current and upcoming academic years is available on our website (Download Brochures).

6.1 Timetable

Your course timetables are published online through the Publisher (timetable software). Prior to the start of the academic year, the Timetable Department will ask you to provide your availability through a form. Whenever the planning for an upcoming period is ready, you receive a message from the Timetable Department asking you to update your timetable.

6.1.1 Programme Schedules and Timetable Guidelines

When you consider your availability and planning, please keep the following guidelines for timetabling in mind:

- If you are assigned to teach BBA phase 1 and/or phase 2, this requires:
  - at least 2 days/week of availability if you teach 1 module in a block
  - at least 3 days/week of availability if you teach 2 modules in a block
  - at least 4 days/week of availability if you teach 3 modules in a block
  - at least 5 days/week of availability if you teach 4 or more modules in a block
- If you are assigned to teach BBA phase 3, this requires: 2 days in two different weeks of availability for every phase 3 module

These guidelines are not applicable for teachers in MBA/MBM programmes, as those have standard delivery days. MBA and MBM programmes are taught in 6 days of 6 hours each by two teachers. MBA and MBM modules are delivered on 3 consecutive days per module part by each teacher.

Timetabling at Wittenborg works in four slots of 2 hours and 40 minutes:

- 08:30-11:10
- 11:20-14:00
- 14:20-17:00
- 17:20-20:00

The following teaching hours need to be considered when teaching the different programmes:

- BBA modules are planned between 8:30-17:00
- MBA modules are planned between 11:20-17:30
- MBM modules are planned between 11:20-17:30

Modules in master's programmes are predefined (6-hour sessions in 3 consecutive days), and changes are allowed only in exceptional circumstances and need to be approved beforehand.

- MBA (Apeldoorn) Wed-Fri (11:20-17:30)
- MBA (Amsterdam) Mon-Wed (11:20-17:30)
- MBM (MSc) (Apeldoorn) Mon-Wed (11:20-17:30) or Wed-Fri (11:20-17:30)

Postgraduate programmes may involve evening and weekend sessions.

Breaks

- Morning sessions and afternoon sessions will usually have a 15-minute coffee/tea break.
- Midday sessions will usually have a 30-minute lunch break.
- Between sessions there will always be at least a 10-minute break.

7 Reporting Academic Misconduct

Teachers are required to report any form of plagiarism and/or AI generated text (Turnitin score higher than the acceptable limit) committed at any type of examination or graduation assignment/final project. The report has to be submitted to the secretary of the Graduation and Examination Board by using the online Microsoft form: Academic Misconduct Report form. The form can be accessed through Teacher Resources and Guides in the Moodle online area.

The penalties for committing plagiarism, including AI generated text, at Wittenborg, depending on the specific plagiarism issue, include, but are not limited to:

- Official warning
- Reduction of the grade and/or a required re-doing of an assignment (on a completely different topic)
- Decision that during a period of one year at most the student is denied the right to take one or more specific (partial) tests or examinations report
- Dismissal/ deregistration from the programme

Further details are available in the EEG (Part 5).

8 Module Guides, Online Area and Teaching Materials

When planning and teaching a module, teachers must follow the respective module guide, especially the Aims and Objectives (A&Os) of that particular module. The required book is usually the main reading material for the module and students should study the reading materials in order to take part in the class discussions effectively. Therefore, (1) it is not necessary for the teachers to cover all book chapters during teaching; however, all the contents mentioned in the module guide based on the A&Os must be covered, and (2) teachers are encouraged to use extra materials to make discussions more comprehensive, contemporary and interesting.

The teaching activity should be primarily based on the A&Os of the module. The teaching focus should be on the learning outcomes and not directly on the exams; thus, teachers are expected to avoid exam-oriented teaching and it is not appreciated to specify required material for the examination.

It is the responsibility of the teacher(s) concerned to make sure that the latest Module Guide is available in the module online area at least one week before the start of the first lesson. Contact the person in charge of Wittenborg-Online or the Teaching Quality Coordinator, or Deputy Head of School for any course materials.

If teachers feel that the Module Guide needs updating, it is possible to suggest changes or improvements to the Education Board. Any change must be within the prescribed guidelines set by the accreditation agencies and not affect any of the learning outcomes. If you have suggestions, please discuss this with the Teaching Quality Coordinator or Subject Domain Subject Coordinator first, and if acceptable, the Head of School can seek the approval of the Education Board. If the changes to contents or literature are approved, you should update the approved Module Guide at least one week before the start of the block. All module guides must be available in the Online Area at least one week before the start of the block in which the module is being delivered.

It is the responsibility of the lecturer concerned to keep the module online area up to date. Make sure the following documents are up to date and posted correctly:

- Module Guide
- Student handouts
- PowerPoint slides (PPT slides)
- Information on class/home assignment
- Any additional learning resources or links
- Information/guidelines regarding exam and assessment (no exams)
- Upload and use at least 3 academic papers from current journals or relevant magazines

If you are teaching a module that includes students from both HBA and IBA programmes, you should make sure that the module online area in Moodle for both IBA and HBA are updated. This means that you have to create two upload areas, one for each group.

PPT slides should be professional and appropriate for an international business and academic audience. Avoid resources/images that are controversial, offensive, divisive, inappropriate or objectionable.

On developing module examinations and assessments as per the Wittenborg requirements, please see our Exam Administration Handbook (AOG-Part 4B), also available in the online area.

9 Teaching and Effective Teaching Delivery Management

9.1 Student Advice

If you feel that a student needs help (either extra tutoring, or financial or emotional counselling), please always refer them to student support services: their process tutor at bachelor's level and study advisor at master's level and/or the student counsellor.

At the beginning of a module, teachers should present and elaborate the module guide, its contents and rationale for the aims and objectives of a module within the first lesson of a module. Special attention should be given to clearly explain the assessment type, grading criteria, and deadlines.

9.2 Answering E-mails

Wittenborg has a policy to reply to all emails including student emails within 3 working days. Try to acknowledge the email with a standard reply if you need more time or information to answer a student question.

9.3 Teaching Delivery and Time Management

Teachers are expected to be in the classroom 10 minutes before the start of their lesson. This gives you time to welcome the students and set up the projector, etc. Please start your lesson on time. Wittenborg, in contrast to many Dutch universities, does not have an "academisch kwartiertje", which means that lessons start exactly at the given time. However, students highly appreciate teachers' availability prior to or after the class for any questions. This is positively reflected in student feedback for the teachers providing this opportunity. Teachers cannot leave their on-going classes under any circumstances except the scheduled breaks and in obvious emergency situations. In case of emergencies inform Head of schools/coordinators immediately.

9.4 Teaching Materials

The teacher is responsible for ensuring that their online areas are ready and learning materials are uploaded at least 2 weeks before the start of their modules.

9.5 Unavoidably Late

Late arrival for classes because of travel related reasons is generally not acceptable at Wittenborg and you are responsible to ensure on time arrival for all lessons. Please try to plan your journey to our campus or locations with a good time buffer. In case of unavoidable delay (i.e. traffic jam, train delays, etc.), contact the Front Desk by phone as soon as you can. Front Desk can then inform the students accordingly.

9.6 Sickness, Cancellations and Rescheduling

If a teacher is unable to attend class(es) due to illness, emergencies or other exceptional or mitigating circumstances, it is their responsibility to do the following:

1. Inform Front Desk as soon as possible and provide all necessary information pertaining to the class(es) that need to be cancelled (name of the module, planned time of the class(es), planned classroom numbers, etc.).
2. Update the Module Online Area and inform students about the cancellation via the Class Announcement.
3. Contact the timetable department to cancel the class(es). The person responsible for timetabling must:
    a. update the timetable as soon as possible.
    b. post the cancellation of class(es) to all appropriate Wittenborg (social media) channels
    c. ensure an automatic email about the cancellation of class(es) is sent to students.
    d. print a 'Class Cancellation' notice and place it outside the planned classroom.

Note: Students will receive two emails about the cancellation of class(es), one from the timetabling office and another from the Module Online Area. If students have no access to the Module Online Area or have not received any email about the cancellation, the 'Class Cancellation' notice pasted outside the classroom will suffice to inform students of the changes.

Rescheduling of classes is strictly prohibited, unless due to illness, emergencies or other exceptional or mitigating circumstances. If that happens, the teacher has the responsibility to do the following:

1. Fill in the online Request for Change in Timetable and submit for approval.
2. Once approved, the person responsible for timetabling will then make the change(s) and inform both the teacher concerned and the students of the change(s) (as in point 3 a - d above).
3. Update the Module Online Area and inform students about the rescheduled class(es) via the Class Announcement.

If you are sick, you should in addition to the aforementioned procedure refer to the regulations outline in the General Staff Handbook (Part 3) related to 'Sickness and Reintegration', specifically the section on 'Absence due to Sickness'. Depending on the type of engagement that you have with Wittenborg, additional regulations may apply. HRM should always be informed of your sickness.

