

WP-FLOW III regulations

job profiles, careers and assessment of academic staff

31 December 2019

1. Introduction

Since 1995, Utrecht University has had regulations regarding academic positions in place in the form of the regulations governing Jobs, Careers and Assessment, the so-called WP-FLOW (Functies, Loopbanen en Waardering). This job classification method aimed to ensure a better balance between the careers and performance assessment components of the teaching and research fields, by assessing responsibilities in teaching and research at the same level, by ensuring that achievements in both fields benefit the employee's career and making established skills a guiding principle in employees' careers. Integration with a qualification system requires employees in the teaching and research domains to have comparable requirements. A new job classification system, applicable to all universities in the Netherlands, was officially introduced on 1 April 2003. This University Job Classification System (UFO) is an annex to the Collective Labour Agreement for Dutch Universities (CAO Nederlandse Universiteiten, CAO-NU) of 2003-2004.

These regulations set out how the UFO job profiles for academic positions are applied within Utrecht University. The faculties may establish their own specific regulations within this cross-university framework.

2. General rules

Education and research

- The university considers responsibilities in the field of education, research and patient care to have equal weight.
- The scope of responsibilities between education, research and patient care may vary within a given job profile, even during the employee's term of employment. This ratio is laid down in individual agreements corresponding to the employment contract concluded for the new position and in the performance assessment and development interview.

Qualification requirements

- A number of qualification requirements were established for each job profile. The qualification system was set out in a separate Utrecht University framework policy document, with each individual faculty specifying its own qualification requirements within that framework. An employee's employment contract will be temporary in nature as long as they have not obtained the basic qualifications.
- As a rule, employees who are unable to meet the qualification requirements of a job profile will not be permitted to take on the relevant position. If any required qualifications are partially absent, and if necessitated by other circumstances, the faculty may opt to place an employee in the relevant job profile under the following conditions:
 - √ an agreement regarding the completion of the qualifications and the period in which this is to be realised;
 - √ no annual salary increments will be granted while these qualifications have not been obtained¹.
- Each faculty may lay down detailed rules for a number of special scenarios: in the event that the position is characterised by bringing in a specific type of expertise from professional practice and in the event of replacement due to illness or absence for other reasons.

¹ Article 3.3 (1) and (3) CAO-NU

Minimum performance requirement

- Within the University Job Classification System (UFO), each job profile specifies which results should generally be expected of the employee in the execution of the responsibilities of this position. The so-called classification rules determine the minimum level of performance and results that can be expected at each grade of the position – referred to as the minimum performance requirement in these regulations.
For Utrecht University, this minimum performance requirement has been established such that both results in the teaching and research domain carry a similar weight with regard to individual careers.
- In the faculty-specific detailing of the WP-FLOW (please see section 3 of these regulations), a faculty may establish higher or more stringent standards for the minimum performance requirement.
- The performance areas of the relevant job profile and minimum performance requirements of a given job profile will form the basis for assessment and agreements in the assessment and development review. By concluding individual agreements regarding results to be achieved, supervisors can customise the minimum performance requirement of the job profile for the employee.
- For Assistant Professor positions and above, management may decide to apply a starting salary scale if the employee in question, in the opinion of the management, is not yet able to fully meet the minimum performance requirement. The starting salary scale shall no longer apply once a performance assessment and development interview show that the employee has met the minimum performance requirement.

Part-time employment

- All job profiles can be fulfilled on a part-time basis. Depending on the extent of the part-time employment, specific agreement can be made regarding the extent to which the required qualifications must be met.

Assessment and Development review for individual commitments

- Any duties or responsibilities that are the result of the job profile may be given further, individual interpretation. This type of individual interpretation and any changes to this interpretation will be discussed in the assessment and development review and recorded in the relevant report.

3. Faculty-specific implementation

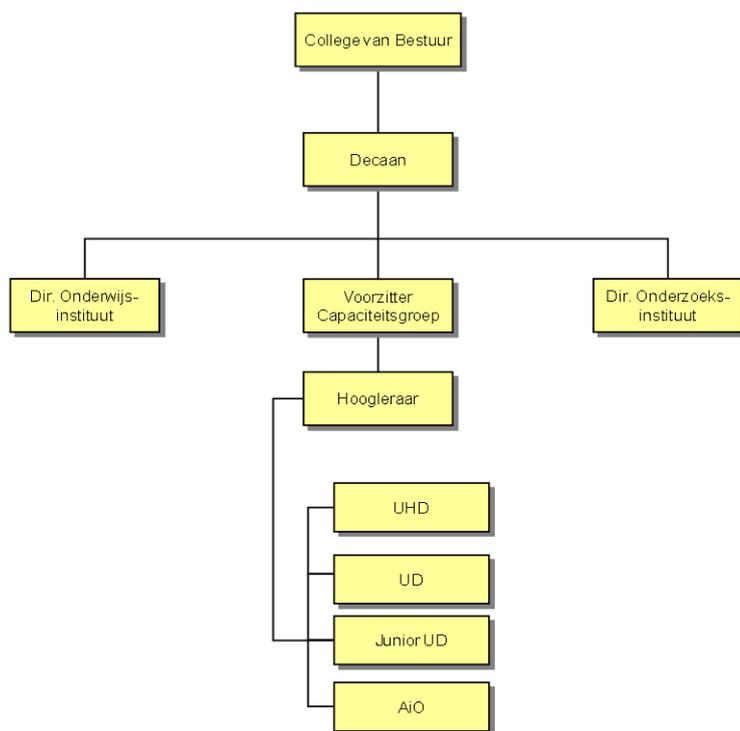
Annex 2 lists all job profiles for academic staff at Utrecht University. Any faculty that considers further detailing of these regulations to be significant to the individual circumstances of its education and research will be able to draw up individual regulations within this cross-university framework. Any faculty-specific regulations will require the approval of the Executive Board.

4. Career development

The guiding principle for academic careers is that these positions combine teaching and research responsibilities. Regular job profile structure as indicated in the adjacent figure.

Annex 1 specifies what qualifications have been set as conditions to each of the job profiles and what performance requirement has been set as a minimum standard. Both aspects are critical to the development of an individual career.

² Article 3.7 CAO-NU



Meeting qualification requirements and minimum performance requirement

The 'Junior Assistant Professor' job profile is intended for employees who have not yet obtained either of the basic qualifications. An employee's appointment will be temporary in nature as long as they have not obtained the required basic qualifications. After obtaining the basic qualifications, the relevant employee may be appointed at Assistant Professor level or above.

Whether an academic employee will thrive in the job profile will mainly be determined based on the performance areas of the relevant job profile and the performance areas of the minimum performance requirement of the profile. These will form the basis for any individual performance agreements and performance assessments. The supervisor and the employee will come to agreements in the assessment and development review, which will be recorded. The individual performance requirement in education and research and the way in which this relationship evolves over time are examples of this.

Promotion

There is no automatic progression to the next grade of a job profile or to a job profile with greater responsibilities. In the context of any decision to promote an employee, management will consider the following aspects:

- whether the job profile with greater responsibilities should be filled from an organisational perspective and whether the faculty has the necessary budget available;
- whether the candidate for the relevant job profile has the necessary qualifications;
- whether the employee is able to comply with the performance areas referred to in the more senior job profile and the minimum performance requirement immediately.

Additional remuneration

If an employee has discharged their responsibilities with distinction, the dean may decide to grant Assistant Professors (UD1) individual classification into salary grade 13 and Associate Professors (UHD1) individual classification into salary grade 15.

5. Job profiles for professors

There are specific rules for professors at Utrecht University, which are set out in the document: Utrecht University Professor Policy in Brief, as adopted in December 2014.

Professors at Utrecht University are appointed by the Executive Board at the recommendation of the dean. The dean's substantiated recommendation may relate to professors with the UFO profile of Professor 2 or Professor 1. Specific emphasis can be placed on teaching, research, clinical care or knowledge valorisation.

The 'Professor Policy in Brief' memorandum specifies the minimum qualifications that professors must meet.

The Executive Board may decide to appoint a candidate for an initial period of 5 years. If the employee performs well during the temporary appointment period, the employee will be offered a permanent employment contract following a recommendation to the Executive Board and approval of the Executive Board.

The Executive Board will promote a professor to a higher salary scale at the reasoned recommendation of the dean. Progression to a higher salary grade will be subject to qualification requirements, result requirements and classification criteria as outlined in the WP-FLOW III. The dean may deviate positively from this framework in their recommendation. This also applies to remuneration above the salary scale of the position.

6. Use of other job profiles for academic staff

As a rule, teaching and research responsibilities are combined in WP-FLOW III job profiles. Two further job profiles may be applied under strict conditions.

The UFO job profile of 'Lecturer' may be applied if all of the following conditions have been met:

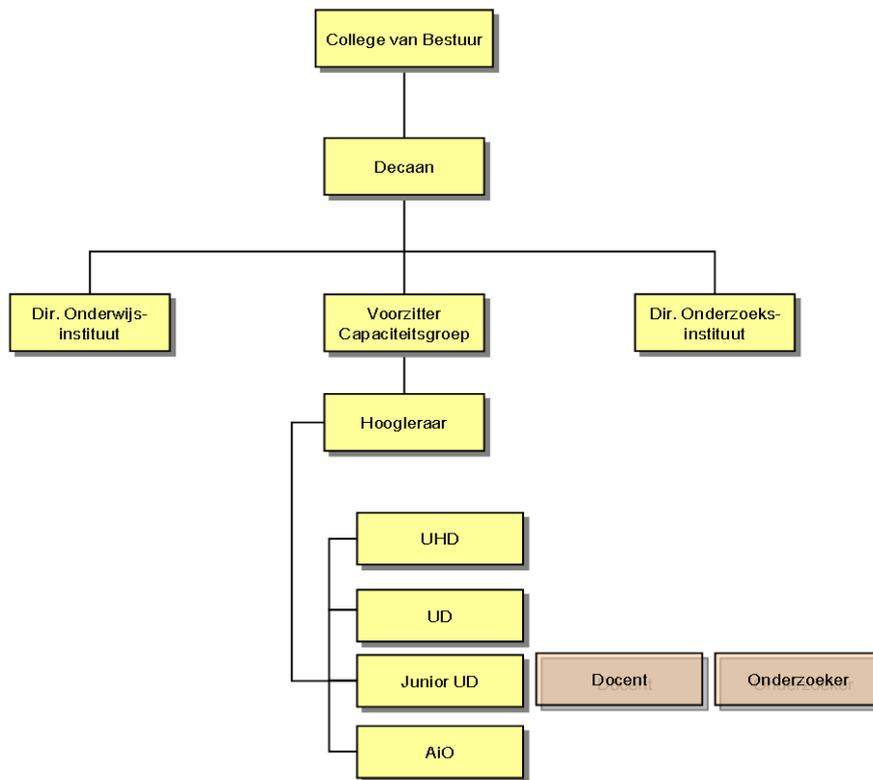
- the relevant employee has a fixed-term employment contract;
- prior to the start of their employment, the employee was informed of the fact that, at the end of the fixed-term employment contract, there would be no prospect for an extension of the academic position, due to the application of this job profile;
- the employee, who has been categorised as a Lecturer 4 (salary scale 10), will start the process to obtain the University Teaching Qualification at the start of their employment; as a rule, the University Teaching Qualification must be obtained within 2 years.
- the employee cannot be appointed to a more senior level of the 'Lecturer' job profile until after he or she has obtained the University Teaching Qualification;
- before the employee is given research responsibilities, he or she will be categorised into the Assistant Professor or junior Assistant Professor job profile.

