REGULATION BASIC TEACHING QUALIFICATION (BKO)

Faculty of Governance and Global Affairs
2024

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1. Introduction

Like all faculties of Leiden University, Faculty of Governance and Global Affairs (FGGA) has implemented the Basic Teaching Qualification (Basis Kwalificatie Onderwijs, BKO). The BKO was introduced to assess whether the teachers working at the FGGA have the basic skills that every teacher must have in order to provide good academic teaching. The objectives formulated for the BKO can be found in Appendix 1.

The BKO was introduced at Leiden University in January 2008 for newly appointed teaching staff who had a contract for 0.5 fte or more, for at least one year or teaching staff who were promoted to a higher scale or received a permanent appointment. From September 2012, the BKO is mandatory for all teachers, assistant professors, associate professors and professors who are already employed at Leiden University with appointment of 0.5 fte or more, and a contract for one year or longer.
Within two years of the starting date for the BKO-requirement, the certificate must be obtained. Employees in the above categories, who have already obtained their BKO at another university in the Netherlands, are exempt from this requirement provided that they can show the certificate. In the quality agreements (2018) Universiteit Leiden has agreed that at least 93,5% of the teaching staff will have attained their BKO within two years of their appointment.

On 1 January 2020 the partial BKO certificate for PhD candidates who also do some teaching has been introduced. The partial BKO certificate provides recognition that a PhD candidate has gained knowledge and experience as a teacher. To obtain the partial certificate, the PhD candidates are required to teach a small-scale course, for example a series of tutorials, take the LLInC module Teaching in Practice and submit a portfolio. PhD candidates have to demonstrate that they meet the BKO learning outcome 3: Preparing and giving lectures. Within one year of the starting date for the BKO-requirement, the partial BKO certificate have to be obtained.

There are three procedures for teaching staff at FGGA who have BKO-requirement:
- The procedure for experienced teachers: for those who have recent - at least 3 years of intensive teaching or 5 less intensive years - teaching experience at university level feature (see section 3.2);
- The procedure for new teachers: for those just starting their teaching career (see section 3.3);
- The procedure for PhD candidates, who were primarily hired to do research but will probably also have to do some teaching (see section 3.4).

2. BKO assessment committee

The FGGA BKO assessment committee consists of three persons and is supported by a secretary. The members represent FGGA as widely as possible from the various institutes and programs of the Faculty. They are appointed for a period of two years by the Faculty Board. The members preferably have already earned the BKO and have extensive experience in designing teaching and teaching in various ways.

In 2024, the BKO committee consists of the following members:
• Dr. Rik de Ruiter (Institute of Public Administration), Chair;
• Prof. dr. Dennis Broeders (Institute of Security and Global Affairs);
• Dr. Brandon Zicha (Leiden University College The Hague).

Secretary is drs. Dianne Karkdijk. The committee meets at least four times a year to assess newly submitted applications.

3. BKO procedure

The BKO procedure is always focused on assessing if the attainment levels have been achieved by the candidate, but the way towards these attainment levels may differ. The candidates are divided into three categories: the new teachers who are just starting their teaching career, the experienced teachers and the PhD candidates who also teach. The new teachers may already have some experience in giving workshops designed by others or have perhaps give a course by themselves once. These teachers will have to strengthen the development of their teaching skills during their BKO procedure.

In addition the experienced teachers are now BKO candidate due to the changes in the target group. A teacher is regarded as experienced when he/she has provided three years of intensive teaching (a large part of the assignment is used to provide teaching, including the design of teaching), or five years less intensively.

The PhD candidates may have taught a small-scale course, for example a series of tutorials. In either case, the committee is looking at a the triangle formed by the input from the teacher, the course evaluations by the students and the recommendation by the supervisor, all about the teaching provided by the instructor.

3.1 Intake new staff

There are different ways in which new staff is informed about the BKO requirement. Where applicable the vacancy text already mentions the BKO. In addition, during the appointment meeting that a new teacher has with the HR advisor, the BKO is also raised and the website in English and Dutch is mentioned to the new colleague. The BKO requirement is also mentioned in the letter of appointment. The date on which the requirement takes effect, and therefore the date at which the BKO must be achieved, is recorded in SAP HR.

HRM provides the secretary of the committee with information about new teachers with BKO obligation via the online information management database (e-reports). The secretary invites new teachers and new – teaching - PhD's for an intake. During the intake it is determined whether the teacher is eligible for the procedure experienced teacher or if the new teacher procedure is more applicable. And whether the PhD is supposed to meet the BKO learning outcome 3: Preparing and giving lectures and to attain the partial BKO certificate or rather the complete BKO. The procedure and the application in either case will be discussed. The date of intake is passed on to HRM/PSSC who registers the date in SAP HR.

3.2 BKO file experienced teachers

Those who qualify for the procedure experienced teacher, provide a BKO application file to the secretary of the BKO assessment committee including the following documents. The supporting documents cannot go back more than three years (or five years if there is a less intensive teaching load) preceding the date of submission of the dossier.