If students are sick, or have another serious reason for not attending class, they should contact the Student Administration: 088 6672688 or info@wittenborg.eu and inform the module teacher by email before the class is scheduled or on the day the class is scheduled at the latest.

9.7 Participation Sheets

All teachers must record students' participation credits either digitally, available in the online area, or on the attendance sheets that are provided by the Front Desk. Please refer to the guidelines on Participation Credits.

All teachers must announce this information during the first lesson.

9.8 Guest Speakers

Students always appreciate additional speakers from outside Wittenborg bringing their practical experience to the classroom. Teachers are encouraged to bring in guest speakers on an interesting topic related to the module content. Wittenborg has a Guest Lecturing Coordinator to help with the organisation and facilitation of guest lectures.

9.9 Classroom Facilities

All classrooms at all locations are equipped with internet connections, multimedia projectors, and whiteboards, and flip charts and other support materials are available at the Front Desk. Instructions on how to use the equipment are placed on the wall in each classroom. The Front Desk team is always available to help, if necessary.

Teachers are requested to bring their own laptops to connect to the projectors and deliver their lessons. If you do not have a laptop, you can reserve one in advance by contacting the Front Desk.

You can also get non-permanent board markers from the Front Desk or borrow laser pointers. You can keep the markers but remember to bring them with you to class every time. Do not leave them in class. The front desk will also assist you in case of any technical problems.

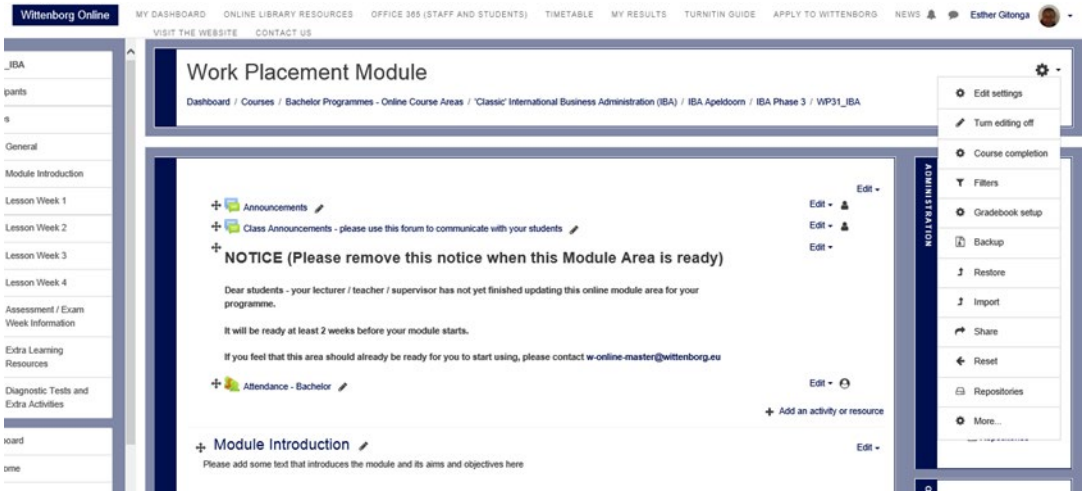
Please help to maintain the classrooms. Remind students not to litter, and to throw all empty cups or litter, etc., into the dustbin. All cups taken from the kitchen must be returned and placed in the dishwasher. Remind the last person out of the classroom to switch off the lights and the projector. Ensure that you re-connect all cables that you disconnect for use with personal devices, e.g. laptops, before you leave. This will help avoid unnecessary delays for the next teacher.

9.10 Creating Turnitin Upload Areas

How to Create a Turnitin Upload area:

Step 1:

Please go the Moodle website of your course, in our example this is the Work Placement Module, IBA Phase 3:



Step 2:

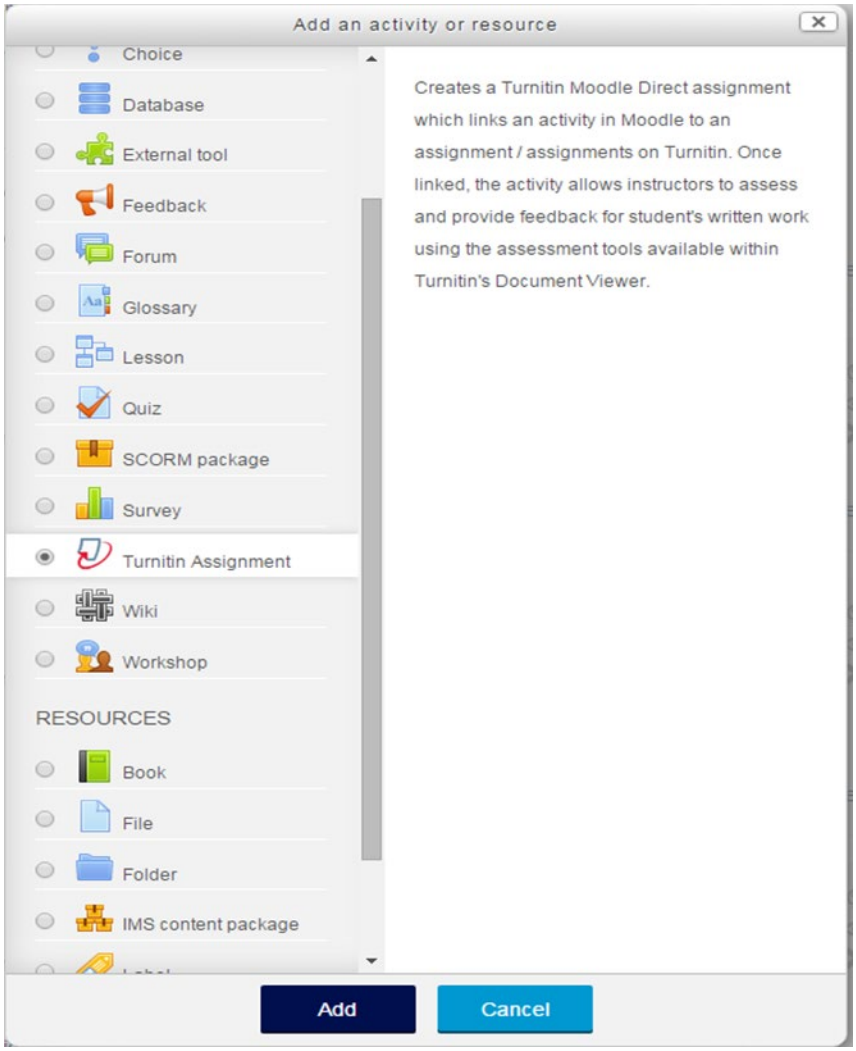
On the top right of the screen you will find the Button “Turn editing on”. If this is not the case, please contact ict@wittenborg.eu to make sure you have teacher administrator rights for your course in Moodle.

Step 3:

With editing turned on we can now create or edit text/assignments/files, etc. Scroll down to the area/header which you want to place in the Turnitin Upload area. In the example we would like to create an upload area for Block 1 Submission. Click + Add an activity or resource.

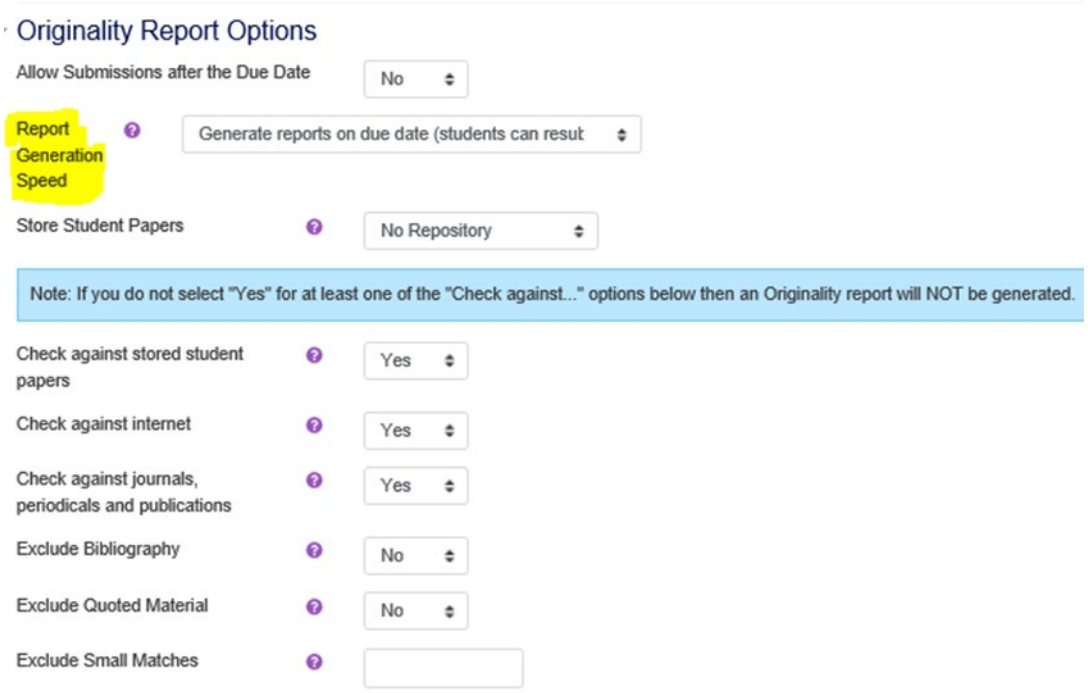
Step 4:

From the list of Activities please select “Turnitin Assignment” and then click “Add”.