The UFO job profile of 'Researcher' may be applied when all of the following conditions are met:

- the relevant employee has a fixed-term employment contract³;
- prior to the start of their employment, the employee was informed of the fact that, at the end of the fixed-term employment contract, there would be no prospect for an extension of the appointment within the research staff, due to the application of this job profile;
- the employee has already obtained the University Research Qualification (defence of doctoral thesis);
- before the employee is given teaching responsibilities, he or she will be categorised into the Assistant Professor or junior Assistant Professor job profile.

³ Permanent employment contracts that stipulate that the employment will be terminated at the end of the project or funding will be regarded as similar.

The structure of job profiles of academic positions can be therefore be expanded as follows:



The Clinician and Trainee Specialist (SIO) are not represented separately in this figure, given that these two profiles have been specifically established for the Faculty of Veterinary Medicine.

7. Operation

These regulations, as amended in consultation with the University Labour Representation Board on 4 December 2019, shall come into force on 31 December 2019 and will replace the previous regulations.

Appendix 1

Qualification requirements	salary scale	Minimum performance requirement
<p>Professor (H2 and H1)</p> <ul style="list-style-type: none"> - senior university teaching qualification and senior university research qualification - regular publication 	<p>H2 and H1</p>	<p>H1: at least two out of three:</p> <ol style="list-style-type: none"> a. Advancing a clear and appealing vision on education and programme development, aimed at modernising the faculty's academic programme and optimising the academic success rate. b. Translation of developments in the field of research into international research programmes. National or international authority in their own field of research that allows the institution to position itself, demonstrated by: <ul style="list-style-type: none"> - academic publications in leading scientific journals, which are cited regularly by leading scientists; - editorial membership of one of the ten leading scientific journals; - groundbreaking research results in leading research collaborations or partnerships; - role as a keynote speaker at seminars at which the state of the art in the field of research is determined. c. Managing a chair, capacity group or institute with > 10 FTE in academic staff. Managing national or international committees or working groups, which also allow the institution to position itself. <p>H2: at least two out of three:</p> <ol style="list-style-type: none"> a. Responsible for the quality of the education within their own chair. Makes strategic proposals and implements faculty education policies within their chair. b. Translation of developments in the field of research into international research programmes. Authority in their field of research that allows the institution to position itself, demonstrated by: <ul style="list-style-type: none"> - academic publications in leading scientific journals; - editorial membership of scientific journals; - research results in leading research collaborations or partnerships; - role as speaker at seminars c. Managing a chair, capacity group or institute with < 10 FTE in academic staff. Managing or participating in committees or working groups, aimed at the management of the faculty or institution.
<p>Associate Professor (UHD1)</p> <ul style="list-style-type: none"> - senior university teaching or research qualification - university teaching qualification and defence of doctoral thesis - regular publication 	<p>14</p>	<p>UHD1: at least two out of three:</p> <ol style="list-style-type: none"> a. Initiation and development of the structure, content and teaching methods of a substantial part of the curriculum of the chair. Drafting improvement proposals following teaching evaluation of curriculum components and implementation thereof. b. Coordinating and ensuring the realisation of a research programme or responsibility for the planning and realisation of a multiyear specialised research project. Acting as co-supervisor to PhD candidates. c. Managing a section of the capacity group or carrying out mandated management duties of a Professor, for example, in the form of conducting performance assessment interviews or drawing up drafts for the budget of the chair.

Qualification requirements	salary scale	Minimum performance requirement
Associate Professor (UHD2) <ul style="list-style-type: none"> - senior university teaching or research qualification - university teaching qualification and defence of doctoral thesis - regular publication 	13	UHD2: at least two out of three: <ul style="list-style-type: none"> a. Development of assigned course components based on the structure, content and teaching method established. Drafting improvement proposals following teaching evaluation for the assigned course components. b. Coordinating and ensuring the realisation of coherent research projects that constitute an important part of a research programme. In-depth supervision and training of academic staff in the research process. c. Carrying out administrative and/or management duties that go beyond the capacity group, e.g. managing a programme committee or coordinating a degree programme, etc.
Assistant Professor (UD1) <ul style="list-style-type: none"> - university teaching qualification and defence of doctoral thesis 	12	UD1: at least two out of three: <ul style="list-style-type: none"> a. Providing course components of the degree programme that have already been developed. Ensuring periodic updates to and improvement of the assigned course components. Identifying areas of improvement for the course components assigned. b. Carrying out independent research. Contributing to the acquisition of indirect government funding and contract research funding In-depth supervision and training of academic staff in the research process. c. Managing working groups, committees or project teams within the capacity group.
Assistant Professor (UD2) <ul style="list-style-type: none"> - university teaching qualification and defence of doctoral thesis 	11	UD2: at least two out of three: <ul style="list-style-type: none"> a. Providing regular course components of the degree programme that have already been developed. b. Carrying out research based on a pre-defined and approved research proposal. c. Participation in working groups, committees or project teams within the capacity group.
Junior Assistant Professor (Junior UD) <ul style="list-style-type: none"> - Master's degree, Master's examination or professional examination 	10	Obtaining university qualifications
PhD candidate ('PhD candidate' job profile) <ul style="list-style-type: none"> - Master's degree, Master's examination or professional 	P	Obtaining a doctorate.

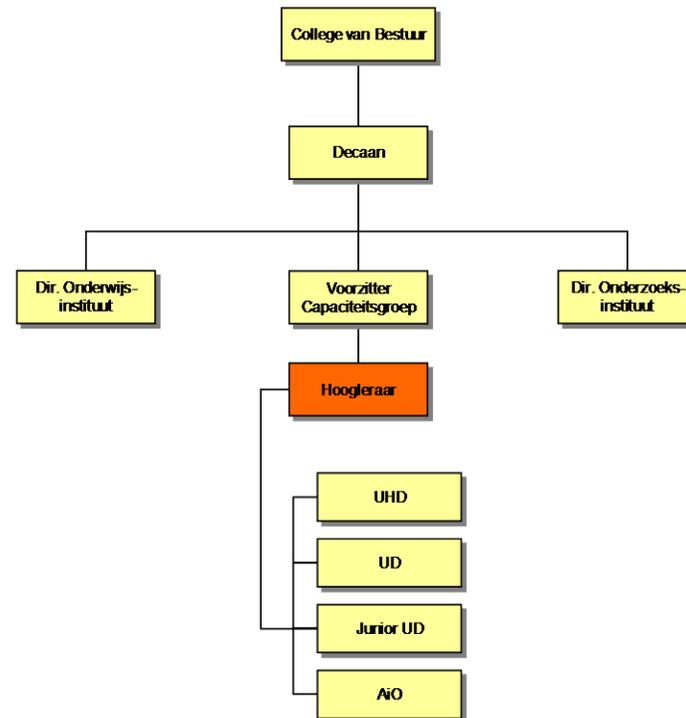
Qualification requirements	salary scale
<i>Lecturer (3 and above)</i> - University teaching qualification - Master's examination (or professional examination)	starting at 11
<i>Lecturer (4)</i> - Master's degree, Master's examination or professional examination	10
<i>Researcher (4 and above)</i> - Master's degree, Master's examination or professional examination	starting at 10

Professor

Objectives

Ensuring the development, cohesion and provision of assigned academic course components from the chair within the faculty curriculum, in part tailored to the needs of society, to realise the learning outcomes corresponding to the exit qualifications of the course components in respect of the knowledge, insight, skills, competences and attitudes of students.

Ensuring the acquisition, implementation and valorisation of scientific research within the research programme of the institute to develop, apply and valorise recognised scientific knowledge and insight (within a chair) for the scientific community, society and the public and private sectors if possible.



PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
1 Faculty plan/capacity group plan			
Provide input and collect and document ideas and priorities from the chair	Curriculum and research programme	Contributing to an education and research programme for the institute and to a capacity group plan	<ul style="list-style-type: none"> Setting out long-term policies for the chair, both in technical terms (research and education) as well as with regard to its social significance and added value (valorisation) Analysing the resources available (both internal and external) for research and education in terms of FTE for the coming academic year Reading trade journals, visiting conferences and maintaining relations with fellow researchers
2 Management of education and research			
Managing and supervising the education and research corresponding to the chair	Education and research programme of the institute	Contribution to the realisation of these programmes	<ul style="list-style-type: none"> Maintaining and developing relationships and contacts within the various scientific networks Fostering national and international cooperation with other faculties, universities and other partners in society Consulting with the Capacity Group Chairman on the progress of education and research within the chair and to take action or make suitable changes
3 Human Resources policy			
Execution of the HR policies established by the dean within the chair	Capacity group plan Collective Labour Agreement Central guidelines of the institution	Quantitative and qualitative allocation of staff for the implementation of the education and research programmes	<ul style="list-style-type: none"> Contributing to the recruitment and selection of employees Conducting performance assessment interviews with employees of the chair Development of talent and professionalisation of employees Coaching and supervision of employees of the chair Sharing information from the various consultation bodies with the employees of the chair
4 Programme development			
Ensuring the development of academic teaching programmes tailored to the needs of students and society	Objectives of the faculty education programme Coherence with other course components in that context	Content, teaching, methods of testing and format of assigned course components	<ul style="list-style-type: none"> Monitoring relevant national and international developments in their own field of education Conducting analyses, or having analyses conducted, of educational needs in society and the learning needs of students Ensuring the selection of relevant literature and teaching methodologies Ensuring that relevant developments are translated into one or more course components and that these are submitted to the Programme Committee for approval Ensuring the preparation of teaching materials, assignments, questions for exams and examinations
5 Acquisition of contract teaching and research			
Acquiring and developing contract teaching and research and representing the chair	Faculty and capacity group plan In consultation with the directors	Contracts with potential national and international partners and financiers for substantive and financial participation	<ul style="list-style-type: none"> Initiating development of non-subsidised education Exploring the external market for funding as well as the requirements of external potential partners or funders Negotiating with external parties regarding the requirements for contract research and education and drafting and submitting proposals to external parties Developing and maintaining contacts with leading researchers and research and education funders Stimulating employees of the chair to apply for external funding

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
			<ul style="list-style-type: none"> • Negotiating with external parties regarding the requirements for contract research and education and drafting and submitting proposals to external parties • Developing and maintaining contacts with leading researchers and research and education funders • Stimulating employees of the chair to apply for external funding
6 Provision of education			
Ensuring the provision and quality of the chair's assigned course components	Faculty curriculum	Realising established learning outcomes with regard to knowledge, insight, competences, skills and attitudes, as a contribution to the chair's position	<ul style="list-style-type: none"> • Ensuring the preparation and provision of assigned course components • Ensuring the evaluation and, where necessary, adjustment of assigned course components • Ensuring the integration of research results in education • Ensuring the application of the quality system • Coordinating with the Director of the teaching institute on the staffing for the provision of the assigned course components
7 Student supervision			
Ensuring the supervision and support of students as well as assessing students in the execution and progress of assignments	Learning outcomes Agreements on student	Students should be able to complete the degree programme within the prescribed period	<ul style="list-style-type: none"> • Discussing possible assignments with students • Discussing the structure, provision and progress of the assignment with students • Assessing the students' assignments and submitting the assessment to the Board of Examiners
8 Policy on PhD candidates			
Appointing, supervising and assessing PhD candidates as a Supervisor in the execution and progress of doctoral research	Collective Labour Agreement Faculty policies	Contribution to high-quality research and the timely completion of the thesis by the PhD candidate. The chair retains the research potential	<ul style="list-style-type: none"> • Informing PhD candidates on possible doctoral thesis subjects • Hiring PhD candidates for doctoral research • Supervising and discussing the progress of the partial or completed research with PhD candidates • Assessing the thesis of the PhD candidate • Testing the training programmes set up by PhD candidates against the requirements of the policy on PhD candidates and the requirements of the National Graduate School if participation is taking place in this
9 Research development			
Initiating and developing scientific research programmes based on developments in their own field and in line with societal needs and opportunities for valorisation of the knowledge to be developed	Research policy of the institution/the faculty/the institute	Content and methodology of a research programme	<ul style="list-style-type: none"> • Monitoring relevant national and international scientific developments in the chair's research field • Exploring and assessing the societal need for research and the opportunities for valorisation of that research • Creating initiatives for new research programme in consultation with relevant national and international colleagues (and external parties) based on consideration of the various developments (scientific content, societal needs, opportunities for valorisation) • Ensuring the translation of a research programme into research projects

