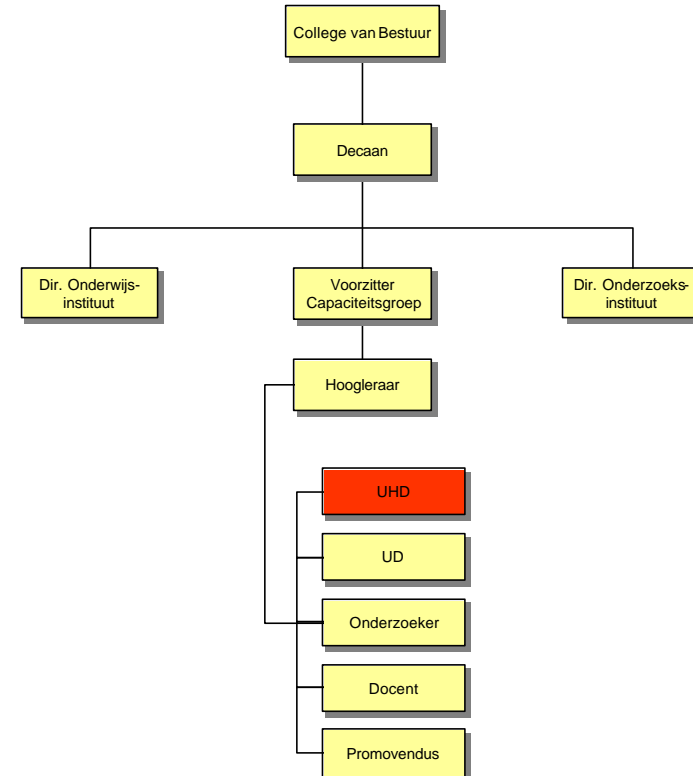


Universitair hoofddocent

Aim

To develop and provide allotted cohesive academic course components for a wide range of target groups, based on the faculty's curriculum, so that students may meet the course objectives associated with the attainment targets of these course components in terms of knowledge, understanding, skills, competence and attitude.

To initiate, gain and carry out scientific research in a broad¹ or specialist² field of research in line with the department plan, with the aim of developing recognised scientific knowledge and applying it in a field of research.



¹ A broad field of research can also be interpreted as a field of research that goes beyond one particular discipline.

² A specialist field of research can also be interpreted as a field of research that requires an approach to research that pushes back frontiers.

TARGET AREAS

Core Activity	Scope	Result	Activities
1 Educational Development			
To analyse students' level of education and the needs of society	Faculty's curriculum Cohesion with other teaching components within the curriculum	Content, teaching, testing method(s) and composition of the allotted course components	<ul style="list-style-type: none"> Keep up to date with relevant national and international developments in own field of education Initiate the setting up of new course components or alter established ones in consultation with appropriate colleagues, based on relevant developments Select relevant literature and teaching methods Formulate teaching material and assignments
2 Teaching			
To prepare and carry out allotted course components for the benefit of a wide range of target groups	Faculty's curriculum Stated study load Norms and attainment targets	Achievement of the established course objectives with regard to students' knowledge, understanding, competence, skills and attitudes	<ul style="list-style-type: none"> Integrate research results into teaching Prepare and hold programme meetings for students, provide potential students with information Create the right conditions for the learning process by applying teaching methods Supervise and coach students in the learning process during programme meetings Supervise and assess students' work placement assignments and final projects and theses
3 Testing			
To test the academic achievement, using assessment methods developed and/or approved by the educational institute for this	Established norms for the faculty curriculum	An objective assessment of the extent to which the student has attained the required level	<ul style="list-style-type: none"> Initiate the setting up of new forms of interim and final examination questions or alter current questions based on relevant developments Hold both oral and written interim and/or final examinations Assess interim/final examinations and award marks
4 ^{Purpose} Course Evaluation			
To contribute to the evaluation of the framework and implementation of course components, including making proposals with regard to possible improvements to teaching and/or the content of these course components	Established quality criteria, content and objectives in the faculty's curriculum	Enabling students to attain the course objectives more effectively	<ul style="list-style-type: none"> Evaluate and, if necessary, adjust own course components Formulate and implement proposals for improving own and other related teaching components Take part in internal working groups and discussions on programme evaluations Analyse course components with students and Docenten Contribute towards evaluation reports about the framework and implementation of the curriculum or parts of it Provide information to programme review committees
5 Course Co-ordination			
To co-ordinate the development and implementation of allotted course components	Faculty's curriculum	Achievement of educational objectives	<ul style="list-style-type: none"> Encourage harmonisation of development and implementation of course components Promote cohesion, both methodologically and as regards content, between course components Give assignments and instructions to academic and teaching support staff and monitor progress and the quality of the work Assist in recruiting, selecting and assessing teaching support staff