Step 5:

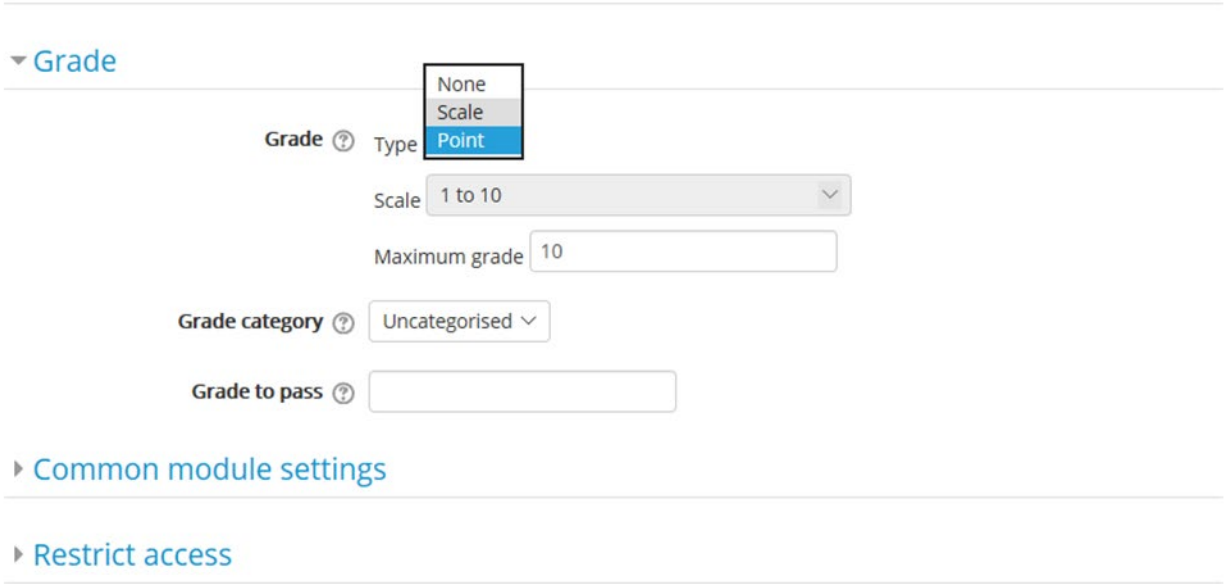
In the section “Report Generation Speed”, choose “Generate reports immediately, reports can be overwritten until due date”.



Step 6:

Click the option “Grade” and choose the appropriate type of grade for the assignment. The default setting is always “Point” on the scale of 10 or 100.

For Pass/Fail modules, choose “Scale” for Type and then “Pass or Fail” for the Scale section.

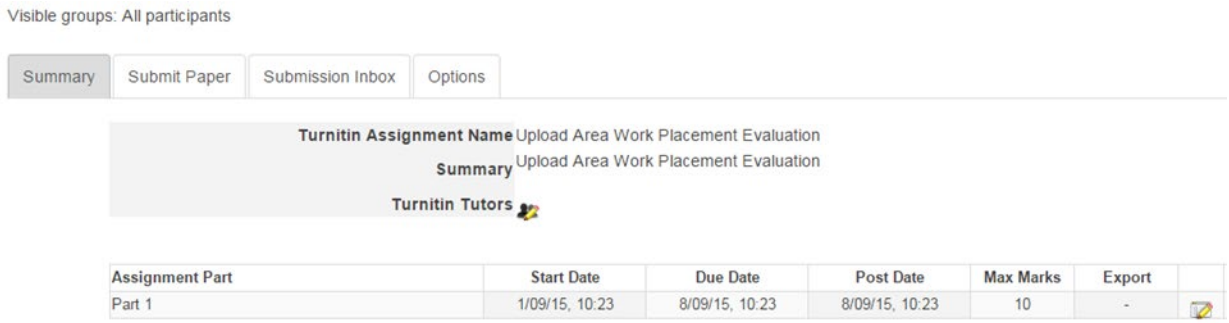


Step 7:

Please enter both an Assignment Name and Summary and scroll to the bottom to click “Save and Display”.

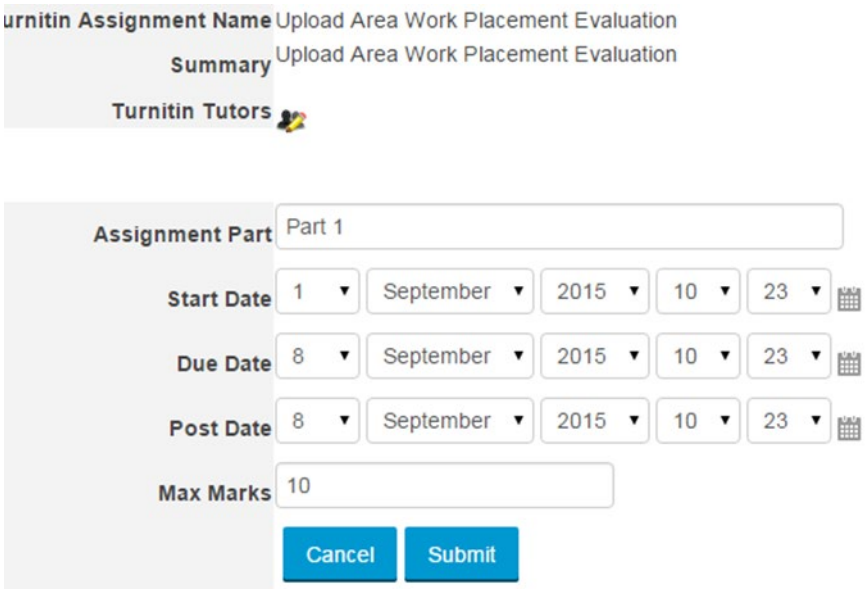
Step 8:

The next screen will show as below. Click on the pencil symbol to edit the due date for the submission. In Turnitin the deadline for the upload area is automatically set to 1 month after the creation date, so we have to adjust this to our own date as per the assignment deadline. This needs to be done to prevent students from uploading after the deadline.



Step 9:

The next screen shows that we are only interested in setting the "Due Date". Please choose the due date according to Wittenborg specifications and click "Submit". The standard deadline for all Type 2 examinations is exam week Monday 16:00 hours.



It is the teacher's responsibility to ensure that modules with Type 2 exams have clear assessment instructions for students.

Congratulations, the Turnitin upload area is now up and running!

Teachers who wish to receive a training in the Turnitin software, contact the Heads of Schools for more information.

In case of technical problems

Unfortunately, it may happen that technical issues prevent a student from uploading their paper on time. To make sure that they are still able to upload on time and not use this as an excuse to extend the deadline, the teacher should copy the following text into the upload area:

In case of any technical issues, students must send an email to ict@wittenborg.eu within 5 minutes after the deadline, **with the assignment and a screenshot of the technical issue attached**.

9.11 Peer Reviews

At Wittenborg, we believe in life-long learning and continuous improvement. Teachers should continue to learn and improve their teaching pedagogy. They are encouraged to invite a colleague into their class and conduct a peer review. In this way, teachers can learn from each other and the best practices will be carried forward. A 360-degree peer review feedback form can be found in the Appendix.

It is important that all exams, as soon as they have been developed by teachers, are benchmarked against Wittenborg standards. For this, we ask teachers to submit a copy of their exam papers to one of their colleagues for an opinion. For this purpose, standard forms are available. It is the teachers' responsibility to arrange this in a timely manner. Module leaders may also be able to help.

9.12 Calibration Sessions

There should be a calibrating session for marking of papers. The module leaders are asked to arrange calibration or standardisation of marks sessions during which teachers grade one or a few student papers and then compare opinions and insights about their marking. This can set a common ground for consistency in exam marking and eliminate any bias or irregularities in assigning marks.

9.13 Dress Code

Although we do not have a specific dress code at Wittenborg, as outlined in the General Staff Handbook (AOG-Part 3), our instructors should realise that they are often seen as role models and, therefore, should dress "smart but casual". Our instructors are Wittenborg ambassadors.

9.14 Equipment

In principle, Wittenborg does not provide equipment, such as laptops, to faculty members. However, we work with SURFspot, which offers discounts on equipment and software for organisations and people in education.