A. Teaching resumé, summary of teaching which was hitherto developed/ is given alone or together.
B. A SWOT analysis of the candidate as a teacher going into the aims for the BKO and learning moments during development as a teacher. The candidate evaluates the student evaluations of his/her teaching and gives a Teaching Statement. It's important to link them both explicitly to the UTQ learning objectives.
C. At least five recent student evaluations, which cover different teaching methods whenever possible (workshops, lectures, seminars, etc.), including at least 2 Leiden student evaluations. The BKO committee recognizes that sometimes limited course evaluations are available. For the BKO Committee, teaching statement, reflection on experience and an elaborate SWOT analysis in a portfolio are most important. If in specific cases a course is not evaluated (due to less evaluating within one's Faculty, Institution, special circumstances such as the COVID pandemic, or other institutional reasons evaluations may not exist) and therefore a candidate misses an evaluation, the committee is open to consider an alternative.
D. The assessment of the teaching given by the candidate based on the ROG reports in the 3-5 years prior to the application. Because of privacy reasons preferably only those parts which relate to teaching, or a summary made by the ROG conversation holder. For the teaching component these reports at least a 3 score should be obtained. It may also consist of a final assessment with at least a 3, if the teaching component is included in that assessment.

E. At least one reference from the Director of the program in which teaching was provided. This may also be the person who in the three years preceding the submission of the application file has been Director of Education. This judgment may, if that person also was the ROG conversation holder, coincide with the judgment under point D.
F. Other documentation relating to your didactical development or skills.

The file is handed in at least ten days before a meeting of the BKO review committee through the secretary. This is the responsibility of the candidate.

3.3 BKO file starting teachers

If an instructor is at the beginning of his teaching career, a mentor will be appointed. This is basically the direct supervisor, but after consultation this can also be an experienced teacher, preferably BKO qualified, who will guide the new teacher during the BKO programme. This starts with a training trajectory:

-   Taking the BKO/UTQ modules in The Hague or Leiden where candidates work specifically towards the attainment levels through classes, class visits, and practical assignments. It is also possible that there are only a few skills that need to be worked on and the candidate follows one or more partial BKO modules. Below is an overview of mandatory and optional UTQ modules for FGGA:

Mandatory UTQ Modules*	Duration	Trainer
How to design a course	1 half day	LLInC
Teaching in practice	3 half days	LLInC
Testing and assessment	2 half days	LLInC
Inclusive classroom	1 half day	ISGA
Optional UTQ modules		
Supervising thesis students	2 half days	LLInC
Interactive Teaching and Technology in the Classroom	1 half day	ISGA
Hybrid Learning	1 half day	LLInC
Other courses		

It is mandatory to do these four or an equivalent approved by the Institute and Faculty governing boards.

-   Support during the design of teaching, for example by doing this together, or by discussing the ideas of the new teacher. This could be discussing suitable didactic or assessment methods, designing an examination or other assessment together, or class visits by the mentor.
-   Peer reviews with other new teachers.

After completion of the training trajectory and having taught at least four recent courses the candidate provides a BKO application file including at least the following elements.
A. Teaching resumé, summary of teaching which hitherto developed/ is given, alone or together, together with the course descriptions and where possible assessment.
B. A reflection by the BKO candidate in the form of a SWOT analysis of the candidate as a teacher focusing on the attainment levels for the BKO and the learning process during the development towards a teacher. This section also includes a Teaching Statement. It's important to link them both explicitly to the UTQ learning objectives. Special attention is given to the student evaluations of the teaching provided. These evaluations must be traced back to the candidate.
C. At least 4-5 student teaching evaluations that are conducted during the programme, which relate to different teaching methods whenever possible (workshops, lectures, seminars, etc.); A teaching observation by a colleague might be a nice extra.
    The BKO committee recognizes that sometimes limited course evaluations are available. For the BKO Committee, teaching statement, reflection on experience and an elaborate SWOT analysis in a portfolio are most important. If in specific cases a course is not evaluated (due to less evaluating within one's Faculty, Institution, special circumstances such as the COVID pandemic, or other institutional reasons evaluations may not exist)

and therefore a candidate misses an evaluation, the committee is open to consider an alternative.

D. The assessment of the teaching given by the candidate based on the ROG reports during the BKO-trajectory. Because of privacy reasons preferably only those parts which relate to teaching, or a summary made by the ROG conversation holder. For the teaching component these reports at least a 3 score should be obtained. It may also consist of a final assessment with at least a 3, if the teaching component is included in that assessment.

E. A recommendation from the mentor. This may coincide with the point D.

F. Any other documents (certificates, course descriptions, exams, proof of a self-designed course…) that support the application.

The file is handed in at least ten days before a meeting of the BKO review committee through the Secretary. This is the responsibility of the candidate.

3.4 BKO file PhD candidates

What does the partial BKO certificate trajectory look like? The first step is to contact your Faculty's UTQ (BKO) contact person. He or she will invite you for an intake interview with you on behalf of the Faculty's assessment committee, and will explain the steps you need to take to attain your partial BKO certificate. In order to attain your partial certificate you have to teach a short course, namely at least one series of tutorials.

In addition, you are required to take the LLInC module Teaching in Practice. This course takes three half-days with additional preparation time. You must also have a mentor who advises and guides you throughout the track. Make sure you make clear agreements about this with your mentor. An experienced lecturer will attend one of your lectures and observe you while you are teaching; he or she will give you feedback on your teaching and write a report. You can discuss the choice of a specific mentor or observer with your BKO contact person. As a rule, your mentor should not be your PhD supervisor.