10 Execution of research			
Ensuring the execution and quality of research within the chair	Capacity group plan	New insight expressed in recognised scientific and academic media. Acknowledgement by peers	<ul style="list-style-type: none"> • Conducting research • Driving and managing academic and research support staff • Ensuring the application of the quality system in respect of the research • Monitoring the academic integrity of the research in respect of external stakeholders • Drafting publications and giving lectures at national and international conferences • Consulting with the chair of the capacity group regarding progress of research within the chair and taking action to calibrate efforts on that basis • coordinating with the Director of the research institute regarding the staffing to be provided for the execution of the research
11 Accountability for contract teaching and research			
Assessing and correcting the realisation of contract research and teaching	Requirements laid down in the contract	Research and teaching in accordance with the agreements concluded with the clients	<ul style="list-style-type: none"> • Reporting to the client regarding implementation and results • Discussing progress and reports thereof with those parties implementing contract teaching and research • Making appropriate changes to contract teaching and research if there are discrepancies regarding the contract requirements in terms of funding, duration, planning and objectives
12 Patient care			
Ensuring the preparation and implementation of a treatment plan (specialist dental care, specialist veterinary care)	After referral by an external practitioner (dentist, veterinarian)	Development of treatment skills and/or improvement of patients' health	<ul style="list-style-type: none"> • Supervising trainee specialists/dentists in relation to their patient care responsibilities in the relevant field of research • Ensuring the implementation and evaluation of the practices considered appropriate for diagnostics and/or treatment • Providing care • Participation in or moderation of patient case reviews • Updating and monitoring medical reports
13 Advancing scientific knowledge and insight			
Representing as well as encouraging the advancement of knowledge and insight in their own field of expertise in respect of the scientific community, society and the public and private sectors if possible.	Strategic policy Faculty policies	Scientific knowledge that is transparent, clear and applicable to a broad audience as well as contributes to the social function and position of the institution	<ul style="list-style-type: none"> • Creating and advancing networks aimed at the dissemination of knowledge and insight • Initiating national and international collaboration opportunities with other faculties, universities and other partners in society • Actively contributing to social debates • Encouraging and giving lectures • Encouraging and giving interviews for various media outlets • Exploring and responding to the needs for new research expressed by society

14 Working groups and committees

Participating in and/or managing committees or working groups, both internally and externally, as well as carrying out assigned management and administrative duties as the representative of the chair	Faculty policies	Contributing to the development and/or positioning of the faculty	<ul style="list-style-type: none">• Preparing the topics to be discussed within the relevant working groups or committees• Participating in or leading the meetings of the committees and working groups• Elaborating certain issues and topics in preparation of a future meeting• Keeping the employees within the chair informed of the issues discussed within the working groups
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Classification criteria for Professors

Job grade Classification criteria	Professor 1	Professor 2
Education	Advancing a clear and appealing vision on education and programme development, aimed at modernising the faculty's academic programme and optimising the academic success rate.	Responsible for the quality of the education within their own chair. Makes strategic proposals and implements faculty education policies within their chair.
Research	<p>Translation of developments in the field of research into international research programmes.</p> <p>National or international authority in their own field of research that allows the institution to position itself, demonstrated by:</p> <ul style="list-style-type: none"> • relevance and visibility of their own research to the scientific community, society and the public and private sectors if possible. • academic publications in leading scientific journals, which are cited regularly by leading scientists; • editorial membership of one of the ten leading scientific journals; • groundbreaking research results in leading research collaborations or partnerships; • role as a keynote speaker at seminars at which the state of the art in the field of research is determined. 	<p>Translation of developments in the field of research into national research programmes.</p> <p>Authority in their field of research that allows the institution to position itself, demonstrated by:</p> <ul style="list-style-type: none"> • relevance and visibility of their own research to the scientific community, • academic publications in leading scientific journals; • editorial membership of scientific journals; • research results in leading research collaborations or partnerships; • role as speaker at seminars
Organisation	<p>Managing a chair, capacity group or institute with > 10 FTE in academic staff.</p> <p>Managing national or international committees or working groups, which also allow the institution to position itself.</p>	<p>Managing a chair, capacity group or institute with < 10 FTE in academic staff.</p> <p>Managing or participating in committees or working groups, aimed at the management of the faculty or institution.</p>

Minimum performance requirement (and classification rules) for Professors

- Professor 2 candidates must meet at least two of the criteria outlined for Professor 2 positions
- Professor 1 candidates must meet at least two of the criteria outlined for Professor 1 positions

The working groups and committees referred to will always be relevant to the content and duties of the positions. As such, this does not pertain to working groups and committees on matters of employee participation nor do they relate to consultative meetings of the department.

Patient care

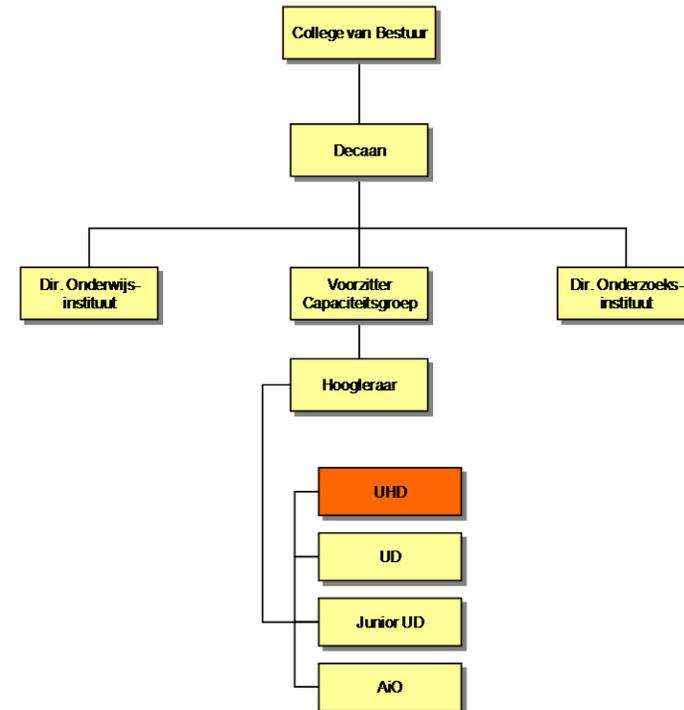
The 'Patient care' performance area may apply within particular faculties such as Medicine, Dentistry, Veterinary Medicine, Clinical Health Sciences, etc. The generic performance area of 'Patient care' was selected; differences in areas of focus and depth in the 'Patient care' performance area have not been examined. For the sake of clarity, there is some differentiation in the Professor and Associate Professor profiles compared to one another and compared to the other job profiles where this performance area may present itself. The 'Patient care' performance area does not carry more weight compared to the other performance areas within the relevant positions.

Associate Professor

Objectives

Developing and providing assigned academic course components to a broad range of target groups, based on the faculty curriculum, in part tailored to the needs of society, to realise the learning outcomes corresponding to the exit qualifications of the course components regarding the knowledge, insight, skills, competences and attitudes of students.

Initiating, acquiring, executing and valorising academic research, whether in a broad⁴ or specialised⁵ field of research in line with the capacity group plan, in order for recognised knowledge and insight to be developed, applied and valorised for the benefit of the scientific community, society and the public and private sectors if possible.



⁴A broad field of research may also refer to a cross-disciplinary field of research.

⁵A specialised field of research may also refer to an area of research that requires a groundbreaking, innovative research approach.

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
1. Education development			
Analysing the level of the students and the needs of society	Faculty curriculum Coherence with other course components in that context	Content, teaching, methods of testing and format of assigned course components	<ul style="list-style-type: none"> Monitoring relevant national and international developments in their own field of education Analysing the educational needs of society and students' learning needs Creating formats for new or adapting existing course components based on relevant developments in coordination with relevant colleagues Selecting relevant literature and teaching methods Creating teaching materials and assignments
2. Provision of education			
Preparing and providing assigned course components for a broad range of target groups and tailored to the needs of the students and of society	Faculty curriculum Study hours standards and exit qualifications indicated	Realising established learning outcomes with regard to knowledge, insight, competences, skills and attitudes of students	<ul style="list-style-type: none"> Integrating research results into the curriculum Preparing and providing teaching sessions for students, providing prospective students with information Creating the right conditions for the learning process by applying didactic teaching methods Supervising and coaching students during teaching sessions in the learning process Supervising and assessing work placement and final projects and theses of students
3. Testing			
Testing learning outcomes using the assessment methods developed and/or approved by the teaching institute	Standards determined for the faculty curriculum	Objective assessment of the degree to which students have achieved the desired level	<ul style="list-style-type: none"> Creating formats for new or adapting existing exam questions based on relevant developments Administering both oral and written exams Assessing exams and giving marks
4. Education evaluation			
Contributing to the evaluation of the format and the provision of course components as well as submitting proposals regarding potential improvements in the teaching and/or content of these course components	Established quality criteria, content and objectives in the faculty curriculum	Enabling students to achieve the learning objectives determined in a more effective manner	<ul style="list-style-type: none"> Evaluating and adjusting their course components where necessary Drafting and implementing improvement proposals for their own course components and any related course components Participating in internal working groups and discussions regarding education evaluation Analysing the provision of course components with students and lecturers Contributing to evaluation reports regarding the format and provision of the curriculum or components thereof Providing information to external education review committees
5. Education coordination			
Coordinating the development and provision of assigned course components	Faculty curriculum	Realisation of the educational objectives	<ul style="list-style-type: none"> Encouraging the alignment of the development and execution of course components Improving cohesion, both in terms of methodology and content, between course components Assigning job assignments and giving instructions as well as monitoring the progress and quality of their execution by academic and teaching support staff Cooperating in the recruitment, selection and assessment of teaching support staff

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
6. Acquiring contract research and teaching			
Acquiring potential clients based on analyses of societal needs, as well as drafting and submitting research and/or educational proposals, according to the quality requirements of clients	Research programme and curriculum of the capacity group	Contracts with potential national and international partners and financiers for substantive and financial participation	<ul style="list-style-type: none"> • Initiating development of non-subsidised education • Exploring the external market for funding as well as the requirements of external potential research partners or funders • Reporting to the client regarding implementation and results • Developing and maintaining contacts with leading researchers and research and education funders • Acquiring grants and encouraging employees to apply for external funding
7. Research development			
Analysing research projects and the needs of society based on developments in their own field and in line with the needs of society and opportunities for valorisation of the knowledge to be developed	Research programme of the institute	Content and methodology of a research project	<ul style="list-style-type: none"> • Monitoring relevant national and international scientific developments in their own field of research • Exploring and assessing the societal need for research and the opportunities for valorisation of that research • Initiating a new research project in coordination with relevant national and international colleagues (and external parties) based on relevant developments (scientific content, needs of society, opportunities for valorisation) • Drafting a research plan
8. Execution of research			
Collecting, analysing and interpreting research data	Research plan Scientific criteria Protocols	Formulating an answer to the problem the research is centred on	<ul style="list-style-type: none"> • Drafting a research plan • Coordinating the research question and working hypotheses with the Professor • Creating a literature review, attending symposiums and conferences and discussions with experts • Formulating the research question, working hypotheses and specifying the research data required, research methods and target groups • Exchanging knowledge with fellow national and international researchers and experts • Safeguarding the academic integrity of the research
9. Publication of research			
Publishing research results	In consultation with co-authors Criteria of the selected medium	Sharing the knowledge and insight with colleagues, as well as receiving relevant feedback, and improving the positioning of the field of expertise	<ul style="list-style-type: none"> • Drafting publications for recognised academic journals and trade journals • Drafting conference papers and giving lectures at conferences • Giving presentations at external organisations • Adapting the publication following responses from reviewers and fellow researchers
10. Research coordination			
Coordinating and monitoring the cohesion within a research programme and monitoring the progress of their own research	Capacity group plan	Realising the objectives of the research plan	<ul style="list-style-type: none"> • Structuring the research in research subquestions • Encouraging coordination between substudies • Improving the cohesion, both in terms of methodology and content, between substudies • Assigning job assignments and giving instructions as well as monitoring the progress and quality of their execution by academic and research support staff • Participating in the recruitment, selection and assessment of