You can visit https://www.surfspot.nl/and log in with your Wittenborg credentials under 'Mijn SURFspot' to be able to order at discounted prices. Please select Wittenborg as your organisation to make sure that you are able to order with a discount. Always make sure to compare offers from other suppliers and sites, as the rates from SURFspot are not always the best price.

10 Pay, Declarations and Benefits

Wittenborg is committed to offering fair compensation and attractive benefit packages to remunerate its faculty. We aim to be transparent in the way we design and offer pay and benefits across the organisation, ensuring fair treatment of all staff members.

Pay and benefits for faculty are dependent on whether work is performed as part of an employment or an assignment contract.

10.1 Employment

As outlined in the General Staff Handbook (AOG-Part 3), faculty at Wittenborg are employed either based on a 1786 employment contract, i.e. an hours per year contract, or on occasion based on a 2080 employment contract, i.e. an hours per week contract, if they perform support tasks, as well.

If you are a faculty member working on a 2080 contract, please refer to the Professional and Support Staff Handbook (AOG-Part 5) for regulations regarding pay, declarations and benefits that apply to you.

10.1.1 Salaries

In principle, Wittenborg pays salaries on the 26th of each month. If this day falls on a weekend, salaries are paid out on the following Monday. The holiday season around Christmas forms an exception. In December, Wittenborg pays out salaries earlier in the month before the start of the holidays, on the closest working day before Christmas.

1786 Contract

Monthly salaries for faculty working on a 1786 contract are based on a gross monthly salary rate for one full-time equivalent (1 FTE). A full-time employment under a 1786 contract compromises 1,786 working hours per year. Yearly working hours are allocated based on tasks agreed as part of a task sheet. The working hours per month and week can differ based on the allocation of modules and non-teaching tasks throughout the different blocks. However, in principle, the resulting yearly salary is divided and paid in 12 equal monthly salary payments over the course of the academic year from February block – December block. In addition, Wittenborg pays out 8% holiday pay (vakantiebijslag) on a monthly basis.

Extra Hour Declarations

Wittenborg pays out extra hours for staff members working on 1786 contracts. Extra hours might occur, for example, due to:

- Being allocated additional modules or non-teaching tasks throughout the year
- Marking of extra exams
    - Grading extra exams is compensated at 0.5 hour per exam, in case there are more than 25 students on average per module, considering the total number of modules and students per academic year. You can only declare extra hours for marking at the end of the academic year, taking all your modules into consideration based on the following rule:

  - Number of modules per year x 25 students = X amount for standard marking (incl. retakes)
  - All marking, based on the number of students exceeding the amount for X, is considered extra and will be compensated
  - For example:
    - 4 modules per year x 25 students (standard) = 100 standard marking
    - If total of 120 students across all modules in the academic year (retake exams can be added for both retake blocks to the total for all modules taught), 20 extra exams can be declared
    - Note: If exam type 2, group and individual paper per student are considered as 1 student/exam.
    - Note: For MBM/MBA modules, since there are two teachers involved in the module delivery, the number of extra marked papers must be divided by 2

- Academic supervision
  - In general, we expect all academic supervisors to produce graduates from the allocated group of students in the task sheet at least at 50%.
    - That means that if 6 students are allocated in the task sheet, we expect at least 3 to graduate within the same year. This means that compensation is fully paid for those graduates as compensation is paid at 50%, i.e. 3 students, along with salaries throughout the year.
  - Extra compensation will only take place if the graduation numbers are more than 50% of the allocated students for a particular academic supervisor. In this case, you can declare extra hours at the end of the academic year.
    - Continuing with the above example of 6 students in the task sheet: If by the end of the year, not 3 but 5 students have graduated, we would pay out extra hours for 2 additional students at 2x 100% of 16 hours i.e. 28 hours compensation. This way we ensure that 100% compensation is paid for all the graduated students every year.
  - Please note that we principally allocate 16 hours per student for academic supervision.
- Functioning as a Third Marker
- Teaching additional groups
- Participating in AoL or MEE

Those extra hours need to be agreed upon in advance with the Head of School. You need to declare extra hours using the 'Faculty Extra Hours Declaration Form' available in Staff Resources.

Declarations for extra hours are paid out along with salaries four times per year in February, May, August and November. Only declarations that are submitted before the 10th of the month can be considered in the salary administration of the same month.

Salary Slips

All your salary slips are accessible via the e-HRM portal NMBRS/Visser&Visser. Every month, you receive an e-mail alerting you whenever a new payslip is ready in the portal.

10.2 Assignment

Faculty working on assignment for Wittenborg do not receive salaries and are not included in any benefit schemes.

If you are working on assignment, you invoice your work according to the rates and conditions agreed as part of your letter of assignment. Regulations regarding all other declarations, including travel costs, are mentioned in your contract. Often travel and lodging for faculty working on assignment are compensated at a fixed rate. Faculty members working on assignment should include all declarations in their invoices.

10.2.1 Invoices

When invoicing your work, pay close attention to the regulations and conditions outlined and agreed in your contract. In addition, the following needs to be considered and included in your invoice to make sure your invoice is complete and can be processed without delay:

- Wittenborg's official company address: **Wittenborg University of Applied Sciences B.V., Brinklaan 268, 7311 JD Apeldoorn, The Netherlands.**
- Your company details, consisting of:
    - Company name
    - Company address
    - Chamber of commerce number
- Invoice date
- Unique invoice number – the same number cannot be used twice.
- Period concerned, i.e. the teaching block and academic year, for example February block, 2025.
- Description of the services provided, including module name and module code.
- Delivery dates, i.e. lesson dates, of the modules concerned.
- Dates of result submission, i.e. the date on which you have submitted the exam results.
- Agreed module rate and/or hourly rate for non-teaching/administrative tasks, such as academic supervision and module leader hours.
- In case of an hourly rate, your invoice should include the number of hours that you have spent, for example 7h for module leader role at € 35/h.
- VAT (BTW): Please note that higher education in the Netherlands is exempt from VAT and Wittenborg does not charge VAT (BTW) taxes. The VAT rate mentioned on invoices, therefore, should always be 0% with a note that accredited higher education in the Netherlands is exempt from VAT.
    - Lecturers can register themselves at the CRKBO to be able to offer higher education services excluded from VAT. Please find information about registering here. If you are registered at CRKBO, please include a note in your invoices mentioning your registration.
- Your company's bank details, consisting of:
    - Account holder name
    - IBAN
    - BIC/SWIFT
    - Bank name

All invoices should be sent via e-mail to hrm@wittenborg.eu per teaching block, after all activities (including marking) have been completed. Invoices should always be sent within 2 months of completion of your activities.

Please note that incomplete or faulty invoices, as well as invoices prior to results submission, cannot be processed.

All invoices received need to be approved by management and/or the HRM Department. Once approved, they are forwarded to the Finance Department for processing. We aim to pay out declarations within 2 weeks.

10.3 Home-to-Work Travel

In principle, faculty members working in based on a 1786 employment contract are entitled to declare home-to-work travel cost, unless stated otherwise in your contract with Wittenborg.

Employers are not obliged to pay home-to-work travel compensation; therefore, this is seen as a secondary condition of employment. The Dutch tax authorities allow travel compensation to be paid without paying wage taxes under certain conditions.

Wittenborg aims to offer a sustainable travel policy, reducing our carbon footprint and encouraging health and well-being among staff members:

- Wittenborg encourages faculty to reside as close as possible to the work location, thereby reducing commuting, costs and time.
- Wittenborg encourages faculty who cannot travel on foot or bicycle to use public transport instead of travelling by car.

Please note that under Dutch law, you might be entitled to tax compensation for travel costs to your place of work. For further information, please check: https://www.belastingdienst.nl/wps/wcm/connect/bldcontentnl/belastingdienst/prive/auto_en_vervoer/u_reist_naar_uw_werk/.

10.3.1 Regulations

The following regulations apply:

- Wittenborg compensates a maximum of € 400 per block for home-to-work travel if public transport is used.
    - Compensation for public transport is based on actual cost of tickets (2nd class).
- Wittenborg does not compensate the first 5 km per single trip if you choose to travel by car.

- Wittenborg compensates car travel at € 0.21 per km per single journey, up to a maximum of € 380 per block.
    - The travel distance by car is determined based on the home address and the campus/work location address taking the usual route using Google Maps, and deducting the first 5km per single trip.
- Wittenborg does not compensate home-to-work travel costs if those amount to less than € 100 per year, due to unnecessary administrative costs.
- Wittenborg only compensates home-to-work travel costs based on your current contract and task sheet. Scheduled teaching hours, meeting hours, and administrative tasks are the basis of required home-to-work travel. All tutoring, small group meetings and other activities are required to be planned during the days at which you are at Wittenborg for other activities, such as lessons.
- You will have an individual travel cost plan to make sure fair, effective and efficient principles are applied.
- Travelling between the Wittenborg locations, if required for the function, is not seen as home-to-work travel. Such travel falls directly under the business travel policy (Business Travel).
- Wittenborg does not provide staff members with guaranteed parking spaces and does not compensate costs for parking.
- The charging of private electric vehicles at Wittenborg's parking facilities is not provided free of charge. Staff members are responsible for arranging and covering their own charging costs.
- Wittenborg only compensates travel that has actually taken place and is required for the function. When the situation occurs that you do not travel due to sickness, pregnancy leave or other forms of leave, no travel costs will be paid.
- Changes in address should be sent to hrm@wittenborg.eu so that travel costs can be recalculated if necessary.
    - Should you choose to move further away from work, the increased travel expenses will not be compensated. If you move closer to work, your travel cost will be recalculated and adjusted according to the updated distance and cost.