You also have to create a portfolio that shows how you meet the various components of the BKO learning outcome "Preparing and giving lectures". Based on your portfolio, the Faculty's BKO committee will assess whether you meet the learning outcome. Your portfolio should give the assessment committee a clear idea of your qualities, and should in any case include the following:

- Student evaluations of the course(s) you have taught, including at least 2 Leiden student evaluations. The BKO committee recognizes that sometimes limited course evaluations are available. For the BKO Committee, teaching statement, reflection on experience and an elaborate SWOT analysis in a portfolio are most important. If in specific cases a course is not evaluated (due to less evaluating within one's Faculty, Institution, special circumstances such as the COVID pandemic, or other institutional reasons evaluations may not exist) and therefore a candidate misses an evaluation, the committee is open to consider an alternative.
- Reflection report on your own development as a teacher;
- Report from the lesson observation;
- If applicable: the English Language Proficiency Qualification (Basiskwalificatie Taalvaardigheid Engels, BKE) of the Academic Language Centre, see Appendix 6.

The file is handed in at least ten days before a meeting of the BKO review committee through the secretary. This is the responsibility of the candidate. If you meet all the requirements, you will be awarded a partial BKO certificate, signed by the Dean of your Faculty and the Vice-Rector. The fact that you have attained a partial BKO certificate will also be recorded in your personnel file.

3.5 English Language Proficiency Qualification (BKE)
(Basiskwalificatie Taalvaardigheid Engels)

When lecturers teach in English they are also required to complete an English Language Proficiency Qualification (Basiskwalificatie Taalvaardigheid Engels, BKE). The required level of English proficiency is C1 on the Common European Framework of Reference for Languages (CEFR). This remains valid, but with the exemptions described in Appendix 6.

3.6 International Certificates

At Leiden University all lecturers should meet the attainment targets of the BKO. It is important that international lecturers - like lecturers without a BKO - provide a portfolio in which they demonstrate that they meet the Leiden attainment targets. Even if someone has a certificate from another university (regardless of whether he/ she is a tutor or professor) we always ask for two Leiden teaching evaluations and a reflection report. This is what we always ask of an experienced teacher. Lecturers can use a teaching statement/philosophy from a previous track.

What lecturers have to submit:
- Teaching CV - only the teaching part of the resumé and at least two The Hague/Leiden courses added.
- SWOT analysis and reflection, your profile as a teacher related to the final objectives of the BKO + Teaching Statement, what motivates you as a teacher?
- Two sufficient student evaluations from Leiden University (possibly supplemented by 3 other evaluations from the past 4-5 years).
- Assessment/ ROG - evaluation of your teaching by your supervisor in your Result- and Development-report (min. 3 on a 5-pointscale) with a short reflection.
- Appendices

3.7 Assessment

The secretary shall verify that all required elements are present in the file and distributes the files among the members of the BKO assessment committee who assess the application on the basis of the checklist goals BKO (see Appendix 3). During the meeting the committee reaches one of the following decisions:
A. The (partial) BKO certificate can be awarded. The review committee may inform the candidate that although the BKO is granted, he/she should pay attention to the development of certain teaching competencies;
B. The (partial) BKO certificate cannot be granted. The review committee asks the applicant for additional information. Based on the additional information the committee decides if the certificate can be awarded or not;
C. The (partial) BKO certificate cannot be granted; Candidate must follow the BKO programme or parts thereof, or repeat certain elements.

The secretary informs the applicant and HR about the decision.
A. the (partial) BKO certificate can be granted and this recommendation is sent to the Dean of the Faculty. When the Dean agrees, the secretary orders the certificate to be printed and provides it for signature to the Dean. The (partial) BKO certificate will be send to the candidate. A copy of the signed certificate is sent to the secretary of BKO assessment committee and HRM. HRM enters the date of the certificate in SAP HR and adds the copy to the personnel file.
B. The BKO certificate cannot yet be granted; in this message is specified which information is missing, and when this should be handed in. If the additional information leads to a positive recommendation, the procedure as described above under a. is followed.
C. The BKO certificate cannot be granted. The candidate will be assigned a mentor and follow the BKO programme (see 3.4).

3.8 Funding for obtaining BKO attainment levels

FGGA will use funding made available by the Board of the Faculty to invest in teaching, for training towards the (partial) BKO certificate. These funds will be used in three ways:
1. Financing BKO modules for candidates who would benefit from these. This will primarily concern new teachers and not the experienced teachers.
2. Financing the LLInC BKO-module Teaching in Practice for PhD candidates.
3. Supporting the development of a bilingual faculty by supplying English and Dutch language instruction.

In case of shortage of funding, BKO-candidates who are obliged to complete the BKO, have preference over those who do this voluntarily. If the funds are not sufficient, the unit involved is asked to contribute for their own candidate who does not have the BKO-obligation.
It is possible to apply for a workshop on a specific theme with a group of candidates.

