Professionalisation initiates at Ghent University Global Campus (GUGC)

Target group: Lecturers (Professorial Staff, Post-doctoral researchers)

A Progressive Three-Year Training Cycle (see Figure 1)

Year 0 – Kick off Survey

The following provisional plan will be adjusted based on feedback from teachers and staff from this initial survey. These adjustments may impact the frequency or topics included in the trajectory. For now, this plan serves as the framework for how we envision the rollout.

Year 1 – Establish Foundations

In the first year, lecturers*[1] will develop core teaching competencies grounded in the **Ghent University Competency Model**[2].

This phase will focus on strengthening pedagogical skills and institutional knowledge to establish a strong foundation for effective teaching and assessing, incorporating both **synchronous and asynchronous learning moments**.

Main themes (see Appendix 1 for a provisional plan):

→ **Ghent University education policy and structures**
Frameworks that support education at Ghent University and what does it mean to be a part of it.
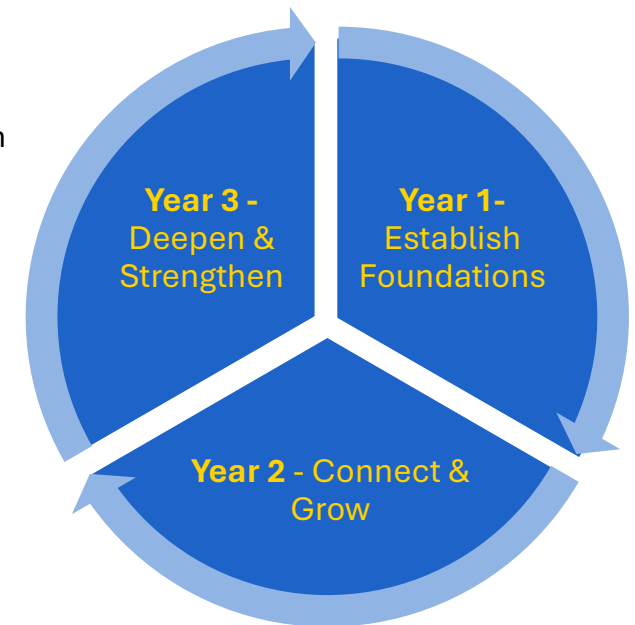
Figure 1

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[1] Teachers who have completed the Learning track for newly appointed (LTP) or Onderwijstraject voor recent aangestelde professoren (OTP) and post-doctoral staff can choose which Year 1 sessions they would like to attend.

[2] The training program is guided by the Dutch-Flemish Basic Teaching Qualification (BKO), the UK Professional Standards Framework for Higher Education Lecturers, and Ghent University's career policy for professorial staff (ZAP).

→ **Designing a course unit**

Structuring and aligning course objectives, content, and learning outcomes.

→ **Assessment methods**

Developing fair, transparent, and effective assessment strategies.

→ **Active teaching methods**

Implementing student-centred approaches to enhance engagement.

→ **Demystifying Ghent University tools**

Hands-on sessions to familiarize faculty with essential university platforms.

→ **Collaborative practice**

Establishing a 'community of practice' and a 'self-steering team' to support peer learning and transition into Year 2 of the training plan.

After the first year, we would conduct a survey to identify additional training requirements and tailor future sessions based on lecturer needs and feedback.

Year 2 – Connect & Grow

The second year focuses on **peer learning, collaboration, and reflective practice** to enhance teaching approaches and connect individual course outcomes with the broader programme competencies. The teachers will be stimulated to engage in structured sessions that help promote continuous development and an exchange of experiences.

Main themes:

→ **Peer observation**

Familiarizing the lecturers with tools that can be used to observe each other's teaching sessions to provide constructive feedback and exchange best practices.

→ **Community of practice**

Structured peer discussions where faculty members present real teaching challenges, reflect on their experiences, and receive insights and solutions from colleagues in a safe, supportive environment

→ **Application of four-eyes principle for exams**
A system where at least one more faculty member validates exam questions and assessment criteria to ensure fairness, transparency, and alignment with learning outcomes.

At the end of this year, we would conduct an in-depth survey to identify further professional development needs of GUGC faculty, ensuring that future training initiatives are targeted and impactful.

Year 3 – Deepen & Strengthen

We would tailor make professionalisation initiatives based on emerging needs and insights from the Year 2 survey. Our goal would be to address specific educational challenges at not just individual but also programme level to deepen and strengthen teaching and learning at GUGC.

Appendix 1

Year 1 Provisional Training Schedule

Date	Activity	Format & Duration
May 25	**Survey 1:** Training needs assessment *(Deadline: End of July)*	Asynchronous
August 25	Mails, Teamchat, MS Teams setup	Asynchronous
August 25	Set up Ufora Course	Asynchronous
Date TBD, September 25	**Session 1:** **LTP - GUGC Edition Start** *Introductory course (Competency, Blueprint, etc.)*	Online Session, 2 hours
Date TBD, October 25	**Session 2:** **Blueprint** *The bigger teaching methods Assessment for/of learning Feedback*	Online Session, 2 hours
Date TBD, December 25	**Session 3:** **On-Demand Session** *(Based on Survey 1 – e.g., GenAI, Feedback, etc.)* *Preparatory activities*	Online Session, 2 hours
24 December 25	**Deadline for Blueprint Submission** *Feedback on the blueprint in January 2026*	Asynchronous
2-7 February 26	**Visit Week** **Session 4:** Teaching **Session 5:** Assessment *(UGent policy: validity, reliability, transparency)* **Session 6:** Diversity/international classroom discussion **Session 7:** Demystifying UGent Tools *(Working session on UGent tools, based on survey)* **Community of Practice Workshop:** *Setting up a self-steering team*	Synchronous & on GUGC Campus, training duration TBD
Date TBD, March 26	**Session 8:** UGent policy & strategic objectives	Online Session, 2 hours
March 26	**Follow-up Q&A & Matchmaking**	Online Session, 2 hours
May 26	**Survey 2:** Follow-up and training adjustments based on feedback	Asynchronous