TARGET AREAS

Core Activity	Scope	Result	Activities
6 Acquisition of Contract Research and Contract Teaching			
To recruit potential commissioning bodies on the basis of analyses of society's needs, as well as writing and submitting research and/or educational proposals, in accordance with the commissioning bodies' quality requirements	The department's research programme and curriculum	Contracts with potential national and international partners and financiers for substantive and financial participation	<ul style="list-style-type: none"> • Initiate the development of non-initial degree programmes • Explore the external market for financing and the requirements of potential external partners or research financiers • Give account to the commissioning body with regard to work and results • Develop and maintain contact with influential Onderzoekers and financiers of education and research • Acquire subsidies
7 Development of Research			
To analyse research projects and the needs of society	The institute's research programme	Content and methodology of a research project	<ul style="list-style-type: none"> • Keep up to date with relevant national and international developments in own field of research • Initiate the setting up of a new research project based on pertinent developments in consultation with relevant national and international colleagues • Formulate a research plan
8 Research Process			
To collect, analyse and interpret research data	Research plan Scientific criteria Protocols	Solving the research problem as it is defined	<ul style="list-style-type: none"> • Formulate a research plan • Verify the definitions of the problem and the working hypotheses with the Hoogleraar • Study the literature, attend symposia and congresses and hold discussions with experts in the subject matter • Formulate the definition of the problem, working hypotheses and specify the research data required, the research method and the target groups • Exchange knowledge with national and international colleague Onderzoekers and experts in the subject matter
9 Publication of Research			
To publicise the research results	In consultation with fellow authors Criteria for the medium chosen for this	Making colleagues partners in the knowledge and insights that have been acquired, as well as receiving feedback on these and improving the position of the area of knowledge	<ul style="list-style-type: none"> • Write articles for publication in recognised scientific journals and specialist journals • Write conference papers and give lectures at conferences • Give presentations to external organisations • Make adjustments to the published articles following comments from reviewers and colleague Onderzoekers

TARGET AREAS

Core Activity	Scope	Result	Activities
10 Co-ordination of Research			
To co-ordinate and monitor the cohesion within a research programme and monitor progress of own research	Department plan	Achievement of the objectives of the research plan	<ul style="list-style-type: none"> • Structure the research into research components • Encourage consultation between research components • Promote cohesion between research components, both methodologically and as regards content • Give assignments and work instructions to academic and research support staff and monitor their progress • Co-operate in the recruitment, selection and assessment of research support staff
11 Supervising Students			
To supervise students, including assessing students' work and progress on their assignments		Enabling students to complete their assignments within the allotted time	<ul style="list-style-type: none"> • Discuss possible assignments with students • Discuss the plan, implementation and progress of the assignment with the students • Assess students' assignments and submit the assessment to the Examining Board
12 Supervising Promovendi			
To supervise Promovendi in the content of their work on their theses and its progress by taking on the role of a doctoral thesis supervisor or assistant supervisor	Following consultation with the doctoral thesis supervisor	Contribution to high quality research and Promovendi being able to complete their theses in good time	<ul style="list-style-type: none"> • Inform Promovendi about possible doctorate thesis subjects • Discuss progress of research or research components with Promovendi • Assist in assessing Promovendus' theses • Provide input to the doctoral thesis supervisor to help in assessing the Promovendi • Supervise Promovendi in preparing and jointly teaching a course component and then give feedback on this
13 Patient Care			
To formulate a treatment plan and have it carried out (specialist dental care, specialist veterinary care)	Following referral by an external practitioner (dentist, veterinary surgeon)	Development of treatment skills and/or benefits to patients' health	<ul style="list-style-type: none"> • Supervise specialists/trainee dentists with regard to their patient care tasks in the relevant research field • Take care of implementing and evaluating procedures considered suitable for diagnostics and/or treatment • Provide care • Take part in or lead patient discussions • Keep medical reports up to date
14 Management of Equipment and Laboratories			
To manage equipment and/or laboratories, as well as submitting investment proposals to the Director of Operations or the Director of the Research Institute	Budget allocated	Resources and facilities needed for carrying out research	<ul style="list-style-type: none"> • Consult and verify with the Director of Operations or the Director of the Research Institute • Formulate an investment proposal