4. Administrative procedures

The secretary of the BKO committee and the HR advisor have regular contact about the BKO candidates
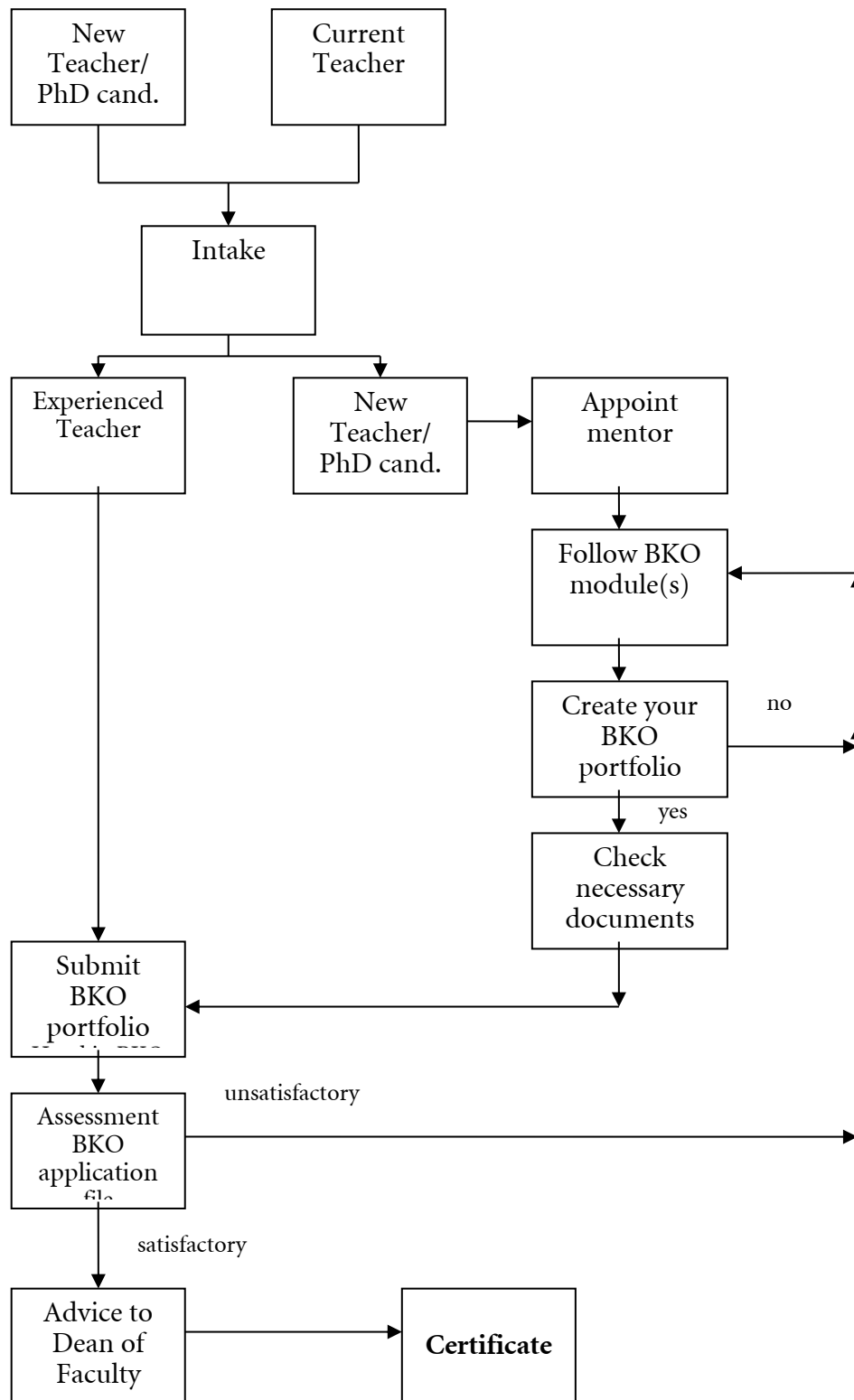
- HRM is responsible for providing an up to date list of new candidates and the end dates which will be reached within three months in e-reports;
- The secretary informs HRM/PSSC about intake data and obtained certificates.
- The secretary provides HRM/PSSC with a copy of the certificate, who will add it to the personnel file.

5. Appendices

Appendix 1 - Final Attainment Objectives Basic Teaching Qualification

1. Performing at a level appropriate for an academic teaching environment
    1.1   Stimulating students to develop an academic attitude based on the University's teaching concept.
    1.2   The ability to design a teaching plan in line with the content and level of your own specialist discipline.

2. Making and developing a lecture plan
    2.1   Assessing existing teaching products on the basis of the contribution they can make to achieving the teaching aims.
    2.2   Structuring the study element such that (interim) monitoring of the teaching process is possible.
    2.3   Adapting your own (research) material such that this can be applied in your teaching.
    2.4   Analysing students' products and performances, and converting these into study results by the students.
    2.5   Formulating appropriate test questions for the study element.

3. Preparing and giving lectures
    3.1   Applying the various forms of teaching in a clear and well- structured way (lectures, tutorials, practical sessions).
    3.2   Responding to unforeseen developments while teaching.
    3.3   Making difficult aspects of the subject accessible for students.
    3.4   Making optimum use of the student's starting situation.
    3.5   Applying technical instruments effectively in your teaching (ICT, audio, video, etc.)
    3.6   Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral.
    3.7   For those lecturers who will be teaching in English: C-1 level of language ability

4. Supervising students
    4.1   The ability to apply a range of different supervision models. (Examples: group supervision, individual supervision, work experience, project management, strict control or more flexible guidance).
    4.2   The ability to distinguish differences in learning styles and/or ability among students, and to respond to these differences (Examples: learning styles, talents, attitude, cultural background).
    4.3   The ability to intervene in such a way that students are stimulated to learn independently.