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
			research support staff
11. Student supervision			
Supervising students as well as assessing students in their execution of and their progress regarding assignments		Enabling students to complete the assignments within the prescribed period	<ul style="list-style-type: none"> • Discussing possible assignments with students • Discussing the structure, provision and progress of the assignment with students • Assessing the students' assignments and submitting the assessment to the Board of Examiners
12. Supervising PhD candidates			
Supervising PhD candidates regarding the content, execution and progress of their doctoral research as their supervisor or co-supervisor	Consultation with the supervisor	Contribution to high-quality research and the timely completion of the PhD thesis of PhD candidates	<ul style="list-style-type: none"> • Informing PhD candidates on possible doctoral thesis subjects • Discussing the progress of research and substudies with PhD candidates • Co-assessing the PhD theses of PhD candidates • Providing the supervisor with input for the assessment of PhD candidates • Supervising PhD candidates in the preparation and provision of a course component to be taught together and providing relevant
13. Patient care			
Drafting a treatment plan (specialist dental care, specialist veterinary care) and having it carried out	After referral by an external practitioner (dentist, veterinarian)	Development of treatment skills and/or improving patients' health	<ul style="list-style-type: none"> • Supervising trainee specialists/dentists on their patient care responsibilities in the relevant field of research • Ensuring the implementation and evaluation of the practices considered appropriate for diagnostics and/or treatment • Providing care • Participating in or leading patient case reviews • Updating and monitoring medical reports
14. Management of equipment and laboratories			
Managing equipment and/or laboratories as well as submitting investment proposals to the Director of Operational Management or the director of	Allocated budget	Required resources and facilities for the execution of the research	<ul style="list-style-type: none"> • Consulting and coordinating with the Director of Operational Management or the Director of the research institute • Drafting investment proposals • Ensuring the cleaning, maintenance and timely replacement of the equipment
15. Communicating scientific knowledge and insight			
Communicating the knowledge and insight of the capacity group through various media outlets to the scientific community, society and the public and private sectors if possible.	Strategic policy Faculty policies	Scientific knowledge that is transparent, clear and applicable to a broad audience as well as contributes to the social function and position of the group	<ul style="list-style-type: none"> • Initiating and maintaining networks for the dissemination of knowledge and insight • Contributing to current social debates from the perspective of their own field of expertise • Giving lectures and interviews for various media outlets
16. Working groups and committees			
Participating in and/or chairing committees or working groups as well as carrying out any assigned management and administrative duties	Faculty policies	Contribution to the development of the faculty	<ul style="list-style-type: none"> • Preparing the topics to be discussed within the relevant working groups or committees • Participating in committee and working group meetings • Elaborating certain issues and topics in preparation of a future meeting • Keeping the employees within the chair informed of the issues discussed within the working groups

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
17. Communicating scientific knowledge and insight			
Communicating the knowledge and insight of the capacity group through various media outlets to the scientific community, society and the public and private sectors if possible.	Strategic policy Faculty policies	Scientific knowledge that is transparent, clear and applicable to a broad audience as well as contributes to the social function and position of the group	<ul style="list-style-type: none"> • Initiating and maintaining networks for the dissemination of knowledge and insight • Contributing to current social debates from the perspective of their own field of expertise • Giving lectures and interviews for various media outlets
18. Working groups and committees			
Participating in and/or chairing committees or working groups as well as carrying out any assigned management and administrative duties	Faculty policies	Contribution to the development of the faculty	<ul style="list-style-type: none"> • Preparing the topics to be discussed within the relevant working groups or committees • Participating in committee and working group meetings • Elaborating certain issues and topics in preparation of a future meeting • Keeping the employees within the chair informed of the issues discussed within the working groups

Associate Professor classification criteria

Job grade Classification criteria	Associate Professor 1	Associate Professor 2
Education	Initiation and development of the structure, content and teaching methods of a substantial part of the curriculum of the chair. Drafting improvement proposals following teaching evaluation of curriculum components and implementation thereof.	Development of assigned course components based on the structure, content and teaching method established. Drafting improvement proposals following teaching evaluation for the assigned course components.
Research	Coordinating and ensuring the realisation of a research programme or ensuring the planning and realisation of a multi-year specialised research project that is relevant and visible to the scientific community, society and - if possible - to the public and private sectors	Coordinating and ensuring the realisation of coherent research projects that make up a significant part of a research programme and which are relevant and visible to the scientific community, society and - if possible - to the public and private sectors.
	Acting as co-supervisor to PhD candidates.	In-depth supervision and training of academic staff in the research process.
Organisation	Managing a section of the capacity group or carrying out mandated management duties of a Professor, for example, in the form of conducting performance assessment interviews or drawing up drafts for the budget of the chair.	Carrying out administrative and/or management duties that go beyond the capacity group, e.g. managing a programme committee or coordinating a degree programme, etc.

Minimum performance requirement (and classification rules) for Associate Professors

- Associate Professor 2 candidates must meet at least two of the criteria outlined for Associate Professor 2 positions
- Associate Professor 1 candidates must meet at least two of the criteria outlined for Associate Professor 1 positions

Associate Professor job types

- Programme leader
A Programme leader aims to develop and coordinate a research programme of a research institute to contribute to the development of scientific knowledge and insight in a certain field of research. A Programme leader can partly be compared to a Director of a Research Institute in terms of content and in practice, this will often be part of the role or job for Associate Professor positions.

The substantive comparison with the Director of a Research Institute primarily relates to the 'Internationalisation', 'Research development', 'Research design', 'Research' and 'Research quality' performance areas. A Programme leader's research programme is more limited in size and complexity than the research programme of the institute corresponding to the job level of Director of Research Institute 3. As such, Programme leaders must be classed at one job level lower than a Director of Research Institute 3 position.

The substantive comparison with Associate Professors primarily relates to the 'Research development' and 'Research coordination' performance areas. If the responsibilities of the Programme leader occur as part of the job, the job level Associate Professor 1 must be selected for the criterion 'Organisation'.

- Programme director

A Programme director aims to develop and coordinate one or two degree programmes within the faculty curriculum to contribute to the logistics, quality and returns of the course components offered within the degree programme. A Programme director can partly be compared to a Director of a Teaching Institute in terms of content and in practice, this will often be part of the role or job for Associate Professor positions.

The substantive comparison with the Director of a Teaching Institute primarily relates to the 'Operational Management', 'Organisation of education', 'Student policy', 'Teaching' and 'Programme quality assurance' performance areas, and to 'Programme development' to a lesser extent.

The programme or programmes of the Programme director are more limited in size and complexity than the curriculum of the institute corresponding to the job level Director of Teaching Institute 3. As such, Programme directors must be classed at one job level lower than a Director of Teaching Institute 3 position.

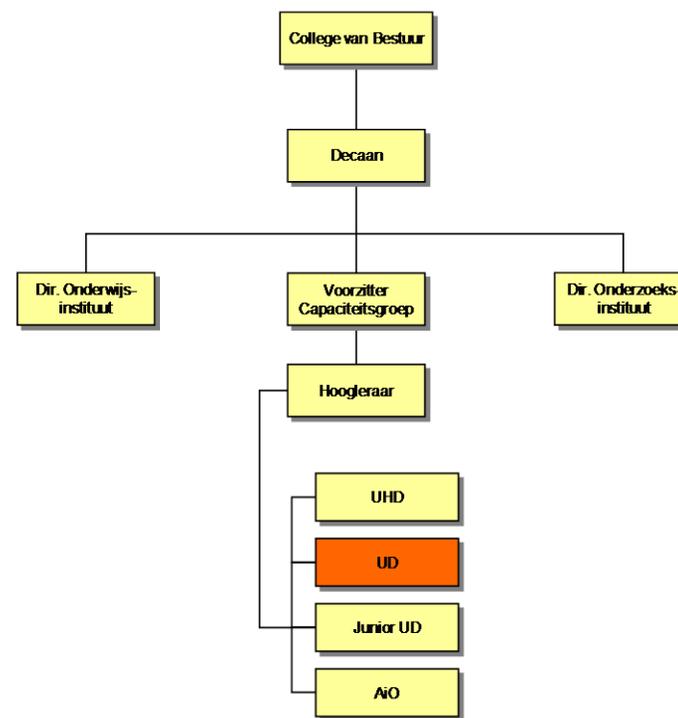
The substantive comparison with the Associate Professor primarily relates to the 'Programme coordination' and 'Working groups and committees' performance areas. If the responsibilities of the Programme director occur as part of the job, the job level Associate Professor 2 must be selected for the criterion 'Organisation'.

Assistant Professor

Objectives

Developing and providing the assigned related academic course components, based on the faculty curriculum, in part tailored to the needs of society, to realise the learning outcomes corresponding to the exit qualifications of the course components regarding the knowledge, insight, skills, competences and attitudes of students.

Securing, performing and valorising scientific research, following coordination with the Professor of the chair and in line with the capacity group, to contribute to the development and application of scientific knowledge and insight within a field of research and to develop it for the scientific community, society and - if possible - for the public and private sectors.



PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
1 Programme development			
Specifying the learning objectives of a course component	Faculty curriculum Coherence with other course components in that context Learning objectives to be achieved by students	Content, teaching, methods of testing and format of assigned course components	<ul style="list-style-type: none"> Monitoring relevant national and international developments in their own field of education Analysing the educational needs of society and students' learning needs Selecting relevant literature and teaching methods Drafting or adaptation of new or existing teaching materials and assignments
2. Provision of education			
Preparing and providing the assigned course components and tailored to the needs of students and of society	Faculty curriculum Study hours standards and exit qualifications indicated	Realising established learning outcomes with regard to knowledge, insight, competences, skills and attitudes of students	<ul style="list-style-type: none"> Integrating research results into the curriculum Preparing and providing teaching sessions for students, providing prospective students with information Creating the right conditions for the learning process by applying didactic teaching methods Supervising and coaching students during teaching sessions in the learning process Supervising and assessing work placement and final projects and theses of students
3. Testing			
Testing learning outcomes using the assessment methods developed and/or approved by the teaching institute	Standards determined for the faculty curriculum	Objective assessment of the degree to which students have achieved the desired level	<ul style="list-style-type: none"> Drafting exam papers Administering both oral and written exams Assessing exams and giving marks
4. Education evaluation			
Contributing to the evaluation of the format and the provision of course components as well as submitting proposals regarding potential improvements in the teaching and/or content of these course components	Established quality criteria, content and objectives in the faculty curriculum	Enabling students to achieve the learning objectives determined in a more effective manner	<ul style="list-style-type: none"> Evaluating and adjusting their course components where necessary Participating in internal working groups and discussions regarding education evaluation Analysing the provision of course components with students and lecturers Contributing to evaluation reports regarding the format and provision of the curriculum or components thereof Providing information to teaching assessment panels
5. Acquisition of contract research and teaching (variant)			
Authoring or co-authoring research and/or teaching proposals to be approved by the Professor	Research programme and curriculum of the capacity group and quality requirements of clients	Contribution to the contracting of potential national and international partners and financiers for substantive and financial participation	<ul style="list-style-type: none"> Contributing to the development of non-subsidised education Identifying relevant developments and potential opportunities in the field of education and research Reporting to the client regarding implementation and results Developing and maintaining contacts with leading researchers and research and education funders Securing grants and applying for external funding
6. Research coordination			