10.3.2 Procedure

To declare travel costs, please use the "Home-to-Work Travel Cost Declaration Form - Faculty" available in our Staff Resources and send it to hrm@wittenborg.eu . Travel costs should be declared on a block basis. When travelling by public transport, you need to provide copies of the train/bus tickets, or the OV-chipcard transaction overview to make a declaration.

Travel costs declarations received need to be approved by the HRM Department and Head of School. Once approved, they are forwarded to the Finance Department for processing, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

Please note that travel costs can only be declared for the preceding 2 months. Any costs declared later than that will not be honoured.

10.3.3 Insurance

Even though the employer is not usually liable for damages incurred during commuting, Wittenborg does have an insurance covering damage that occurs during commuting. For more information, please refer to the chapter on insurance in AOG-Part 3.

10.4 Business Travel

Business travel is different from home-to-work travel on a daily basis. You may need to travel for your function or company purposes. As such, business travel includes all travel necessary for your job that is not travel from your home address to your usual place of work. Business travel regulations are applicable to all faculty members working in employment.

Often, arrangements for business travel will be made directly by Wittenborg and, whenever possible, invoices will be paid directly by Wittenborg. However, in some cases, this might not be possible or practical and you may cover the cost yourself initially. In those cases, you can later declare them as business travel expenses and will be compensated accordingly.

Examples of business travel are:

- Meeting with clients or partners at an external location
- Attending events where you are representing Wittenborg in official capacity
- Visiting a Wittenborg location other than your usual place of work for your function

For this kind of travel, Wittenborg compensates transportation and accommodation expenses (if needed), as well as board if agreed with management.

If you have any personal restrictions on business travel, such as for religious or medical reasons, please inform your manager and/or HRM at the start of your employment at Wittenborg. Additionally, for each business trip, notify them in a timely manner when travel arrangements are being made so that these considerations can be taken into account during planning. This is especially important before committing to any (research) projects that require international travel.

10.4.1 Regulations

The following regulations apply:

- For travel using public transport, Wittenborg compensates the actual costs.
- For travel by car, Wittenborg compensates € 0.21 per kilometre based on the kilometres provided by Google Maps for the usual route.
- For travel by plane, Wittenborg compensates the actual costs.
    - Beforehand, determine the best price and schedule for the flight and send an email with the complete information to the management team. After receiving an approval in writing you are allowed to arrange the booking of the tickets.

  - If needed, Wittenborg might be able to assist you in making a booking using the company credit card.
- For lodging and board, the actual costs are compensated with a maximum for:
  - An overnight stay of max. € 100 for a single room per night.
  - Beforehand, determine the best price for the hotel room and send an email with the complete information to the management team. After receiving an approval in writing you are allowed to arrange the booking of the hotel.
  - If needed, Wittenborg might be able to assist you in making a booking using the company credit card.
  - Food and drinks at a max of € 65 per day (including breakfast, lunch and dinner):
    - Breakfast and drinks: € 15
    - Lunch and drinks: € 20
    - Dinner and drinks: € 30
  - If the location that you are visiting has no drinkable water, an extra allowance of € 5 per day can be applied for drink water.
- If a part of the day/evening drinks or food is offered by the hotel (as part of the overnight stay), Wittenborg, or Wittenborg's associate, the proportional allowance for this is reduced and cannot be accumulated.
  - Example: if a hotel room rate includes breakfast, the total day allowance for food and drinks is reduced to € 50. Additionally, if coffee/tea/water is provided during your visit, you are expected not to exceed € 40-45 as a maximum declaration for lunch and dinner.

- Travel to a staff member's home country can only be compensated in cases where all members of the Executive specifically request a staff member to travel to the respective country for business, and agree to cover the resulting business travel expenses.

10.4.2 Procedure

To declare business travel cost, please use the "Business Travel Cost Declaration Form" available in Staff Resources and send it to finance@wittenborg.eu . You manager will be asked whether the costs made were agreed and can be approved.

Receipts need to be provided for declarations: When travelling by public transport, you need to provide copies of the train/plane/bus tickets, or the OV-chipcard transaction overview to make a declaration. In addition, receipts and/or invoices for hotels, and F&B costs need to be provided. A shared bill cannot be declared individually. The Finance Department cannot divide one receipt into two or more. Therefore, only bills for individual declaration can be accepted and handled.

Business travel costs declarations received need to be approved by management. Your manager responsible is allowed to give approval for travel costs by car or public transport and lodging costs for food and drink. For an overnight stay and plane tickets you need to have approval from a member of the management team. An e-mail with a specification of the (estimated) costs and motivation must be sent beforehand.

Once checked and approved, declarations are forwarded to the Finance Department for processing, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

Interns or students who are asked to accompany a staff member for an external appointment or event can declare costs made for travel and lodging as well. For students, the staff member in charge is expected to assist and will be responsible for the declaration process and quality of the paperwork.

10.4.3 Insurance

Wittenborg has a continuous company travel insurance with Interpolis. For more information, please refer to the chapter on insurance in AOG-Part 3.

10.5 Job Titles

Job titles for faculty members at Wittenborg are based on transparent criteria outlined in 'Wittenborg Faculty Qualifications and Classification' (AOG-Part 9). You receive a job title when you first start your engagement at Wittenborg. Your job title is reviewed and, if required, changed as part of yearly appraisal and development in the course of planning for the new academic year.

11 Appraisal and Development

Wittenborg is committed to being a good and fair employer. That means that everyone who is hired can expect to be continued in their position and move to permanent employment if they continue to perform according to requirements of the position and organisation. We are actively working on creating long-term perspectives for our staff across the organisation and strive to provide continuous opportunities for training and development. We see it as our responsibility as an employer to give people the chance to develop their talents and build professional careers.

Development and training opportunities, as well as promotions, are allocated based on objective criteria and merit, and are designed to avoid putting employees at a disadvantage based on skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression, sex, or socio-economic status (non-exhaustive). In line with our Diversity and Inclusion Policy (AOG-Part 11), leaders and managers are expected to apply principles of diversity, equity and inclusiveness when evaluating employees and be mindful of the need to create fair opportunities for those that may require additional support.

11.1 Yearly Appraisal and Development Talk

As a faculty member, you receive ongoing coaching and mentoring by your Wittenborg buddy, the Teaching Quality Coordinator, and your manager. This culminates in a yearly appraisal and development talk that you have with the Head of School. The yearly appraisal and development talk centres on looking back and looking ahead. The talks also facilitate the planning for the new academic year.

In preparation of the talk, and as part of the invitation, you are asked to provide your feedback and input related to:

- Achievement of aims and objectives in the past year – regarding module delivery, assessments, student performances
- Preference of additional support to better achieve aims and objectives (see above)
- Satisfaction with work at Wittenborg
- Preferred planning and workload allocation for the new academic year
- Preferred domains and modules for the new academic year, including modules that you would like to drop
- Personal development goals
- Updates on scholarship, intellectual contributions, and impact statements
- Feedback, comments, concerns

During the appraisal and development talk, you receive feedback on your performance based on feedback collected from the Head of School, the Teaching Quality Coordinator, the Research Centre, peer feedback and module evaluations that are filled out by students after every module during the academic year.

The criteria for appraisal and evaluation include, but are not limited to:

- Overarching faculty requirements and faculty qualification status-dependent intellectual contributions (AOG-Part 9 'Wittenborg Faculty Qualifications and Classification'): Intellectual Contribution Impact Statements
- Teaching performance – module evaluations
- Teaching quality
- Teaching training and qualification
- Student support/mentoring
- Advising and service to Wittenborg, contribution to development of Wittenborg
- Scholarship and intellectual contributions: research activity and active research output – publishing, editing, etc.
- Professional experience and achievement
- Personal development
- Positive impact within and outside Wittenborg: collegiality and external representation of Wittenborg, and contribution towards external Wittenborg branding

Next to your performance, workload allocation and rewards are reviewed and discussed. Potential work pressure is also part of the talk. Your manager will discuss potential causes of work pressure with you and look for ways to support you and prevent work-related stress.

Moreover, a critical part of appraisals is the discussion of personal development goals. Together with you, the Heads of School will look at opportunities for personal development and advancement within Wittenborg.