5. Professionalisation
    5.1   Keeping up to date with developments in the fields of ICT and teaching.
    5.2   Interpreting new developments in your specialist field in terms of their relevance for your own teaching practice.
    5.3   Maintaining an awareness of methods of reflection and peer supervision.
    5.4   Setting your own goals for your performance as a lecturer.
    5.5   Verifying for yourself or with others whether these goals have been attained.
    5.6   Setting appropriate goals for making any necessary adjustments.

Appendix 2 - Flowchart BKO

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┌──────────────┐   ┌──────────────┐
│ New          │   │ Current      │
│ Teacher/     │   │ Teacher      │
│ PhD cand.    │   │              │
└──────┬───────┘   └──────┬───────┘
       │                  │
       └────────┬─────────┘
                ▼
         ┌──────────────┐
         │ Intake       │
         └──────┬───────┘
        ┌───────┼────────┐
        ▼                ▼
┌──────────────┐  ┌──────────────┐   ┌──────────────┐
│ Experienced  │  │ New          │──▶│ Appoint      │
│ Teacher      │  │ Teacher/     │   │ mentor       │
│              │  │ PhD cand.    │   │              │
└──────┬───────┘  └──────────────┘   └──────┬───────┘
       │                                    ▼
       │                             ┌──────────────┐
       │                             │ Follow BKO   │◀──────┐
       │                             │ module(s)    │       │
       │                             └──────┬───────┘       │
       │                                    ▼          no   │
       │                             ┌──────────────┐───────┤
       │                             │ Create your  │       │
       │                             │ BKO          │       │
       │                             │ portfolio    │       │
       │                             └──────┬───────┘       │
       │                                yes │               │
       │                             ┌──────────────┐       │
       │                             │ Check        │       │
       │                             │ necessary    │       │
       │                             │ documents    │       │
       │                             └──────┬───────┘       │
       ▼                                    │               │
┌──────────────┐                            │               │
│ Submit       │◀───────────────────────────┘               │
│ BKO          │                                            │
│ portfolio    │                                            │
└──────┬───────┘                                            │
       │                    unsatisfactory                  │
       ▼                                                    │
┌──────────────┐────────────────────────────────────────────
│ Assessment   │
│ BKO          │
│ application  │
│ file         │
└──────┬───────┘
       │  satisfactory
       ▼
┌──────────────┐        ┌──────────────┐
│ Advice to    │───────▶│ Certificate  │
│ Dean of      │        │              │
│ Faculty      │        │              │
└──────────────┘        └──────────────┘
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Appendix 3 - Checklist BKO

Attainment level	Possible source
1. Performing at a level appropriate for an academic teaching environment	
1.1 Stimulating students to develop an academic attitude based on the University's teaching concept.	- course manual - course outline - course evaluation - letter of recommendation - SWOT analyse
1.2 The ability to design a teaching plan in line with the content and level of your own specialist discipline.	- course manual - course outline - course evaluation - teaching CV
2. Making and developing a lecture plan	
2.1 Assessing existing teaching products on the basis of the contribution they can make to achieving the teaching aims.	- course manual - course outline - course evaluation
2.2 Structuring the study element such that (interim) monitoring of the teaching process is possible.	- course manual - assessment - SWOT analyse
2.3 Adapting your own (research) material such that this can be applied in your teaching.	- course manual - peer feedback - teaching CV
2.4 Analysing students' products and performances, and converting these into study results by the students.	- letter of recommendation - course evaluations - peer feedback - SWOT analyse
2.5 Formulating appropriate test questions for the study element.	- assessment samples - LLInC Course Assessment - peer feedback
3. Preparing and giving lectures	
3.1 Applying the various forms of teaching in a clear and well- structured way (lectures, tutorials, practical sessions).	- course manual - course outline - course evaluations - teaching CV - LLInC course: presenting effectively
3.2 Responding to unforeseen developments while teaching.	- course evaluations - observations
3.3 Making difficult aspects of the subject accessible for students.	- course evaluations - observation
3.4 Making optimum use of the student's starting situation.	- course evaluations - observation - teaching CV
3.5 Applying technical instruments effectively in your teaching (ICT, audio, video, etc.)	- course manual - course evaluations - SWOT analysis - LLInC course Blended Learning
3.6 Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral.	- course evaluations - observation - LLInC course: presenting
3.7 For those lecturers who will be teaching in English: C-1 level of language ability	- native speaker, long term experience teaching in English - teaching CV - LLInC course Teaching in English - Language Test