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
Coordinating and monitoring the progress of their own research	Individual research plan	Realising objectives of the research plan	<ul style="list-style-type: none"> Coordinating with other research or substudies Assigning responsibilities and giving instructions to academic and research support staff Monitoring the progress and quality of the execution of job assignments issued to academic and research support staff
7. Execution of research			
Collecting, analysing and interpreting research data	Research plan Scientific criteria Protocols	Formulating an answer to the problem the research is centred on	<ul style="list-style-type: none"> Drafting a research plan Coordinating the research questions and working hypotheses with the Professor or Associate Professor Creating a literature review, attending symposiums and conferences and discussions with experts Formulating the research question, working hypotheses and specifying the research data required, research methods and target groups Exchanging knowledge with fellow national and international researchers and experts Safeguarding the academic integrity of the research
8. Publication of research			
Publishing research results	In consultation with co-authors Criteria of the selected medium	Sharing the knowledge and insight with colleagues, as well as receiving relevant feedback, and improving the positioning of the field of expertise	<ul style="list-style-type: none"> Drafting publications for recognised academic journals and trade journals Drafting conference papers and giving lectures at conferences Giving presentations at external organisations Adapting the publication following responses from reviewers and fellow researchers
9. Student supervision			
Supervising students as well as assessing students in their execution of and their progress regarding assignments		Enabling students to complete the assignments within the prescribed period	<ul style="list-style-type: none"> Discussing possible assignments with students Discussing the structure, provision and progress of the assignment with students Assessing the students' assignments and submitting the assessment to the Board of Examiners
10. Supervising PhD candidates			
As the co-supervisor, providing in-depth supervision of PhD candidates regarding the execution and progress of the PhD research	After consultation with the supervisor	Contributing to high-quality research and the timely completion of the PhD candidates' theses	<ul style="list-style-type: none"> Informing PhD candidates on possible doctoral thesis subjects Discussing the progress of research and substudies with PhD candidates Co-assessing the PhD theses of PhD candidates Providing the supervisor with input for the assessment of PhD candidates Supervising PhD candidates in the preparation and provision of a course component to be taught together and providing relevant
11. Patient care			
Drafting a treatment plan (specialist dental care, specialist veterinary care) and having it carried out	After referral by an external practitioner (dentist, veterinarian)	Development of treatment skills and/or improving patients' health	<ul style="list-style-type: none"> Supervising trainee specialists/dentists on their patient care responsibilities in the relevant field of research Ensuring the implementation and evaluation of the practices considered appropriate for diagnostics and/or treatment Providing care Participating in or leading patient case reviews Updating and monitoring medical reports

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
12. Management of equipment and laboratories			
Managing equipment and/or laboratories	Allocated budget	Availability of the required resources and facilities for the execution of the research	<ul style="list-style-type: none"> • Consulting and coordinating with the Director of Operational Management or the Director of the research institute • Drafting investment proposals • Ensuring the cleaning, maintenance and timely replacement of equipment
13. Communicating scientific knowledge and insight			
Communicating the knowledge of the capacity group through various media outlets to the scientific community, society and - if possible - the public and private sectors.	Strategic policy Faculty policies	Scientific knowledge that is transparent, clear and applicable to a broad audience as well as contributes to the social function and position of the group	<ul style="list-style-type: none"> • Maintaining networks for the dissemination of knowledge and insight • Contributing to current social debates from the perspective of their own field of expertise • Giving lectures and interviews for various media outlets
14. Working groups and committees			
Participating in and/or chairing committees or working groups as well as carrying out any assigned management and administrative duties	Faculty policies	Contribution to the development of the faculty	<ul style="list-style-type: none"> • Preparing the topics to be discussed within the relevant working groups or committees • Participating in committee and working group meetings • Elaborating certain issues and topics in preparation of a future meeting • Keeping the employees within the chair informed of the issues discussed within the working groups

Assistant Professor classification criteria

Job grade Classification criteria	Assistant Professor 1	Assistant Professor 2
Education	<p>Providing course components of the degree programme that have already been developed.</p> <p>Ensuring periodic updates to and improvement of the assigned course components.</p> <p>Identifying areas of improvement for the course components assigned.</p>	<p>Providing regular course components of the degree programme that have already been developed.</p>
Research	<p>Independently conducting research for the benefit of the scientific community, society and - if possible - for the public and private sectors</p> <p>Contributing to the acquisition of indirect government funding and contract research funding</p> <p>In-depth supervision and training of academic staff in the research process.</p>	<p>Conducting research based on a pre-defined and approved research proposal for the benefit of the scientific community, society and - if possible - for the public and private sectors.</p>
Organisation	<p>Managing working groups, committees or project teams within the capacity group.</p>	<p>Participation in working groups, committees or project teams within the capacity group.</p>

Minimum performance requirement for Assistant Professors

- Assistant Professor 2 candidates must meet at least two of the criteria outlined for Assistant Professor 2 positions
- Assistant Professor 1 candidates must meet at least two of the criteria outlined for Assistant Professor 1 positions

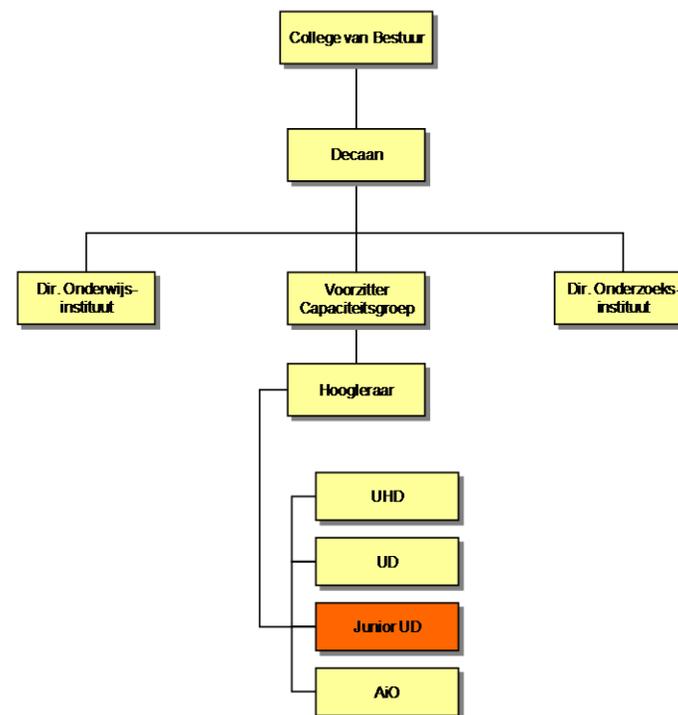
Junior Assistant Professor

Objectives

Supervised development and provision of the assigned related academic course components based on the faculty curriculum, in part tailored to the needs of society, to realise the learning outcomes corresponding to the exit qualifications of the course components in respect of the knowledge, insight, skills, competences and attitudes of students.

Securing and performing scientific research under supervision, following coordination with the Professor of the chair and in line with the capacity group, to contribute to the development and application of scientific knowledge and insight within a field of research.

Obtaining the University Teaching Qualification and the University Research Qualification (PhD thesis defence), if they have not yet been obtained.



PERFORMANCE AREAS			
Core activity	Framewo	Results	Activities
1. Provision of education			
Preparing and providing assigned course components	Faculty curriculum No. of study hours indicated Standards and exit qualifications	Realising established learning outcomes with regard to knowledge, insight, competences, skills and attitudes of students	<ul style="list-style-type: none"> Integrating research results into the curriculum Preparing and providing teaching sessions for students, providing prospective students with information Creating the right conditions for the learning process by applying didactic teaching methods Supervising and coaching students during teaching sessions in the learning process Supervising and assessing work placement and final projects and theses of students
2. Testing			
Testing learning outcomes using the testing methods developed and/or approved by the teaching institute	Standards determined for the faculty curriculum	Objective assessment of the degree to which students have achieved the desired level	<ul style="list-style-type: none"> Drafting exam papers Administering oral and written exams Assessing exams and giving marks
3. Student supervision			
Supervising students as well as assessing students in their execution of and their progress regarding assignments		Enabling students to complete the assignments within the prescribed period	<ul style="list-style-type: none"> Identifying stagnation in student development Making and recording working arrangements with students regarding their studies Informing students on potential assignments Providing input for the assessment of assignments Correcting theses, final projects or reports, assignments and draft articles
4. Research plan			
Formulating a research question and working hypotheses as well as determining research methods and target groups	Research proposal After consultation with the Professor	Individual research plan for a specific period of time	<ul style="list-style-type: none"> Becoming familiar with existing methodologies and literature Defining the subject and theoretical framework Selecting research methods and target groups Exchanging knowledge with fellow national and international researchers and experts Making agreements with target groups and stakeholders
5. Performing research			
Collecting, analysing and interpreting research data	Research plan In accordance with academic criteria	Formulating an answer to the problem the research is centred on	<ul style="list-style-type: none"> Contributing knowledge to research by others within the capacity group Assessing the quality of the research data collected Documenting the data in a research journal Updating and calibrating research methodologies and research instruments Periodically discussing research results with fellow researchers and Professor

Core activity	Framework	Results	Activities
6. Publication of research			
Publishing research results	Criteria of the selected medium In consultation with co-authors	Sharing the knowledge and insight with colleagues, as well as receiving relevant feedback, and improving the positioning of the field of expertise	<ul style="list-style-type: none"> • Making agreements with external parties, if present, regarding the publication of research results • Drafting publications for recognised scientific journals and trade journals • Drafting conference papers and giving lectures at conferences on request • Giving presentations at external organisations at their request • Amending the publication following responses from reviewers and the supervisor

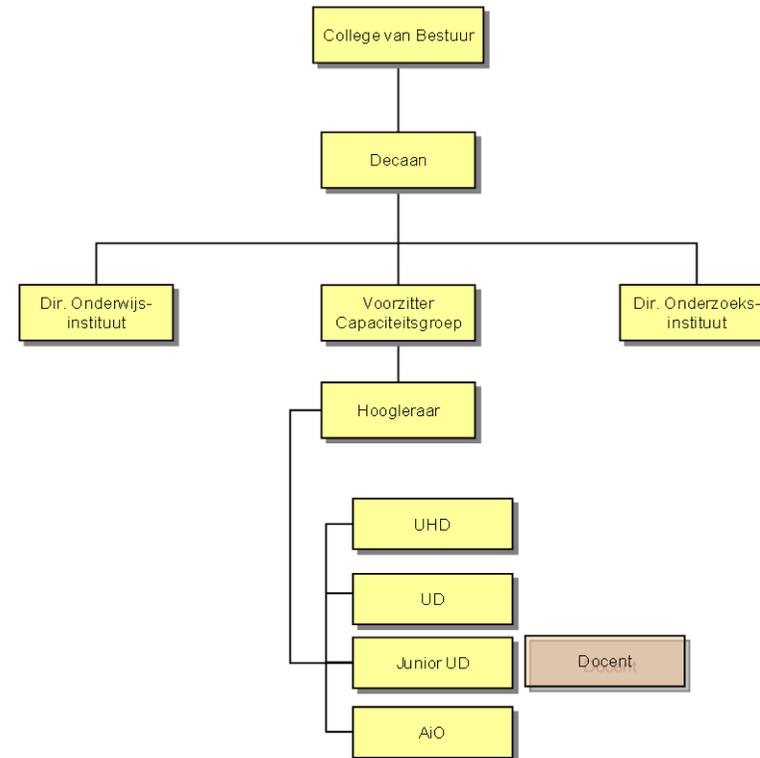
Minimum performance requirement for Junior Assistant Professors

- Junior Assistant Professors must obtain the University Research Qualification and University Teaching Qualification

Lecturer

Objectives

Developing and providing the assigned academic course components, based on the faculty curriculum, in part tailored to the needs of society, to realise the learning outcomes corresponding to the exit qualifications of the course components regarding the knowledge, insight, skills, and attitudes of students.



PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
1. Programme development (variant)			
Specifying the learning objectives of a course component	Faculty curriculum Learning objectives to be achieved by students	Detailed proposal regarding the content and the education design of a course component	<ul style="list-style-type: none"> Identifying any necessary additions and improvements Clarifyinh the functional requirements Analysing the educational needs of society and students' learning needs Harmonising these requirements with other components of the curriculum Drafting a development action plan and submitting it to the relevant principal supervisor for approval Coordinating and/or implementing the development action plan Publishing teaching materials
2. Provision of education			
Preparing and providing the assigned course components and tailored to the needs of students and of society	Faculty curriculum Study hours indicated Standards and exit qualifications	Realising established learning outcomes with regard to knowledge, insight, competences, skills and attitudes of students	<ul style="list-style-type: none"> Integrating research results into the curriculum Preparing and providing teaching sessions for students, providing prospective students with information Creating the right conditions for the learning process by applying didactic teaching methods Supervising and coaching students during teaching sessions in the learning process Supervising and assessing work placement and final projects and theses of students
3. Testing			
Testing learning outcomes using the testing methods developed and/or approved by the teaching institute	Standards determined for the faculty curriculum	Objective assessment of the degree to which students have achieved the desired level	<ul style="list-style-type: none"> Drafting exam papers Administering oral and written exams Assessing exams and giving marks
4. Education evaluation (variant)			
Contributing to the evaluation of the format and the provision of their own course components as well as submitting proposals regarding potential improvements in the teaching and/or content of these course components	Quality criteria, content and objectives established in the curriculum	Students should be able to achieve the learning objectives more effectively	<ul style="list-style-type: none"> Evaluating and adjusting their course components where necessary Participating in internal working groups and discussions regarding education evaluation Analysing the provision of course components with students and lecturers Contributing to evaluation reports on the structure and provision of the curriculum or components thereof Providing information to external education review committees
5. Education coordination			
Coordinating the development and provision of assigned course components	Faculty curriculum	Realisation of the educational objectives	<ul style="list-style-type: none"> Encouraging the alignment of the development and execution of course components Improving cohesion, both in terms of methodology and content, between course components Assigning job assignments and giving instructions as well as monitoring the progress and quality of their execution by academic and teaching support staff Participating in the recruitment, selection and assessment of

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
			teaching support staff
6. Student supervision			
Supervising students as well as assessing students in their execution of and their progress regarding assignments	Education policy Agreements on student counselling	Students should be able to complete assignments within the prescribed period	<ul style="list-style-type: none"> Identifying stagnation in student development Making and recording working arrangements with students regarding their studies Informing students on potential assignments Providing input for the assessment of assignments Correcting theses, final projects or reports, assignments and
7. Patient care			
Drafting a treatment plan (specialist dental care, specialist veterinary care) and having it carried out	After referral by an external practitioner (dentist, veterinarian)	Treatment skills will be developed and/or the health of patients will be improved	<ul style="list-style-type: none"> Supervising trainee specialists/dentists on their patient care responsibilities in the relevant field of research Ensuring the implementation and evaluation of the practices considered appropriate for diagnostics and/or treatment Providing care Participating in or leading patient case reviews Updating and monitoring medical reports
8. Working groups and committees (variant)			
Participating in and/or chairing committees or working groups as well as carrying out any assigned management and administrative duties	Education policy Agreements on career development	Contribution to the development of the faculty	<ul style="list-style-type: none"> Preparing the topics to be discussed within the relevant working groups or committees Participating in committee and working group meetings Elaborating certain issues and topics in preparation of a future meeting Keeping the employees within the chair informed of the issues discussed within the working groups

Lecturer classification criteria

Job grade Classification criteria	Lecturer 1	Lecturer 2	Lecturer 3	Lecturer 4
Education development	Initiating and developing the structure, content and teaching method for related course components.	Developing assigned course components based on the structure, content and teaching method established.	Ensuring periodic updates to and improvement of the assigned course components.	not applicable
Provision of education	please see Lecturer 2	Providing independently developed course components for a variety of target groups.	please see Lecturer 4	Providing existing, regular course components.
Education evaluation	Drafting improvement proposals and implementing these proposals following teaching evaluation for related course components.	Drafting improvement proposals following teaching evaluation for the assigned course components.	Identifying areas of improvement for the course components assigned.	not applicable
Organisation	Managing working groups, committees or project teams within the capacity group.	Participating in working groups, committees or project teams within the capacity group.	not applicable	not applicable

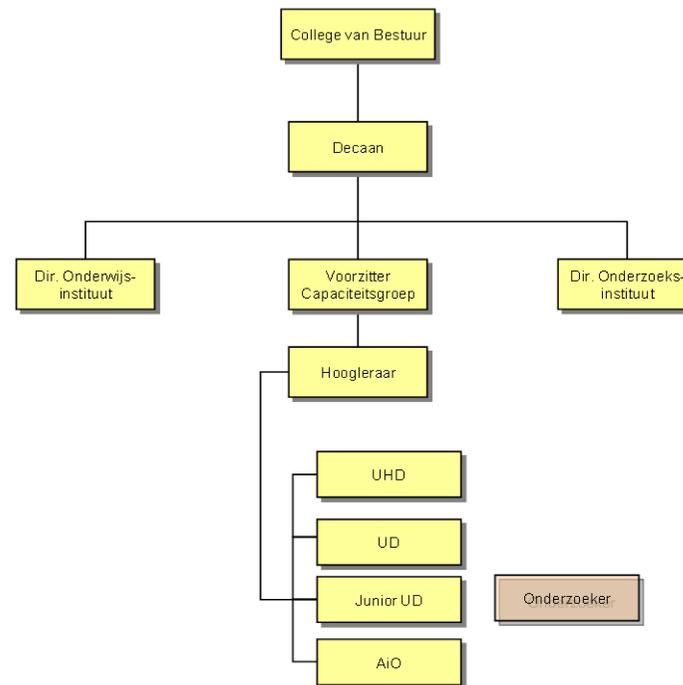
Lecturer classification criteria

- Lecturer 4 will apply if all criteria outlined for Lecturer 4 have been met
- Lecturer 3 will apply if all criteria outlined for Lecturer 3 have been met
- Lecturer 2 will apply if at least 3 out of 4 of the criteria as outlined for Lecturer 2 have been met
- Lecturer 1 will apply if all criteria outlined for Lecturer 1 have been met

Researcher

Objectives

Securing, performing and valorising, as well as publishing on, scientific research on the basis of the research plan of the capacity group and in coordination with the Professor, to contribute to the development of scientific knowledge and insight in a specific area of a field of research and to develop this for the benefit of the scientific community, society and - if possible - for the benefit of the public and private sectors.



PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
1. Acquisition of contract research (variant)			
Authoring or co-authoring research proposals for potential parties	Capacity group plan Quality requirements of clients	Contributing to securing indirect government funding and contract research funding within the capacity group	<ul style="list-style-type: none"> • Developing and maintaining relations with national and international peers • Identifying relevant national and international developments in the field of research • Exploring and assessing the societal need for research and the opportunities for valorisation of that research • Identifying potential opportunities in the field of research • Drawing up draft research proposals in consultation with co-authors (and external parties) based on relevant developments (scientific content, needs of society, valorisation opportunities). • Securing grants and applying for external funding
2 Research plan			
Formulating a research question and working hypotheses as well as determining research methods and target groups, based on developments in their own field and in line with the needs of society and opportunities for valorisation of the knowledge to be developed	Research proposal After consultation with the Professor	Individual research plan for a specific period of time	<ul style="list-style-type: none"> • Becoming familiar with existing methodologies and literature • Defining the subject and theoretical framework • Selecting research methods and target groups • Exchanging knowledge with fellow national and international researchers and experts • Making agreements with target groups and stakeholders
3 Research			
Collecting, analysing and interpreting research data	Research plan Academic criteria	Formulating an answer to the problem the research is centred on	<ul style="list-style-type: none"> • Contributing knowledge to research by others within the capacity group • Assessing the quality of the research data collected • Documenting the data in a research journal • Updating and calibrating research methodologies and research instruments • Periodic discussion of research results with fellow researchers and Professor • Monitoring the academic integrity of the research in respect of external stakeholders
4 Research coordination (variant)			
Coordinating related research projects and monitoring the progress of their own research	Capacity group plan Individual research plan	Realising objectives of the research plan	<ul style="list-style-type: none"> • Structuring the research in research subquestions • Encouraging coordination between substudies • Improving the cohesion, both in terms of methodology and content, between substudies
5 Supervising employees			
Assigning job assignments and giving	Individual research plan	Realising objectives of the research plan	<ul style="list-style-type: none"> • Clarifying the context of the job assignments assigned and instructions given

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
and research support staff			<ul style="list-style-type: none"> • Providing in-depth support in the execution of job assignments • Testing the quality of the execution of the job assignments • Discussing the progress of the research with research support staff
6 Supervising PhD candidates (variant)			
Providing in-depth supervision of PhD candidates in the execution of their PhD research	PhD candidate's research plan After consultation with the supervisor	Contributing to the PhD research and timely completion thereof	<ul style="list-style-type: none"> • Advising on the execution of the research • Discussing the progress of research and substudies with PhD candidates • Correcting draft articles
7 Student supervision			
Providing in-depth supervision of students in the execution of research in a graduation context	Following consultation with the Professor, Associate Professor or Assistant Professor	Students should be able to complete their graduation thesis	<ul style="list-style-type: none"> • Informing students on potential graduation subjects • Providing input for the assessment of graduating students • Discussing the progress of research with students • Correcting theses, graduation projects and reports and draft articles
8 Publication of research			
Publishing research results	Criteria of the selected medium In consultation with co-authors	The knowledge and insight acquired should be shared with peers; feedback should be received in that regard and there should be improvements in the positioning of the field of expertise	<ul style="list-style-type: none"> • Making agreements with external parties regarding the publication of research results • Drafting publications for recognised scientific journals and trade journals • Drafting conference papers and giving lectures at conferences on request • Giving presentations at external organisations at their request • Amending the publication following responses from reviewers and the supervisor
9 Accountability of contract research (variant)			
Monitoring progress and scientific output	Research plan Requirements laid down in the contract	Reporting to the client regarding the realisation of the research	<ul style="list-style-type: none"> <input type="checkbox"/> Drafting progress reports in consultation with co-authors/Professor <input type="checkbox"/> Consulting with co-authors/Professor on the content/message of the presentations <input type="checkbox"/> Presenting research results to the client <input type="checkbox"/> Consulting with client regarding the publication of the research results <input type="checkbox"/> Adjusting the research plan following comments by the client
10 Patient care			

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
Drafting a treatment plan (specialist dental care, specialist veterinary care) and having it carried out	After referral by an external practitioner (dentist, veterinarian)	Development of treatment skills and/or improvement of patients' health	<ul style="list-style-type: none"> • Supervising trainee specialists/dentists on their patient care responsibilities in the relevant field of research • Ensuring the implementation and evaluation of the practices considered appropriate for diagnostics and/or treatment • Providing care • Participating in or leading patient case reviews • Updating and monitoring medical reports
11 Working groups and committees (variant)			
Participating in and/or chairing committees or working groups as well as carrying out any assigned management and administrative duties	Faculty policies	Contributing to the development of the faculty	<ul style="list-style-type: none"> • Preparing the topics to be discussed within the relevant working groups or committees • Participating in committee and working group meetings • Elaborating certain issues and topics in preparation of a future meeting • Keeping the employees within the chair informed of the issues discussed within the working groups