As Wittenborg encourages life-long learning among its staff members, further education and training are a key aspect of the appraisal and development talk. During your development talk, we are interested to hear in which areas you would like to grow and whether you would like to pursue additional training or education. Wittenborg offers extensive opportunities for personal development, education and training (detailed in AOG-Part 7). These will be discussed during your appraisal where you and the Head of School will look at ways in which Wittenborg can support you.

A summary and feedback from your appraisal and development talk is shared with the HRM Department and saved in your personal file. Based on your appraisal and development talk, the planning and support for the coming academic year is determined in agreement with you.

For participating faculty working as part of a 2080 contract, the regulations and procedure for appraisal and development might be a combination of the procedures outlined here as well as in the Professional Staff Handbook (AOG-Part 5). Critically, the criteria for appraisal and evaluation mentioned here apply to all faculty members, irrespective of their type of contract.

11.2 Planning for the New Year

Following the yearly appraisal and development talks, the planning and task allocation for the new year is done according to the following steps:

- You receive a draft task sheet mentioning the teaching and non-teaching tasks allocated to you and are asked to review and approve this.
    - Comments, concerns and requests to change the allocation should be discussed with the Head of School.
- If you approve your draft task sheet, your contract for the new year is created based on your task sheet.
- You receive a finalised task sheet along with your contract for the new year for countersigning from the HRM Department.

11.3 Contract Renewal

For faculty members with temporary contracts at Wittenborg, the yearly appraisal and development talks also revolve around their contract renewal.

Decisions on whether or not to extend your contract are based on the criteria outlined in the context of appraisal and development and informed by appraisal of the Head of School. In addition, terms and conditions of employment are reviewed and can be adjusted based on the appraisal and development talk. If your contract is renewed, the procedure outlined as part of 'Planning for the New Year' applies.

Wittenborg will inform you at least one month before your contract expires in case it will not be extended. If your contract is not extended and your employment ends, please refer to the General Staff Handbook (AOG-Part 3) for regulations related to exit.

12 Teacher Training and BKO Qualification

All faculty members teaching as part of Wittenborg's programmes must have experience or qualifications in pedagogy or didactics equivalent to that of Dutch universities' BKO standard and/or Fellowship of Higher Education Academy (FHEA), or obtain this within 3 years of the start of their engagement at Wittenborg.

12.1 PGCert and FHEA

The Postgraduate Certificate (PGCert) Programme is intended for instructors with limited teaching experience, or support and research staff who wish to acquire additional training in pedagogy and didactics. This programme supports the career development of participants as international teachers in higher education and contributes significantly to improving the quality of education at Wittenborg.

The programme consists of three modules designed according to the globally-recognised Professional Standards Framework (PSF) developed by Advance HE (2023). Staff following this route attend a training programme comprising three modules with a total of 96 contact hours. This includes 5 days of practical training workshops and portfolio building activities. The total time commitment is 408 hours, encompassing both contact hours and independent study. The training also incorporates self-study. This programme does not award academic credits.

Depending on the type of contract a faculty member has, Wittenborg offers study support in the form of reduced fees and study leave. This is agreed as part of a study agreement with the staff member. Eligibility for support to obtain the PGCert is subject to appraisal and development plans. The Head of School and HRM Department have discretion to refuse or postpone study agreements for staff members based on workload, performance, development or other considerations which may impact the successful completion of the programme in combination with work.

12.1.1 Aims & Objectives

The overarching goal is to equip educators with advanced knowledge and skills for effective and innovative teaching in higher education. Key aims include:

- Pedagogical Mastery: Develop understanding and application of diverse, effective teaching strategies and learning theories for engaging learning environments.
- Critical Reflection & Research: Enhance the ability to critically analyse educational practices and use evidence-based research for improvement.
- Inclusive Education: Acquire skills to create inclusive and equitable learning opportunities that respect diversity.
- Technology Integration: Explore and apply innovative technologies, including digital tools and AI, to enhance learning.
- Assessment Proficiency: Develop expertise in designing effective assessments and providing constructive feedback aligned with learning objectives.
- Professional Development & Ethics: Cultivate leadership, ethical reasoning, and a commitment to continuous professional development.

- Professional Recognition (FHEA): Enable participants to meet the Professional Standards Framework 2023 (PSF 2023) requirements for FHEA (descriptor 2).

12.1.2 Entry Requirements

- A Master's degree (any field of study)
- Current professional practice in Higher Education
- An IELTS score of 7.0 or higher

12.1.3 Process of Enrolment and Training

- Programme Structure: A part-time (12-18 months) postgraduate certificate programme (30 EC credits) focused on practical, work-based learning in higher education teaching.
- Entry Points: Offered yearly with the start date mentioned on the webpage of PGCert.
- Training Modules: The programme consists of three core modules:
    - TL40: Advanced Pedagogy and Inclusive Higher Education: Focuses on innovative, inclusive, and technology-enhanced teaching strategies.
    - TL41: Advancing Instructional Skills Through Evaluation: Concentrates on designing, implementing, and analysing assessments to inform practice and development.
    - TL42: Educational Inquiry Project: Empowers educators to conduct educational research and engage in reflective practice.

12.1.4 Assessment

Assessment is designed to evaluate pedagogical skills, curriculum design, evaluation capabilities, and research competence. Key assessment methods include:

- TL40: Multimedia assessment (video recording of teaching + feedback) and an inclusive curriculum design group project.
- TL41: Data analysis report based on assessment data and a critical evaluation report based on lesson observation (live or video) and related documents.
- TL42: A research proposal and a final research poster with an oral defence.

12.1.5 FHEA Application (via PSF 2023 Engagement)

The programme is designed to support an application for Fellowship of the Higher Education Academy (FHEA) by aligning with the PSF 2023 (see the framework in the Appendix).

- PSF 2023 Template: Participants must maintain an ongoing PSF 2023 engagement template throughout the programme, mapping their experiences and development against the framework's dimensions. Successful completion is required for FHEA application via this route.
- Submission Deadlines:
    - Initial PSF mapping document: Within two weeks after programme kick-off.
    - Interim PSF mapping document: After completing module TL41.
    - Final PSF mapping document: After completing module TL42.

- Requirements for FHEA Mapping:
    - Demonstrate engagement across all five Areas of Activity.
    - Show appropriate knowledge across all aspects of Core Knowledge.
    - Commit to all Professional Values.
    - Engage in relevant teaching practices, incorporate scholarship, and pursue continuing professional development.
- Certification: if successful, the applicant will receive a Wittenborg Postgraduate Certificate. The applicant will be supported by the programme coordinator to apply for FHEA.

12.2 Recognised Prior Experience (EVC) and BKO/PGCert Waiver Policy

The so-called RPE or EVC route recognises the theoretical and practical prior experience of the instructor.

The Head of School may waive the requirement for BKO training or PGCert programme if the candidate has:

- A BKO certificate from another Dutch research university
- Fellowship or Senior Fellowship of HEA awarded by Advanced HE
- A M.Ed or Ed.Phil, or an HBO diploma from a Teacher Training programme (PABO)
- An equivalent certificate or diploma obtained abroad
- A minimum of 5 years of teaching experience at Wittenborg or another recognised HE institution in the relevant discipline. Teaching must have included at least 2 courses per year successfully conducted with documented positive evaluations.

Applicants seeking recognition of prior experience or a waiver of the teacher training requirement must complete and submit a self-assessment and a teaching CV. These documents should be prepared using the resources within the self-study package and must be based on the competency profile (refer to the Appendix for details on the 6 didactic competencies, PSF2023, and the self-assessment criteria). The completed self-assessment and teaching CV should be submitted to the Head of School and the relevant Deputy Head(s) of School. The applicant will be invited for a 30-minute interview with the Head of School and the relevant Deputy Head(s) of School to review the applicant's compliance with the didactic competencies and discuss the professional development of the applicant.

13 Appendix

13.1 BKO Competency Profile

13.1.1 Competence 1: Course Development and Design

The instructor can:

1. Develop/redevelop a course with specific learning objectives.
2. Design effective, efficient and motivating teaching methods supported by the appropriate course literature to achieve those learning objectives.
3. Take into account the educational context of the institution/department.
4. Take into account the starting level of the student.
5. Take into account the specific pedagogical demands of the discipline.
6. Link the content of his course with scientific research in his discipline.

13.1.2 Competence 2: Course Delivery

The instructor can:

1. Provide insight into learning objectives or competencies of his course.
2. Apply effective teaching methods supported by appropriate course literature based on the set learning objectives and the starting level of the student.
3. Motivate students to give their own learning content and form.
4. Use appropriate classroom technology.
5. Supervise individual students and small groups and provide effective feedback in their learning process.
6. Support students in developing their academic skills.

13.1.3 Competence 3: Assessment

The instructor can:

1. Design an assessment plan including assessment criteria and rubrics, and based on that plan, set examinations in order to ascertain whether students have successfully achieved the set learning objectives.
2. Assess the learning process of groups and individual students.
3. Determine whether learning objectives have been achieved based on the test results of students.
4. Analyse the results of the examination, drawing conclusions about the quality of learning, teaching, and assessment.