4. Supervising students	
4.1 The ability to apply a range of different supervision models. (Examples: group supervision, individual supervision, work experience, project management, strict control or more flexible guidance).	- course manual - letter of recommendation - course evaluations - SWOT analysis
4.2 The ability to distinguish differences in learning styles and/or ability among students, and to respond to these differences (Examples: learning styles, talents, attitude, cultural background).	- SWOT analysis - course evaluations
4.3 The ability to intervene in such a way that students are stimulated to learn independently.	- course evaluations - SWOT analyse
5. Professionalisation	
5.1 Keeping up to date with developments in the fields of ICT and teaching.	- SWOT analysis - LLInC course Blended Learning
5.2 Interpreting new developments in your specialist field in terms of their relevance for your own teaching practice.	- SWOT analysis - course evaluations - letter of recommendation
5.3 Maintaining an awareness of methods of reflection and peer supervision.	- SWOT analysis
5.4 Setting your own goals for your performance as a lecturer.	- SWOT analysis - ROG reports
5.5 Verifying for yourself or with others whether these goals have been attained.	- SWOT analysis - ROG reports
5.6 Setting appropriate goals for making any necessary adjustments.	- SWOT analysis - ROG reports

Appendix 4 - Checklist Attainment Objectives

Assessment of the following objectives:

Attainment Objectives	+	-	Comments
1. Performing at a level appropriate for an academic teaching environment			
1.1 Stimulating students to develop an academic attitude based on the University's teaching concept.			
1.2 The ability to design a teaching plan in line with the content and level of your own specialist discipline.			
2. Making and developing a lecture plan			
2.1 Assessing existing teaching products on the basis of the contribution they can make to achieving the teaching aims.			
2.2 Structuring the study element such that (interim) monitoring of the teaching process is possible.			
2.3 Adapting your own (research) material such that this can be applied in your teaching.			
2.4 Analysing students' products and performances, and converting these into study results by the students.			
2.5 Formulating appropriate test questions for the study element.			
3. Preparing and giving lectures			
3.1 Applying the various forms of teaching in a clear and well structured way (lectures, tutorials, practical sessions).			
3.2 Responding to unforeseen developments while teaching.			
3.3 Making difficult aspects of the subject accessible for students.			
3.4 Making optimum use of the student's starting situation.			
3.5 Applying technical instruments effectively in your teaching (ICT, audio, video, etc.)			
3.6 Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral.			
3.7 For those lecturers who will be teaching in English: C-1 level of language ability			
4. Supervising students			
4.1 The ability to apply a range of different supervision models. (Examples: group supervision, individual supervision, work experience, project management, strict control or more flexible guidance).			
4.2 The ability to distinguish differences in learning styles and/or ability among students, and to respond to these differences (Examples: learning styles, talents, attitude, cultural background).			
4.3 The ability to intervene in such a way that students are stimulated to learn independently			
5. Professionalisation			
5.1 Keeping up to date with developments in the fields of ICT and teaching.			
5.2 Interpreting new developments in your specialist field in terms of their relevance for your own teaching practice.			
5.3 Maintaining an awareness of methods of reflection and peer supervision.			
5.4 Setting your own goals for your performance as a lecturer.			
5.5 Verifying for yourself or with others whether these goals have been attained.			
5.6 Setting appropriate goals for making any necessary adjustments			

Appendix 5 - University Framework BKO 2012

UNIVERSITAIR KADER BASISKWALIFICATIE ONDERWIJS UNIVERSITEIT LEIDEN 2012

1.   Basiskwalificatie Onderwijs

De Basiskwalificatie Onderwijs (BKO) omvat de bekwaamheden waarover elke docent aan de Universiteit Leiden tenminste moet beschikken om goed onderwijs te verzorgen. De Basiskwalificatie Onderwijs is het startpunt voor permanente professionele ontwikkeling van docenten. Voor docenten die onderwijs in het Engels (gaan) verzorgen, wordt de Basiskwalificatie Taalvaardigheid Engels (BKE) toegevoegd aan de Basiskwalificatie Onderwijs. De eerder door het College van Bestuur vastgestelde Basiskwalificatie Engels die geldt voor zowel zittend als nieuw personeel, is in dit Kader geïntegreerd.

2.   BKO-traject en certificaat

Het BKO-traject bestaat uit de intake, het BKO-dossier, de toetsing en zo nodig een opleiding.

Bij een positieve beoordeling van het BKO-dossier adviseert de toetsingscommissie aan de decaan van de faculteit het BKO-certificaat uit te reiken. Het BKO-certificaat wordt getekend door de decaan en de Vice-Rector Magnificus.

De Universiteit Leiden erkent op grond van de landelijke overeenkomst Wederzijdse Erkenning BKO de BKO-certificaten die door de betrokken andere Nederlandse Universiteiten zijn uitgereikt.

Het traject Basiskwalificatie Taalvaardigheid Engels bestaat uit een toets, zo nodig een opleidingsadvies met een toets om te bepalen of na de opleiding het vereiste niveau gehaald is.

Indien van toepassing wordt voor de Basiskwalificatie Taalvaardigheid Engels een apart certificaat uitgereikt. Het certificaat wordt toegevoegd aan het BKO-dossier.

3.   Eindtermen en toetsbronnen

De eindtermen voor de Basiskwalificatie Onderwijs en de Basiskwalificatie Taalvaardigheid Engels zijn op hoofdlijnen beschreven in de bijgevoegde eindtermenmatrix. In de facultaire uitvoeringsregeling Basiskwalificatie Onderwijs specificeert de faculteit deze eindtermen en de toetsbronnen voor de eigen faculteit.