TARGET AREAS

Core Activity	Scope	Result	Activities
15 Social Service			
To spread the department's knowledge through various media		Scientific knowledge that is clear, understandable and applicable for a wide audience, as well as contributing to the position of the group	<ul style="list-style-type: none"> • Contribute to current social discussion from own area of expertise • Give lectures and interviews to various media
16 Working Groups and Committees			
To take part in and/or chair committees or working groups, as well as perform allotted executive and administrative tasks		Contribution to the development of the faculty	<ul style="list-style-type: none"> • Prepare topics to be discussed in working groups or committees • Take part in committee meetings and working group meetings • Work out the details of certain topics in preparation for a subsequent meeting • Keep staff informed of matters discussed in the working groups

Classification Criteria for Universitair hoofddocent (UHD)

Job grade Classification Criteria	UHD 1	UHD 2
Teaching	Initiates and develops the plan, content and teaching for a substantial part of the chair's curriculum. Formulates proposals for improvement with reference to the educational evaluation of course components and implements them.	Develops allocated course components based on established framework, content and teaching. Formulates proposals for improvement with reference to the educational evaluation of the allotted course components.
Research	Co-ordinates and bears responsibility for producing a research programme or bears responsibility for planning and developing a specialist research project spread over several years.	Co-ordinates and bears responsibility for producing cohesive research projects that form an important part of a research programme.
	Acts as assistant doctoral thesis supervisor for Promovendi.	Supervises academic staff as regards the content of their research.
Organisation	Manages part of the department or carries out mandated management tasks for the Hoogleraar, for example, conducting assessment meetings or drafting the budget for the department.	Performs managerial and/or administrative tasks that go beyond the department, for example managing an educational committee or co-ordinating a course, etc.

Classification Rules for UHD

- UHD 2 applies if all the criteria described for UHD 2 are met
- UHD 1 applies if the criteria 'Teaching' and 'Research' are met as described for UHD 1 and if the criterion 'Organisation' is met as described for UHD 1 or 2

UHD job variants

- Programme Leader
A Programme Leader's job is to develop and co-ordinate a research programme in a research institute, with the aim of contributing to the development of scientific knowledge and understanding in a particular field of research. A Programme Leader's job can be partially compared with that of Director of a Research Institute and, in practice, is often as a role or part of the job of a UHD.

The comparison as regards content with the **Director of a Research Institute** relates in particular to the targets 'Internationalisation', 'Development of Research', 'Organising Research', 'Research Process' and 'Quality Control for Research'. A Programme Leader's research programme is more limited in scope and complexity than the research programme of the institute associated with the job grade of Director of Research Institute 3. The Programme Leader should therefore be classified as being one job grade lower than Director of Research Institute 3.

The comparison as regards content with the **UHD** relates in particular to the targets 'Development of Research' and 'Research Co-ordination'. If the work of the Programme Leader is part of the job, job grade UHD 1 should be chosen for the criterion 'Organisation'.

- Programme Director

A Programme Director's task is to develop and co-ordinate one or two course(s) in the faculty's curriculum, with the aim of contributing to the logistics, quality and benefit of the course components on offer. A Programme Director can be partially compared to a Director of a Research Institute and, in practice, is often a role or part of the job of a UHD.

The comparison as regards content with the **Director of a Research Institute** relates in particular to the targets 'Operations, 'Organisation of Courses', 'Student Policy', 'Teaching' and 'Quality Control in Education' and, to a lesser extent, 'Educational Development'.

The Programme Director's course(s) is/are more limited in size than the curriculum of the institute associated with the job grade Director of an Educational Institute 3. The Programme Director should therefore be classified as being one job grade lower than Director of an Educational Institute.

The comparison as regards content with the **UHD** relates in particular to the targets 'Course Co-ordination' and 'Working Groups and Committees'. If the work of the Programme Director is part of the job, job grade UHD2 should be chosen for the criterion 'Organisation'.