13.1.4 Competence 4: Course Organisation and Coordination

The instructor can:

1. Work together with colleagues in teams (e.g. programme committees, faculty meetings) in order to coordinate activities.
2. Plan and schedule lesson plans, syllabi, reading materials, administrative action, teaching activities and assessment in an efficient and timely fashion.
3. Describe the relevant institutional academic policies such as the examination regulations, the EEG, and the role of the relevant committees such as Examination Board and Education Board.

13.1.5 Competence 5: Course Evaluation

The instructor can:

1. Design and carry out course evaluations and analyse the results in order to draw conclusions on the quality of teaching and content.
2. Formulate recommendations and carry out a self-improvement plan for both the teaching process and the course itself.

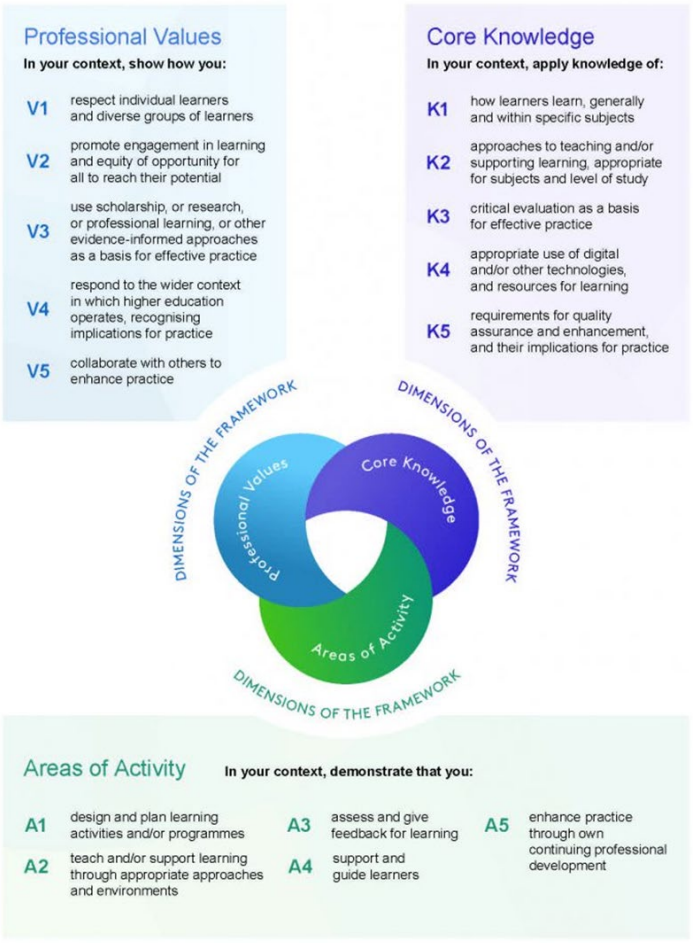
13.1.6 Competence 6: Professional Development

The instructor can:

1. Gain an understanding of and insight in the (developments in) didactics of higher education and apply these to the set learning objectives or competencies.
2. Critically reflect on own work and that of students, identifying issues relating to own performance.
3. Based on the self-reflection and improvement plans, formulate personal objectives and activities regarding own professional development.

13.2 PSF 2023

PSF 2023 Dimensions of the Framework (Advanced HE, 2023):



13.3 EVC Form and Self-Assessment Plan

Self-Assessment Plan for BKO Registration
Conform UTQ Guidelines – University Teaching Qualification or BKO Basiskwalificatie Onderwijs – of Dutch Universities (VSNU)
RECOGNISED PRIOR EXPERIENCE (EVC) ROUTE

Name:

Email address:

School/Department:

BKO Supervisor:

Date: dd-mm-yyyy

Contents:

Personal details

Teaching CV

Self-Study Package

Philosophy of Academic Teaching

Self-analysis of BKO quality requirements

Design and redesign of teaching

Teaching and supervising students

Testing and assessment

Evaluation

This form is part of the Wittenborg BKO Protocol, which includes information on the two routes (the Regular Route and the Recognised Prior Experience Route), the BKO waiver policy, and the BKO Competency Profiles.

After completion, submit this Self-Assessment Plan to your Head of School (where necessary, attach additional evidence).

PERSONAL DETAILS

Name	
Wittenborg ID number	
Address	
Telephone number	

Email address	
Date of birth	
Place of birth	
If not EU-national, please indicate visa status	
Academic Department/School	
Starting date teaching assignments at Wittenborg	
Holder of a grade one/grade two, or other teaching qualification	

TEACHING CV

Please list below which courses you have taught at Wittenborg. Also indicate which ones were co-taught. Expand if necessary.

Academic Year	Level	Course Title

Please list below other teaching experience in higher education at other universities. Expand if necessary.

Academic Year	Course Title and Level	Name of Institution

Please list below other teaching or relevant experience (non-university). Expand if necessary.

Date, year	Description/Course/Professional Capacity	Name of Employer

Overview of professionalisation activities (please tick):

[ ] Didactic training in the field of course unit design (e.g. research-based teaching).

Explanation: .....

[ ] Didactic training in the field of pedagogy and learning and teaching methods (e.g. effective presentation or basic skills).

Explanation: .....

[ ] Didactic training in the field of testing and assessment (e.g. exam training, BKE).

Explanation: .....

[ ] Other didactic training.

Explanation: .....

[ ] Written or oral language skills training.

Explanation: .....

[ ] IT Training (e.g. online teaching, blended learning, electronic whiteboards, streaming video, PPT, other).

Explanation: .....

SELF-STUDY PACKAGE

In order to familiarise yourself with Wittenborg and its related administrative issues, you are required to read carefully the following reading materials or complete each of the following tasks. All the documents can be found on the Wittenborg-Online area and the respective webpages.

Tick the boxes below only after you have fully familiarised yourself with the contents and/or completed the task.

[ ] Read the Wittenborg Academic and Operations Guide (AOG).

[ ] Read the EEG of your teaching area, including the Examination Board Regulations.

[ ] Read general Information about Wittenborg including ranking and accreditation, teaching methods, programmes offered, etc. at www.wittenborg.eu.

[ ] Read detailed information about programmes, course details, examination, year planning, etc. @ http:///www.wittenborg-online.com/.

[ ] Watch 4 Turnitin Instruction Videos @ http://turnitin.com/en_us/training/instructor-training.

[ ] Design a course module plan for an elective course of your own preference using the Wittenborg module template.

[ ] Design a series of lesson plans for the above course.

[ ] Design a course examination with MCQ and open questions for the newly designed course above. Connect your exam questions to the learning outcomes.

[ ] Design an assessment matrix or rubric for the above exam.

PHILOSOPHY OF ACADEMIC TEACHING

My role as member of the Wittenborg teaching community:

I see my role as teacher mainly as (choose one):

[ ] A supplier of knowledge, understanding, and skills

[ ] A supervisor, a quality control manager

[ ] A coach

[ ] Other

Please explain, give further detail.

.....

.....

.....

Your philosophy

How do you motivate and inspire your students?

.....

.....

Which learning, teaching, and testing methods do you feel have proven to be most effective? Feel free to distinguish between various models of instruction.

.....

.....

How do you incorporate new insights in your field in your daily teaching practice? How do you incorporate (your own) research?

.....

.....

How do you teach your students the skills that are important for their future careers as academically trained employees in research, business, teaching or government?

.....

.....

Which new developments have you achieved in recent years (e.g. new modes of instruction, new technological or academic knowledge, new online teaching methods, new media, use of AI in teaching & learning etc.)?

.....

.....

Your teaching philosophy linked to the School or Department

To what extent are you familiar with the teaching philosophy (didactic concept) and the curriculum of your School or Department? Which elements appeal to you and which do not? How do you bear this in mind when designing and implementing a course module?

.....

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SELF-ANALYSIS OF BKO QUALITY REQUIREMENTS

The following Self-Analysis is adapted from the University of Groningen BKO programme.

Quality Requirement: Design and Redesign of Teaching

Design and Redesign of Teaching

For a course unit: selecting and developing suitable learning objectives, modes of instruction and assessment methods that dovetail with the programme learning outcomes.

- Embedded within the Department's teaching philosophy and the curriculum
- Designed in an effective and stimulating way: all bottlenecks resolved and points for improvement realised
- Dovetailing with students' prior knowledge (incoming competence)
- Using activating teaching methods/tools that contribute to realising the learning outcomes
- Taking conditions such as student workload, student numbers, available manpower, IT facilities and support into account

Experience

I have experience in the following activities in the field of design and redesign of teaching:

- Formulating learning objectives
- Choosing and structuring course unit module content
- Choosing suitable assessment methods
- Choosing suitable modes of instruction
- Developing a course unit's assessment methods
- Developing a course unit's modes of instruction
- Designing teaching material (assignments, case studies, etc.)
- Determining the use of IT
- Choosing suitable literature
- Drawing up a session plan (lesson plan)
- Other, namely .....