4.   Intake

Met elke BKO-kandidaat vindt een intakegesprek plaats. Dit gesprek dient, in het licht van de eindtermen van de BKO, om de vooropleiding en ervaring van de docent in kaart te brengen alsmede de uit te voeren onderwijstaken. De intake vindt plaats door of onder verantwoordelijkheid van de toetsingscommissie. Bij de intake wordt ook vastgesteld of de kandidaat moet voldoen aan de eisen voor de Basiskwalificatie Taalvaardigheid Engels.

5.   Toetsingscommissie: samenstelling en werkwijze

Voor de toetsing van de Basiskwalificatie Onderwijs stelt het faculteitsbestuur een toetsingscommissie in. De toetsingscommissie bestaat uit tenminste drie leden met een uitstekende reputatie op het terrein van universitair onderwijs. Aan de commissie kan desgewenst een onderwijskundig adviseur worden toegevoegd. De werkwijze van de toetsingscommissie wordt vastgelegd in de facultaire uitvoeringsregeling.
In geval van een geschil over de BKO beslist de decaan van de faculteit.

6. Ondersteuning

Indien op basis van de intake een opleiding nodig blijkt wordt ter ondersteuning daarvan in de intake aan de BKO-kandidaat een ervaren collega als mentor toegevoegd. Daarnaast is er een universitair BKO-opleidingsaanbod van het LLInC beschikbaar. De faculteiten kunnen ook zelf specifieke docentprofessionaliseringsactiviteiten organiseren.

7. Opleidingsplan

Indien op basis van de intake een opleiding nodig blijkt, stelt de BKO-kandidaat, in overleg met de collega-mentor, een opleidingsplan op. Het opleidingsplan wordt goedgekeurd door de toetsingscommissie.

De opleiding omvat cursorisch didactisch onderwijs, zelfstudie, de samenstelling van een BKO-dossier en begeleiding daarbij door de collega-mentor en de uitvoering van reflectie op het door de kandidaat verzorgde onderwijs. De opleiding beslaat maximaal twee jaar. Bij de planning wordt rekening gehouden met de arbeidsvoorwaardelijke afspraken.
Het opleidingsplan sluit globaal aan op het door de kandidaat te verzorgen onderwijs.

Indien van toepassing komt bovenop het opleidingsplan de scholing die nodig is voor de Basiskwalificatie Taalvaardigheid Engels.

8. Doelgroep

Het BKO-traject staat open voor al het wetenschappelijk personeel van de Universiteit Leiden.

Het BKO-traject is per 1 september 2012 verplicht voor alle docenten, UD's, UHD's en hoogleraren met een aanstellingsomvang van 0,5 fte of meer en een dienstverband van een jaar of langer.

Het certificaat dient te worden behaald binnen twee jaar na het ontstaan van de verplichting.

Het BKO-certificaat is voor nieuw personeel één van de benoemingscriteria voor benoeming in vaste dienst als docent, UD, UHD of hoogleraar. In die gevallen dat een docent, UD, UHD of hoogleraar direct in vaste dienst wordt benoemd, voert de toetsingscommissie vooraf een BKO-toets uit en rapporteert daarover aan de benoemingsadviescommissie.

Bij tijdelijke aanstellingen worden bij aanvang van het dienstverband schriftelijk afspraken gemaakt binnen welke periode het BKO-certificaat behaald moet zijn.

In de facultaire uitvoeringsregeling kan het faculteitsbestuur de doelgroep nader specificeren, bijvoorbeeld op grond van aanstellingsomvang of –duur, met dien verstande dat bij tijdelijke dienstverbanden van een jaar of langer en een aanstellingsomvang van 0,5 fte of meer deelname aan het BKO-traject verplicht is.

9. Beoordeling en BKO-dossier

De toetsingscommissie beoordeelt of voldaan is aan de eindtermen voor de Basiskwalificatie op grond van een door de kandidaat samengesteld BKO-dossier. Indien de toetsingscommissie het BKO-dossier nog niet als voldoende beoordeelt, geeft zij aan op welke punten aanvulling nodig is.
Het BKO-dossier bevat in elk geval studentevaluaties van het door de BKO-kandidaat verzorgde onderwijs, het oordeel van de leidinggevende over het door de BKO-kandidaat verzorgde onderwijs, de reflectie van de BKO-kandidaat op haar/zijn kwaliteiten als docent in relatie tot de eindtermen voor de BKO en in geval van een opleiding het advies van de collega-mentor.
De toetsingscommissie weegt in haar beoordeling de onderdelen van het BKO-dossier.

10. Resultaat- en Ontwikkelingsgesprek

In de R&O-cyclus worden de ontwikkelafspraken met betrekking tot de BKO vastgelegd onder verwijzing naar het opleidingsplan.

11. Facultaire uitvoeringsregeling

Ter nadere uitwerking van het Universitaire Kader stelt elk faculteitsbestuur een facultaire uitvoeringsregeling Basiskwalificatie Onderwijs op.

In deze uitvoeringsregeling zijn in ieder geval de volgende onderwerpen vastgelegd:
• 	De samenstelling van de toetsingscommissie
• 	De werkwijze van de toetsingscommissie
• 	Wie belast is met de intake-procedure
• 	De toewijzing van de mentor
• 	De facultaire uitwerking van de BKO-eindtermen
• 	De toetsbronnen
• 	De eisen aan het BKO-dossier
• 	Facultair beleid ten aanzien van doelgroep
• 	De beschikbare financiële middelen voor de BKO en de wijze waarop BKO-kandidaten daarop een beroep kunnen doen.