Researcher classification criteria

Job grade Classification criteria	Researcher 1	Researcher 2	Researcher 3	Researcher 4
Performing research	Performing independent research in a broad or specialised field of research for the benefit of the scientific community, society and - if possible - for the benefit of the public and private sectors Providing in-depth supervision and training to academic staff in the research process.	Carrying out independent research in a broad ⁶ or specialised ⁷ field of research for the benefit of the scientific community, society and - if possible - the public and private sectors.	Conducting research for the benefit of the scientific community, society and - if possible - for the public and private sectors independently.	Carrying out research under supervision, based on a pre-defined and approved research proposal for the benefit of the scientific community, society and - if possible - for the public and private sectors
Research coordination	Coordinating and ensuring the realisation of a research programme	Coordinating and ensuring the realisation of coherent research projects that constitute an important part of a research programme.	Ensuring the demarcation and structuring of their own research	not applicable
Contract research	please see Researcher 2	Initiating, acquiring and reporting on indirect government funding and contract research funding for both their research and that of others	Contributing to securing indirect government funding and contract research funding for both their research and that of others	not applicable
Organisation	Managing working groups, committees or project teams within the capacity group.	Participating in working groups, committees or project teams within the capacity group.	not applicable	not applicable

Researcher classification rules

- Researcher 4 will apply if all criteria outlined for Researcher 4 have been met
- Researcher 3 will apply if all criteria outlined for Researcher 3 have been met
- Researcher 2 will apply if at least 3 out of 4 of the criteria as outlined for Researcher 2 have been met
- Researcher 1 will apply if all criteria outlined for Researcher 1 have been met

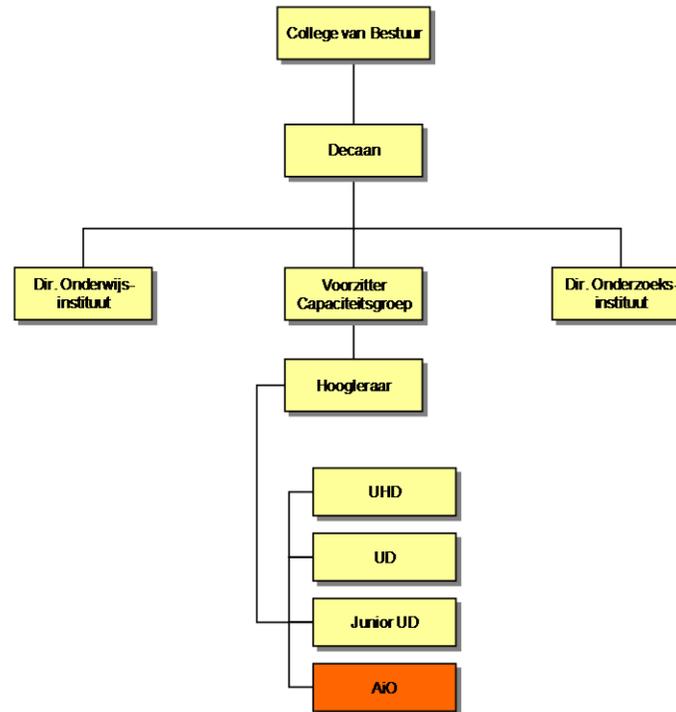
⁶ A broad field of research may also refer to a cross-disciplinary field of research.

⁷ A specialised field of research may also refer to an area of research that requires a groundbreaking, innovative research approach.

PhD candidates

Objectives

Carrying out and publishing articles on scientific research, based on the capacity group's research plan and in coordination with the supervisor or co-supervisor, to contribute to the development of scientific knowledge and insight in a specific field of research, as evidenced by defence of a PhD thesis within a predetermined period of time.



PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
1. Research proposal			
Becoming familiar with and defining the subject and theoretical framework	Chair of the supervisor	Research proposal approved by the supervisor/committee of the research institute/research school	<ul style="list-style-type: none"> • Becoming informed on subject matter by a literature review, attending symposiums, conducting interviews with experts • Following specific courses • Formulating a research question • Co-authoring research proposals for further research
2. Research plan			
Formulating a research question and working hypotheses as well as determining research methods and target groups	Research proposal After consultation with the supervisor	Approved, detailed research plan	<ul style="list-style-type: none"> • Becoming familiar with existing methodologies • Formulating working hypotheses and specifying the necessary research data • Exchanging knowledge with fellow researchers and subject matter experts • Making agreements with target groups and stakeholders • Drafting and coordinating the schedule and action plan with the supervisor/committee of the research institute/the research school
3. Research budget proposal			
Determining the expenditure expected in the context of the research	Research plan Following consultation with the supervisor or co-supervisor	Periodic budget that gives the chair of the capacity group insight into the overall costs of the group	<ul style="list-style-type: none"> • Translating research activities into the necessary financial resources • Drawing up a draft budget • Discussing the draft budget with the supervisor or co-supervisor • Submitting the budget to the chair of the capacity group
4. Performing research			
Collecting, analysing and interpreting research data, both empirically and theoretically	Research plan Academic criteria	Formulating an answer to the problem the research is centred on	<ul style="list-style-type: none"> • Contributing knowledge to research by others within the capacity group • Assessing the quality of the research data collected • Documenting the data in a research journal • Updating and calibrating research methodologies and research instruments • Periodically discussing research results with fellow researchers and supervisor or co-supervisor
5. Supervising research support staff			
Assigning job assignments and giving support staff	Research plan	Realising the objectives of the research plan	<ul style="list-style-type: none"> • Clarifying the context of the responsibilities assigned and instructions given • Discussing the progress with research support staff

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
6. Publication of research			
Publishing research results	After consultation with the supervisor Criteria of the selected medium	Sharing any knowledge and insight acquired with peers, as well as receiving relevant feedback	<ul style="list-style-type: none"> • Making agreements with external parties, if present, regarding the publication of research results • Drafting publications for recognised scientific journals and trade journals • Drafting conference papers and giving lectures at conferences on request • Giving presentations at external organisations at their request • Amending the publication following responses from reviewers and the supervisor
7. Doctoral thesis			
Writing a doctoral thesis in consultation with the supervisor	Agreed period Academic criteria	PhD thesis defence following approval by the Doctoral Committee	<ul style="list-style-type: none"> • Writing draft chapters • Discussing any draft chapters with the supervisor or co-supervisors • Amending drafts • Responding to the questions of the Doctoral Committee
8. Provision of education			
Preparing and providing assigned course components	Capacity group's curriculum	Contributing to the development of knowledge and skills of students in a specific field of research	<ul style="list-style-type: none"> • Preparing practicals, tutorials and pre-structured lectures, etc. • Providing practicals, tutorials and pre-structured lectures, etc. • Co-authoring and assessing assignments and papers in a teaching context
9. Student supervision			
Providing in-depth supervision of students in the execution of substudies	Research plan In consultation with the supervisor	Realising the objectives of the research plan	<ul style="list-style-type: none"> • Informing students on potential graduation subjects • Determining the integration of graduation subjects within the research plan with students • Providing input for the assessment of graduating students • Discussing the progress of research with students • Assisting with the correcting of theses, graduation projects and reports

Minimum performance requirement for PhD candidates

- Obtaining a doctorate

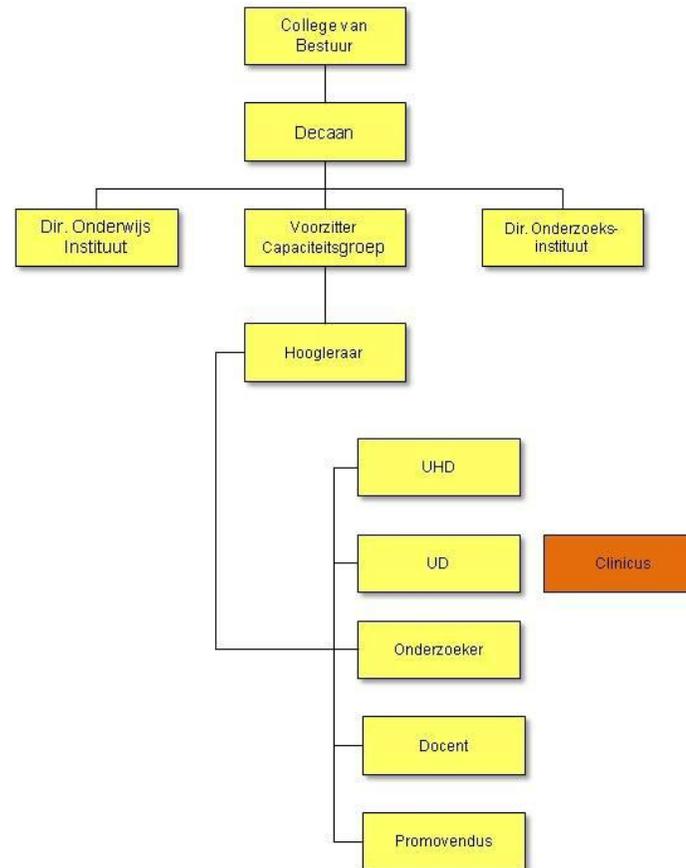
Clinician

Objectives

Developing and providing assigned responsibilities and activities in the field of patient care and teaching, based on the faculty patient care teaching and research programme, to realise the learning outcomes corresponding to the exit qualifications of the course components in respect of knowledge, insight, skills, competences and attitudes of students.

Developing and implementing new techniques suitable for diagnostics and/or treatment, including through participation in research aimed at ensuring that the academic clinical role can be carried out at a high level.

Externally advancing the clinical role, aimed at strengthening its financial and social position, by providing specialist veterinary care within the framework conditions of cost, quality, time, organisation and communication.



PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
1 Patient care			
Formulating and carrying out a treatment plan or having a treatment plan carried out. (specialist veterinary care)	Following referral by an external practitioner	Treatment skills will be developed and/or the health of patients will be improved	<ul style="list-style-type: none"> • Providing specialist veterinary care. • Participating in or leading patient case reviews • Formulating clinical research questions and systematically developing the corresponding diagnoses. • Determining, providing and assessing treatments. • Updating and monitoring medical reports. • Informing owners of patients. • Coordinating with and informing referring veterinarians. • Supervising Trainee Specialists on their patient care responsibilities.
2 Completion, evaluation, implementation and aftercare			
Performing the work successfully, supervising implementation and providing aftercare. Assessing the results of the work and making proposals regarding adjustments to policies or approaches moving forward.	Agreements with referring veterinarians and patient owners. Desired final outcomes. Policy objectives Assignment. Action plan.	Assignment will have been completed and implemented successfully and diligently. The outcomes meet the agreements with the patient owners. Understanding of the extent to which and how the objectives have been achieved. Encouraging adequate decisions with	<ul style="list-style-type: none"> • Ensuring the implementation and evaluation of the practices considered appropriate for diagnostics and/or treatment • Ensuring adequate financial settlement of the treatment. • Taking care of record-keeping and documentation. • Drafting medical reports and documenting all medical procedures in the patient information system • External provision of information to other veterinarians, pet owners (and corresponding organisations) and other social organisations regarding specialist veterinary care. • Contributing to gaining insight regarding disease data in domestic pet populations • Active implementation of new insight from research into leading clinical patient care
3 Student supervision			
Supervising students as well as assessing students in the provision and the progress of patient care	Education policy. Clinical role	Students should be able to provide patients with adequate treatment within the prescribed period	<ul style="list-style-type: none"> • Overseeing and assessing medical history examinations, clinical examinations, diagnostic plans and clinical skills of students in the clinical phase • Identifying any stagnation in student development • Making and recording working arrangements with students regarding their studies
4 Development of new techniques			
Developing and introducing new techniques suitable for the treatment of patients.	Results from research. National and international literature. Experimental treatment	Patients will be treated using new, up-to-date techniques that have proven their worth in trial setups.	<ul style="list-style-type: none"> • Literature review. • Small-scale experiments. • Reviewing and keeping up to date with expertise from other clinics and universities, both in the Netherlands and abroad.
5 Working groups and committees (variant)			
Participating in and/or chairing committees or working groups as well as carrying out any assigned management and administrative duties.	Education and patient care policies. Agreements on career development.	Contributing to the development of the faculty or the department.	<ul style="list-style-type: none"> • Preparing the topics to be discussed within the relevant working groups or committees. • Participating in meetings. • Elaborating certain issues and topics in preparation of future meetings • Keeping the employees within the department informed of the issues discussed within the working groups