Justification

Use a recent course as an example and justify your choices with regard to the activities checked in this list. For example, what were your main results when you designed or redesigned your course unit?

Bottlenecks

How do you deal with bottlenecks in the design of your course unit (for example: time pressure, heterogeneous groups, group size, prior knowledge or lack thereof, or conceptual problems in students)?

Self-analysis

What are your strong points in the field of designing and redesigning course units? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?

Examples/documentary evidence

Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

Quality Requirement: Teaching and Supervising Students

Teaching and Supervising Students

Being widely deployable in the main working methods of academic teaching.

- Give a lecture/presentation/instruction
- Using interactive modes of instruction (various teaching methods, bringing practice into the classroom)
- Supervising students doing group work (process supervision)
- Supervising individual students, e.g. when writing their dissertation (process supervision)
- Setting up innovative teaching environments (digital learning environments, IT applications, hybrid or blended learning, flipping the classroom, innovative working methods)

Experience

I have experience in the following activities in the field of teaching and supervising students:

- Giving lectures
- Giving tutorials/workshops/seminars
- Supervising practical assignments (e.g. work placement or internships, research assignments)
- Supervising final-year (graduation) projects or dissertations (Bachelor's, Master's, PhD) and providing feedback
- Supervising group assignments and providing feedback
- Supervising individual assignments (directed or independent studies, reports, papers) and providing feedback
- Supervising and providing feedback in the field of behaviour and skills (professional conduct, ethics, counselling, cooperation in projects, presentations, etc.).
- Other, namely .....

Justification

Use a recent course as an example and justify your choices with regard to the activities checked in this list. How do you structure your lectures? What are your main activities in the field of teaching and supervising students? Do you use specific techniques to activate/motivate your students?

Bottlenecks

How do you deal with bottlenecks in the implementation of your course unit (e.g. material, student attitudes, learning styles, accommodations for learning difficulties)? Illustrate your point by providing a practical example.
Self-analysis What are your strong points in the field of teaching and supervising students? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?
Examples/documentary evidence Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

Quality Requirement: Testing and Assessment

Testing and Assessment *Compiling and using test types that are consistent with the learning objectives and working methods in content, form, and assessment.*
♦ Developing and implementing tests that dovetail well with the students' desired learning behaviours in the subsequent phases of the curriculum ♦ Providing feedback to students about their progress in good time ♦ Ensuring as much validity, reliability, and transparency in tests and assessment procedures as possible ♦ Using peer reviews when constructing tests

Experience

- I have experience in the following activities in the field of testing and assessment:
- Developing diagnostic tests
- Developing multiple-choice test questions
- Developing open test questions
- Developing assignments
- Developing oral tests
- Drawing up assessment criteria/answer models
- Designing assessment matrixes/rubrics
- Using peer reviews/consulting with colleagues when designing tests
- Assessing students' work (reports, papers, posters, theses, etc.)
- Marking tests
- Analysing/interpreting tests and test questions that are not valid or not reliable
- Evaluating test results with students
- Sitting on Examination Boards or Examination Board sub-committees
- Other, namely_____

Justification

Use a recent course as an example and justify your choices with regard to the activities checked in this list. What are your main activities in the field of testing and assessment of course units?

Bottlenecks

How do you deal with bottlenecks in testing and assessing your course unit (e.g. estimating the level of questions, freedom of choice in assessment type, level of expertise)? Illustrate your point by providing a practical example.

Self-analysis

What are your strong points in the field of testing and assessment? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?

Examples/documentary evidence

Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

Quality Requirement: Evaluation

Evaluation

Evaluating the teaching using a variety of data sources in order to arrive at a well-reasoned improvement proposal.

- Analysing study results (exams, written assignments, etc.)
- Analysing student course evaluations (written evaluations and surveys, student panels)
- Realising/determining teaching/learning activities and reflecting on own performance

Experience

- I have experience in the following activities in the field of evaluation:
- Setting up and/or implementing evaluations
- Analysing study results
- Analysing my own teaching
- Analysing the results of student evaluations
- Drawing up an improvement plan
- Implementing an improvement plan
- Other, namely _____

Justification

Explain your choices with regard to the activities checked in this list. What are your main activities in the field of evaluation?

Bottlenecks

How do you deal with bottlenecks that become evident via student evaluations and results (e.g. quality of the evaluation instrument, evaluation results, lack of data)? Illustrate your point by providing a practical example.

Self-analysis

What are your strong points in the field of evaluation? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?

Examples/documentary evidence

Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

13.4 360° Peer-Review Feedback Form and Guidelines (including Declaration Form)

Date:……..... **Time:……**

Module name:…… Observed by:…….

A. PEER REVIEW FEEDBACK FORM

--For teachers observing other colleagues' teaching session--

We would like our instructors to maximise their pedagogical skills and provide our students with the best possible educational experience. We believe in learning from one another and offering constructive feedback in a collegial fashion. Therefore, we would like to rely on our faculty's commitment to teaching and learning and benefit from your input. We want to ask you to help us implement a process of continuous improvement in the classroom.

1. Mark the following criteria based on the scale below: Grades of 1 – Very poor, 2 – Poor, 3 – Satisfactory, 4 – Good or 5 – Very good.	**Marks**
1. Preparation of lesson	
2. Class interaction	
3. Class atmosphere	
4. Ability to keep students' attention	
5. Ability to deal with students' questions	
6. Includes international perspective in the lecture	
7. Variety of teaching methods applied	
8. Clear instructions of what is expected of students	
9. Link to current affairs or issues	
10. Using and/or pointing out scientific models	
11. Reference to reading assignment	
2. Area(s) of Strengths	

3. What area(s) can be improved? Area(s) for Improvement
4. My suggestions and recommendations:
5. Other comments:

B. GUIDELINES FOR PEER REVIEW FEEDBACK FORM

I. Aims and objectives

With the aim of providing the students with the best quality education and the belief in learning from each other, the Wittenborg Education Department would like to introduce the Peer Review Feedback form. Using this form, our lecturers are encouraged to observe their colleagues' classes and give feedback based on a comprehensive uniform model. Ultimately, lecturers are expected to help point out what needs amending as well as to pick up interesting techniques and methods to apply in their own classes.

II. Before the observation

The observing and observed lecturers are encouraged but not obliged to discuss with each other the targeted student group, the content and objectives of the lesson.

III. During the observation

Lecturers are advised to look through the form before observing and fill in the form while observing. The form is divided into 5 main parts:

Part 1: Mark the following on the scale 1-5.

In this part, lecturers grade the lesson based on 11 criteria with the grades of 1 – Very poor, 2 – Poor, 3 – Satisfactory, 4 – Good or 5 – Very good. The criteria are the basic elements that help make a class effective and interesting.

Part 2: Area(s) of Strengths

In order to ensure the objectivity and constructiveness of the feedback, lecturers are expected to acknowledge the strengths of their peers. More importantly, it is highly beneficial for lecturers to learn creative and new teaching techniques. Therefore, this part is for lecturers to note down the positive elements in the lessons.

Part 3: Area(s) for Improvement

As observers can always see something that can be improved in the process, here they should mention what could have been better dealt with in the lessons.

NOTE: Avoid making hasty judgements. At the end of the day, the goal here is to learn from each other.

Part 4: Suggestions and recommendations

Following the comments in part 3 are the observers' recommendations for improvements. Lecturers are expected to give some suggestions for the issues mentioned in part 3.

Part 5: Other comments

In case the observing lecturers have some specific comments that do not fit in any of the above parts, they may put them here. Constructiveness and objectivity are the key to all comments made on the form.

IV. After the observation

This is the vital part of the observation since the ultimate goal is to help and learn from each other, considering that the observed lecturers have the right to read and hear the feedback and the observing lecturers have the right to ask what they want to know. Within one week after the observation, lecturers should meet up and discuss, using the form as a guideline. An Observation Declaration with signatures of both lecturers is expected to be filled in and given to the Education Department no later than one week after the observation. The Observation Declaration Form is included at the end of this document.

V. Confidentiality

In order to ensure confidentiality, the peer review feedback form is NOT allowed to be shown to third parties by any means. After the discussion, only the observed lecturers can choose to either keep it or destroy it. Both observed and observing lecturers, however, have the right to keep a personal note for particular issues mentioned in the discussion. IMPORTANT NOTE: each teacher's personal reflection from the peer-reviews & discussions is expected to be included in the teacher's yearly Appraisal Form.

Thank you for your cooperation to improve the quality of teaching and learning at Wittenborg!

C. OBSERVATION DECLARATION FORM

Date: …… Place: ……..

Observing lecturer
Name: …… S-number: ……..
Teaching at this moment: ☐ Yes / ☐ No
If yes, please provide the module name/code: ……..
Signature:

Observed lecturer
Name: …… S-number: ……..
Signature:

Module name/code: ……..
Content/Objectives of the lesson:
……
……
……