






Learning outcomes Basic Qualification in Didactic Skills, parts A and B (Assessment Form)

BDB aspects	Learning outcomes	Good	Pass	Fail	Concrete examples/Additional feedback
<b>Assessment</b> 	<ul style="list-style-type: none"> <li>Your assessments are carried out effectively in a way that is appropriate to the required learning outcomes within the (assessment) culture of your course.</li> <li>You give a critical explanation of your assessment method, adjust it if necessary or propose improvements.</li> </ul>	<p>I am well able to design and carry out my assessments in a way that is appropriate to the required learning outcomes within the (assessment) culture of my course, and effectively adjust my method where and when necessary.</p>	<p>I am able to design and carry out my assessments effectively, but sometimes struggle with making them appropriate to the culture of my course and with making improvements.</p>	<p>I am still uncertain about designing and carrying out my assessments and do not yet understand how to make them appropriate to the culture of my course. I have not yet got round to giving critical explanations and making improvements.</p>	
<b>Teaching</b> 	<ul style="list-style-type: none"> <li>You are able to convey your subject and/or expertise with enthusiasm and in a variety of ways, taking account of the context and vision of the course.</li> <li>You experiment with the way you teach and reflect on it with colleagues and students.</li> </ul>	<p>In my contact with the students, I am able to convey my knowledge and skills in an effective and varied way, making use of the feedback from colleagues and students in order to improve continually.</p>	<p>I am able to make sufficient use of my knowledge and skills and I am enthusiastic when teaching. I adjust my lessons where necessary, making use of the feedback from my students and colleagues.</p>	<p>I am certain of my abilities, but struggle to convey my knowledge and skills. I am searching for the right forms, and I talk to my colleagues about the best approach to take.</p>	
<b>Coaching</b> 	<ul style="list-style-type: none"> <li>You tailor your coaching style to students and encourage openness in discussions, taking account of different personal, cultural and social perspectives.</li> <li>You give feedback on the learning process of students in a safe and encouraging way, in the hope that this will inspire reflective action.</li> </ul>	<p>In mijn begeleiden weet ik vanuit openheid en verwondering de juiste vragen te stellen en geef feedback die het reflectief leren van de student bevordert en stimuleert.</p>	<p>I am able to make sufficient use of my knowledge and skills and I am enthusiastic when teaching. I adjust my lessons where necessary, making use of the feedback from my students and colleagues.</p>	<p>In the coaching I give to students, I sometimes get stuck because we don't understand one another and I am not sure what to say or do to help the students proceed in their learning process.</p>	
<b>Professionalisation</b> 	<ul style="list-style-type: none"> <li>You interpret your role as a teacher in an effective and personal way and can identify the interaction between your role as a teacher and your other (professional) roles.</li> <li>In a team and elsewhere, you talk clearly and openly about your personal professionalisation issues and dare to show your uncertainty (about them) and/or to bring it up for discussion.</li> </ul>	<p>In my coaching, openness and interest form the basis for my ability to ask the right questions and give feedback that promotes and inspires reflective learning in the student.</p>	<p>My coaching meets the current needs of the student and I give enough feedback to enable the student to proceed in the learning process.</p>	<p>I am not yet completely clear about how I can present myself as a teacher and who or what I need in order to do so.</p>	
<b>Designing</b> 	<ul style="list-style-type: none"> <li>On the basis of your individuality and expertise, you create teaching material (together) that is in line with the pedagogic and didactic vision of the course.</li> <li>You involve colleagues, students and other interested parties, on the course and outside it, in designing and redesigning the teaching material.</li> </ul>	<p>I am well aware of my role as a teacher and respond authentically and reflectively to developments within my team, course and institute.</p>	<p>The definition of my role as a teacher is clear and I know what and who I need in order to function well.</p>	<p>I am trying to get to grips with the subject of my teaching material, but have not yet fully succeeded. And I am still not making sufficient use of the expertise of others.</p>	
General feedback					