

## Guideline teaching by contract PhD candidates

This guideline is intended for all those involved in (the supervision of) a PhD trajectory, such as unit chairs, teaching coordinators, supervisors, co-supervisors and PhD students, and aims to create clarity and unambiguity when deferring teaching tasks to PhD students within the Psychology Institute. The board of the Psychology Institute also aims to promote and propagate good employment practices. The guideline will take effect from 1 September 2024 and will apply to all PhD students with a paid PhD contract (not for external and grant students).

### Guideline as of 1 September 2024

When assigning teaching tasks to PhD students, the following three conditions must be met:

1. that the PhD student has the desire to develop in teaching (e.g. to obtain the [partial basic teaching qualification \(BKO\)](#) as part of the [Graduate School training](#));
2. that the nature of the project allows for this; and;
3. that there is a teaching requirement from within the section.

Assigning teaching tasks is therefore not done automatically **but always in mutual consultation** with the PhD student, the supervisory team and the unit chair/teaching coordinator. The phase of the PhD trajectory (start-up, completion) and the other tasks the PhD candidate is expected to perform that academic year (data collection, writing, etc.) should be taken into account.

A PhD student can perform teaching duties for a maximum of 10% of his/her appointment as a PhD candidate. In exceptional situations, it may be possible to deviate from this norm. For example, if there is a non-full-time appointment on the PhD track, and teaching is given in the remaining time.

Sometimes a PhD track needs to be extended because of delays. One solution to fund such an extension is for the PhD student to stay on as a lecturer while the manuscript and PhD formalities are completed. If a PhD student stays on as a lecturer after completion of the original PhD project, the 10% limit does not apply. However, we would like to point out that if this is possible, preference will be given to adjusting the content of the project (and the accompanying Training and Supervision Plan) so that it can still be completed within the original deadline. Should the latter not be possible, the PhD student's teaching appointment will be financed from the 1st flow (1e geldstroom) of funds (see below).

If the PhD trajectory is financed by the second/third flow (2e/3e geldstroom) of funds, the PhD student's appointment should also be adjusted accordingly (e.g. from 1 FTE to 0.9 FTE), and the duration of the project possibly extended (by means of a cost-neutral extension). The extension should be agreed upon with the grant provider in good time.

### Teaching tasks related to the PhD project

It is also important to distinguish between teaching tasks related to the PhD project and teaching tasks not related to the PhD project (general teaching tasks). Teaching tasks related to the PhD project may include supervising internships and master's theses that fall within the scope of the research. Teaching may also contribute to the development of certain qualities of the PhD student, which benefit the project and which have been laid down in the Training and Supervision Plan (OBP). Examples include teaching tasks for the purpose of [the partial basic teaching qualification](#). In these cases, the Principal Investigator (PI) is responsible for sound preparation and substantive guidance of the PhD student in his/her teaching tasks, in coordination with the relevant course coordinator(s) / internship coordinator / thesis coordinator. If the conditions of the research grant permit it, these

teaching tasks related to the project may be charged to the second/third flow of funding (2e/3e geldstroom). The full FTE appointment of the PhD student is then funded by the project.

### General (unit-wide) teaching tasks

General or section-wide teaching tasks refer to all teaching tasks that are not directly related to the PhD candidate's research or development within the framework of the Training and Supervision Plan. In these cases, the teaching coordinator, in consultation with the course coordinator(s) involved, ensures that the PhD candidate's substantive knowledge and (didactic) skills are in line with the qualifications required for these teaching tasks. The teaching hours concerned (e.g. 0.1fte) must be financed from the 1st flow of funds (1e geldstroom), regardless of the nature of the financing of the PhD project. In this case, the duration of the PhD project can be extended by the hours that have not been used up.

### Documentation assignment of teaching tasks

Teaching tasks are preferably recorded in the Training and Supervision Plan. At the time of writing the Training and Supervision Plan, it may not yet be known whether and which teaching tasks a PhD candidate will perform, for instance because the PhD student started in the middle of an academic year or because the project does not yet allow the time needed for teaching tasks. Possible teaching tasks that present themselves at a later stage are always discussed with and agreed upon by the PhD candidate himself/herself and the supervision team. Any resulting agreements are documented and should be reflected in the report of the relevant annual interview with the PhD student.