De uitvoeringsregelingen Basiskwalificatie Onderwijs behoeven de goedkeuring door het College van Bestuur. Het College van Bestuur toetst de uitvoeringsregelingen op volledigheid en aan de in het Universitair Kader vastgelegde inhoudelijke eisen ten aanzien van de toetsingscommissie, procedure en eindtermen.

12. Verantwoording in facultair jaarverslag

In het facultair jaarverslag doen de faculteitsbesturen verslag over de uitvoering van de BKO binnen hun faculteit.
Hierin komen in ieder geval de volgende onderwerpen aan de orde:
• 	Het aantal bijeenkomsten van de toetsingscommissie
• 	Het aantal BKO-kandidaten in het verslagjaar
• 	Het aantal goedgekeurde BKO-dossiers respectievelijk het aantal uitgereikte certificaten in het verslagjaar
• 	Een evaluatie van de ondersteunende faciliteiten van het BKO-traject
• 	Facultair beleid ten aanzien van de doelgroep.

Appendix 6 - Exceptions English Language Proficiency Qualification (BKE) - FGGA

If lecturers teach in English they are also required to complete an English Language Proficiency Qualification (Basiskwalificatie Taalvaardigheid Engels, BKE). The required level of English proficiency is C1 on the Common European Framework of Reference for Languages (CEFR). The track consists of a test. If applicable, teachers will be awarded a separate BKE certificate, which they can include in their UTQ (Basis Kwalificatie Onderwijs, BKO) portfolio.

The English Basic Qualification test is administered by the Academic Language Center of Leiden University and consists of three parts:
1. a computer test that evaluates listening skills, grammar and vocabulary (30 to 45 minutes);
2. an interview with the language advisor to analyze the strengths and weaknesses of the candidate's speaking skills (20 min.);
3. an evaluation and consultation meeting (10 min.).

An exception for the BKE certificate can be made if:

- There is a hiring process with multiple interview rounds and/or a mock lecture in English. Then the UTQ committee assumes that the selection and recruitment committee has evaluated and approved the required level of English proficiency at C1 level.

  In case of doubt during the hiring process, wishes of the candidate or comments from students in evaluations, the Institute or the UTQ Committee can refer the candidate to the Academic Language Centre for improving the level of English proficiency. We call it a Professional Development Model.

  The Academic Language Centre offers an extensive range of courses addressing diverse English language skills at different levels of competence. For staff of Leiden University, English courses are available that focus on improving a specific skill, such as academic writing, making presentations and pronunciation for public speakers.

- The candidate has a passport from Australia, Canada, Ireland, Malta, New Zealand, Singapore, the United Kingdom, the United States or South Africa.

- The candidate is in possession of a comparable internationally recognized certificate of English at C1 level:
    - IELTS 7.0
    - TOEFL (internet based) 100
    - CPE
    - CAE 185

- The candidate has been teaching at an accredited institutions of Higher Education in Australia, Canada (with the exception of the French-language programmes in Canada), Ireland, Malta, New Zealand, Singapore, the United Kingdom, the United States or South Africa for a period of six months or longer.

- The candidate holds an accredited PhD degree from Australia, Canada (with the exception of the French-language programmes in Canada), Ireland, Malta, New Zealand, Singapore, the United Kingdom, the United States or South Africa.

The applicable exception will be demonstrated by the candidate in the UTQ dossier and mentioned in the e-mail to the UTQ coordinator when submitting the dossier.

These regulations are in accordance with the [Guideline on Language Policy of Leiden University](#).

(b) Language proficiency of lecturers2

3. Lecturers who teach in English all hold the University Teaching Qualification (BKE, in Dutch) or they are able to demonstrate by means of an alternative test that they meet the required C1 level on the scale of the Common European Framework of Reference for Languages (CEFR). Lecturers whose native language is English are exempted from this requirement.
4. International staff who teach in Dutch are required to demonstrate that they have at least C1 level of language proficiency in Dutch.
5. Course evaluations for subjects taught in English will include a question on the quality of the English language skills of the lecturer. If the course evaluations give reason for concern, the English language proficiency of the lecturer will be discussed in his/her Performance and Development interview. Where necessary, the institute will offer resources for improving the lecturer's level of English proficiency.

(d) Job vacancies

7. A minimal level of C1 English proficiency will be stipulated in the job descriptions of all vacancies for academic staff who are to teach in English.
8. An appropriate language requirement is included in the job descriptions of nonacademic staff.
9. The English-language job descriptions of all vacancies that have the prospect of a permanent position will stipulate that staff are expected to attain B1 level of Dutch language proficiency within two years.

English test score equivalency table
In the table below you can find equivalent scores for IELTS, TOEFL and Cambridge English tests.
IELTS C1 level score ranges from **7.0 to 8.0** bands.

IELTS	Toefl (internet based)	Toefl component score	Cambridge C2 Proficiency (CPE) or C1 Advanced (CAE)	Cambridge component score
6.0	80	20	CPE, CAE	169
6.5	90	22	CPE/CAE 180	176
7.0	100	25	CPE/CAE 185	185
7.5	113	27	CPE/CAE 191	191