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
6 Supervising support staff			
Assigning job assignments and instructions to support staff	Work plan	Implemented work plan	<ul style="list-style-type: none"> Clarifying the context of the job assignments assigned Discussing progress
7 Programme development and education			
Specifying the learning objectives of a course component Preparing and providing assigned course components	Faculty curriculum Cohesion with objectives in the field of patient care. No. of study hours indicated Standards and exit qualifications	Content, teaching, methods of testing and format of assigned course components Realising established learning outcomes with regard to the knowledge, insight, competences, skills and attitudes of students	<ul style="list-style-type: none"> Monitoring relevant national and international developments in their own field of education Selecting relevant literature and teaching methods Drafting or adaptation of new or existing teaching materials and assignments Integrating research results into the curriculum Preparing and providing teaching sessions for students Creating the right conditions for the learning process by applying didactic teaching methods Supervising and assessing work placement and final projects and theses of students
8 Education assessment and evaluation			
Testing learning outcomes, using the assessment methods developed and/or approved for that purpose Contributing to the evaluation of the structure and provision of course components as well as submitting proposals for improvements	Standards determined for the faculty curriculum Quality criteria, content and objective established in the curriculum	Objective assessment of the degree to which students have achieved the desired level	<ul style="list-style-type: none"> Drafting exam papers Administering both oral and written exams Assessing exams and giving marks Evaluating and adjusting their course components where necessary Drafting and implementing improvement proposals Analysing the provision of course components with students and lecturers Contributing to evaluation reports on structure and provision Providing information to external education review committees
9 Acquisition, relationship management and valorisation			
Acquiring new or additional patients in a competitive environment. Initiating and maintaining interpersonal relationships both inside and outside the organisation Communicating knowledge through various media outlets.	Institution and/or department policy	Adequate supply of patients and income for the institution, service or department Scientific knowledge that is transparent, clear and applicable to a wide audience Representation in and links with the professional field	<ul style="list-style-type: none"> Initiating and maintaining relationships with peers and professional practice Monitoring internal and external developments that enable increases in the influx of patients Ensuring good public relations Giving presentations Maintaining internal and external networks Contributing to current social debates from the perspective of their own field of expertise Giving lectures and interviews for various media outlets Advising colleagues both inside and outside the institution from their own field of expertise

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
10 Coaching			
Coaching and in-depth supervision of less-experienced colleagues	Own discipline/field	Encouraging the substantive/professional development of colleagues	<ul style="list-style-type: none"> • Giving less-experienced colleagues feedback • Informing new or less-experienced colleagues regarding new or existing procedures or treatment methods • Acting as a point of contact for other colleagues regarding operational and substantive problems
11 Management of equipment and laboratories			
Managing equipment and/or laboratories	Allocated budget	Availability of the required resources and facilities for patient care and education	<ul style="list-style-type: none"> • Consultation and coordination with the academic supervisor and/or the director of Operational Management • Drafting investment proposals • Ensuring the cleaning, maintenance and timely replacement of equipment
12 Research			
Collecting, analysing and interpreting research data, monitoring the progress of pre-defined and approved (AVM, Applied Veterinary Research) research and publishing research publications.	Individual research plan and AVM programme of the department fitting within faculty research policy framework	Realising the objectives of the research plan, responding to the study's research question and sharing the knowledge and insight obtained with peers to improve the positioning of the field.	<ul style="list-style-type: none"> • Coordinating with other research or substudies • Drafting a research plan • Coordinating research questions with the academic management of the department • Creating a literature review, attending symposiums and conferences and discussions with experts • Exchanging fellow knowledge with national and international researchers • Drafting publications for recognised academic journals and trade journals • Giving lectures at conferences

Clinician classification criteria

Job grade Classification criteria	Clinician 1 (salary scale 13) NB: only applicable in rare cases and following approval of the dean.	Clinician 2 (salary scale 12)	Clinician 3 (salary scale 11)
Patient care	<p>Ensuring the continued development of patient care by developing new treatment skills and techniques</p> <p>Supervising Trainee Specialists, Junior Assistant Professors and Clinicians 2 and 3</p> <p>Managing the department and the organisation responsibilities therein. Exercises a guiding influence with regard to policy.</p> <p>Is consulted by/acts as a point of contact for other internal and external veterinarians and is recognised as an expert in their field.</p> <p>Will be familiar with any new practices and innovative insights at foreign</p>	<p>Ensures an increase in the quality of patient care through the development of treatment skills Exercises a supervising role in the training of Junior Assistant Professors and Trainee Specialists. Is responsible for drafting protocols and/or treatment plans for specialist veterinary care.</p> <p>Excellent communication with referring veterinarians and patient owners.</p>	<p>Carrying out a broad range of specialist patient care activities in the relevant field. Ensures the implementation and evaluation of any methods and innovative insight considered appropriate for diagnostics and/or treatment purposes. Supervises Junior Assistant Professors and Trainee Specialists. Excellent communication with referring veterinarians and patient owners</p>
Education	<p>Developing assigned course components based on the structure, content and teaching method established.</p> <p>Drafting improvement proposals following the evaluations of the assigned course components</p>	<p>Providing course components of the degree programme that have already been developed. Ensuring periodic updates to and improvement of the assigned course components.</p> <p>Identifying opportunities for improvement</p>	<p>Providing regular course components of the degree programme that have already been developed.</p>
Research	<p>Carrying out research based on a pre-defined and approved research proposal</p>	<p>Carrying out research based on a pre-defined and approved research proposal</p>	<p>Carrying out research based on a pre-defined and approved research proposal</p>
Organisation	<p>Carrying out administrative and/or management responsibilities that may extend beyond the capacity group, such as managing a department, programme committee, coordinating clinical treatments, etc.</p> <p>Is responsible for the progress and the integration of various complex clinical and financial business processes</p>	<p>Managing working groups, committees or project teams within the capacity group</p> <p>Contributing to the progress of financial operations</p>	<p>Participating in working groups, committees or project teams within the capacity group.</p> <p>Contributing to the progress of financial operations within the established frameworks</p>
Qualifications	<p>Please see Clinician 3 and Senior Teaching Qualification</p>	<p>Please see Clinician 3</p>	<p>Veterinarian, specialist registered at the European specialist colleges and/or the Royal Dutch Society of Veterinary Medicine (KNMvD).</p>

Minimum performance requirement for Clinicians:

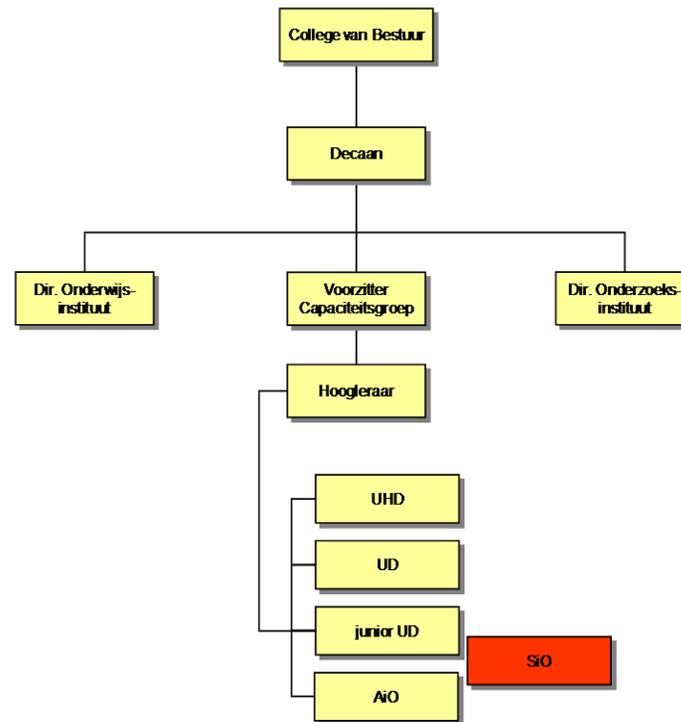
Clinician 3: meets all the qualifications and classification criteria for clinician 3
Clinician 2: meets all the qualifications and classification criteria for clinician 2
Clinician 1: meets all the qualifications and classification criteria for clinician 1

Trainee specialist*

Objectives

Meeting the requirements for registration as a specialist established by the European specialist colleges and/or the KNMvD.

* This profile combines performance areas of the Lecturer 4 and Researcher 4 UFO job profiles, supplemented with specific performance areas in the field of patient care



PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
13 Patient care/consultancy			
Research activities and treatment or risk analysis and consultancy at the level of a specialist	Under supervision of a registered specialist	Independent patient care at the level of a specialist	<ul style="list-style-type: none"> • Formulating a clinical research question • Performing and interpreting research, resulting in a diagnosis • Establishing and providing treatment • Providing care • Updating and monitoring medical reports • Informing patient owners and referring veterinarians • Participating in or leading patient case reviews
14 Performing research			
Formulating a hypothesis and a work plan Collecting, analysing and interpreting research data, both empirically and theoretically	<ul style="list-style-type: none"> - Faculty research policy - Work plan 	Entire set of research data	<ul style="list-style-type: none"> • Documenting the data in a research journal • Assessing the quality of the research data collected • Discussing research results with fellow researchers and Professor • Updating and calibrating research methodologies and research instruments • Introducing individual knowledge to the capacity group
15 Publication of research			
Interpreting and publishing research results	<p>Instruction sessions for authors of the relevant journal</p> <p>In consultation with co-authors</p>	<p>Publication in a peer-reviewed journal</p> <p>Publication of abstracts and conference proceedings</p> <p>Lectures at seminars and academic conferences</p>	<ul style="list-style-type: none"> • Making agreements with stakeholders regarding the publication of research results • Drafting publications for recognised scientific journals, conference proceedings and professional journals • Amending publications following responses from reviewers and the supervisor • Giving lectures at academic conferences • Giving presentations within and outside the faculty
16 Supervising research support staff			
Assigning job assignments and giving instructions to research support staff	Work plan	Implemented work plan	<ul style="list-style-type: none"> • Clarifying the context of the responsibilities assigned and instructions given • Discussing the progress with research support staff
17 Provision of education			
Preparing and providing assigned course components	Faculty curriculum Guidelines and standard procedures for patient care	Realising established learning outcomes with regard to the knowledge, insight, competences, skills and attitudes of students	<ul style="list-style-type: none"> • Preparing and providing practicals, tutorials and lectures, etc. • Co-authoring and assessing assignments and papers in a teaching context • Supervising students in carrying out clinical procedures in the clinics and the faculty's outpatient practice
18 Student supervision			

PERFORMANCE AREAS			
Core activity	Framework	Results	Activities
Providing in-depth supervision of students carrying out assignments, as well as assessing their progress	Faculty curriculum, research or treatment plan In consultation with the supervisor	Assignments completed within the prescribed period	<ul style="list-style-type: none"> • Identifying stagnation in student development • Making and recording working arrangements with students regarding their studies • Informing students on potential assignments • Providing input for the assessment of assignments • Correcting theses, final projects or reports, assignments and

Trainee Specialist classification criteria

- There is a single job level for this position. As such, there are no classification criteria.

Minimum performance requirement for Trainee specialists

- Obtaining a specialisation.